

**Individualized Athlete Development of Jukurit
Juniors 2017-2020**

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<p>This study presents how the change in individualized development plan has impacted in Jukurit juniors. The structure of the study is based on the self-determination theory and autonomy supportive coaching. The subchapters focus on extrinsic and intrinsic motivation, the individualized three-year plan, autonomous goal setting and game statistics/game videos.</p> <p>The aim of this study is to observe how the athlete-centred approach has developed in Jukurit. The objective of the research was to measure athlete-perceived experiences of the implemented methods. Participants in this study filled a questionnaire consisting of 19 questions. The questionnaire structure was built on the self-determination theory. The group was 19 persons from Jukurit juniors of U16 to U18. Because the study presents a change in prevailing working culture. The questionnaire was repeated two years later for having reliable comparison between the results.</p> <p>The result of this study shows changes in cultural environment in Jukurit between 2018 and 2020. The results indicate that the environment has changed and increased to more autonomy supportive from 2018 to 2020 according to the study results.</p> <p>The results indicate that environmental change and implemented methods had a significant impact on the level of athletes' self-awareness and knowledge of monitoring personal performance. The process assisted the club to reaching the next level by providing a clear structure for developing individuals. Satisfaction of the three basic psychological needs for autonomy, competence and relatedness was increased.</p>	
<p>, Keywords Athlete-centred coaching, individual development, ice-hockey, self-image, Athlete pathway</p>	

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1 Introduction

'Passion makes a difference'. This sentence encapsulates an idea that connects the many paths that have led to the top. The road to the top requires motivation, pure desire to achieve self-satisfaction and above all, skills to plan, execute and evaluate own process. Feeding the motivation and passion along the pathway requires an optimal learning environment with guiding and caring inner circle which permit autonomy and self-awareness. Teachers, mentors and coaches may play a significant role throughout athletes' lives. Guiding and caring relationship lead to improvement of better life skills and holistic approach during lifelong path.

Coaching process should mainly be directed on persons instead of sport-specific skills or game books. It is all about dialogue and interaction of two persons - athlete and coach – and how they can help each other. Everything starts from athlete's own desire and intrinsic motivation. (Westerlund, 2016.) The interest of executing this thesis has grown from seeking deeper information of athlete-centred coaching and ways to implement and utilize it in long-term coaching process with young ice-hockey players. Being motivated and willing to sacrifice a big amount of time for something that you love is not always enough. Without supportive and healthy environment, the journey to the top becomes more difficult. Creating an environment which supports individual needs in a physical, sport-specific and psychological ways, is a challenge on daily basis in team sports. Athlete-centred atmosphere is created when continuous player growth is ensured in every practice and games (Mitchell 2013). To ensure and execute this process, participants need to understand basic fundamentals of self-regulation skills.

The thesis consists of three parts, which relate athlete-centred coaching and individualized athlete development. In the first part readers are familiarized theoretically with topics of athlete-centred coaching, coach-centred coaching and self-determination. The framework explains and identifies the basic psychological needs which coaches should execute and implement in creating athlete-centred and autonomy-supportive environment. The second part displays a process of individualized athlete development related in athlete-centred coaching in Jukurit youth ice-hockey club. The process introduces ways to plan and implement proper tools for supporting athletes' self-awareness and goal setting. This empirical process shows what kind of models and habits were used in Jukurit. The thesis ends with a research that displays and analyses observations and outcomes based on athletes' sensations. The Authors have approached the research through the theory of self-determination. Readers will have access to empirical evidence showing how

the process affected to satisfaction of athletes' personal needs of autonomy, competence and relatedness. The final part includes authors' experiences and conclusion during the process.

The thesis provides knowledge of creating athlete-centred operation model which underlines autonomy supportive approach. The Methods and models used by the authors may help readers to develop and modify their own philosophies, and at the same time provide tools and inspiration on supporting athlete development.

2 Athlete-centred coaching

Athlete-centred approach is both a philosophy of sport as well as a specific approach to the design and delivery of sport programs. The foundation of an athlete-centred approach is that sport is to be used as a vehicle that assists to the athlete's overall performance and personal development. (Clarke, Smith & Thibault, 1994.) In athlete-centred coaching model coach creates a climate and culture of ownership and responsibility (Pill 2018, 12).

When athletes take ownership of gaining knowledge, development and decision-making it will help them to maximise their performance and their enjoyment (Kidman & Lombardo, 2010, 13). Generally, philosophy which allows athletes to participate in activities promoting development in four central domains – the physical (technique), social (interaction), cognitive (decision-making) and affective (fun and enjoyment), empowers them with greater autonomy and choice in the learning process. (Pill, 2018, 193.) Athlete-centred approach is a leadership style that takes into account athletes' needs and understandings. Athletes are enabled to learn and have control of their participation in sport (Kidman, 2005, 16).

“The goal of athlete-centred approaches is to enhance the athletes' development of personal and life skills, and to encourage ethical conduct and citizenship, thus contributing to individual as well as athletic development. Proponents of athlete-centredness advocate that athletic performance emerges from a focus on personal development” (Miller & Kerr in Pill, 2018, 27).

Using athlete-centred methods in team sports might sounds hard and scary. There might be more than twenty different persons who have different needs in contrast to individual sports where the spotlight is pointing to one athlete. According to Alder (2018, 61-62), the culture of team sport is naturally political, because it is possible to use ideologies which have an influence on humans thinking through shared values and beliefs. That kind of culture might cause conflicts between individuals and identity of the team. Team can be a source of identity and harmony, and at the same time creating common values and unity (Ogbor 2001, 590-608). According to Becker (2009, 102-103) at its best athlete-centred coaching supports working as a team, so that it is a safe and motivating place to everyone who is participating.

Kidman and Davies (2005, 25) describe common standards of athletes being in athlete-centred coaching environment.

- Are resourceful and innovative;
- Feel that they are important because of the coach's actions in understanding athletes (e.g. listening, empathy);
- Understand that there is mutual trust and respect between coach and athletes, and among the team;
- Cooperate to enhance mutual goals and directions of the coach, themselves and their team;
- Are more coachable because they have freedom and choice;
- Are highly committed to achieving levels of excellence;
- Are willing to engage totally in what they believe in

Environments which support and maintain athletes' intrinsic motivation must be interesting, challenging and enjoyable, allowing an athlete to be actively involved and have opportunity to manipulate, explore and challenge himself (Ryan, Geoffrey, Patrick & Deci 2009, 109). Pill (2018, 89) describes (figure 1) the essential components of favourable learning environment for athlete-centred coaching.

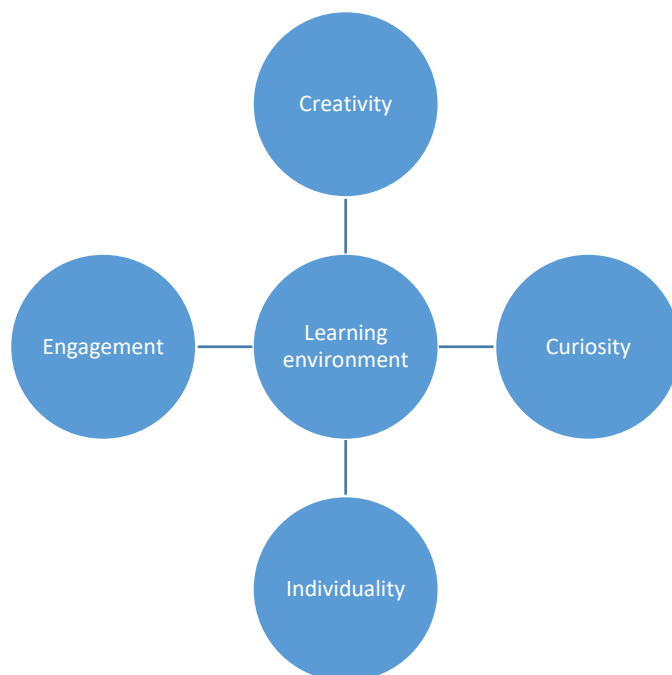


Figure 1: Main components of the athlete-centred coaching learning environment (Pill, 2018, 89.)

According to Kidman (2005, 36), participating in sport has been considered as a factor which can provide environment where children can develop morally and socially as well as learn values and discipline.

According to Pill (2018, 19-20), sport, like all educational experiences, has a social dimension which should be addressed explicitly in an athlete-centred model. Coaches should focus on addressing the following major concepts in athlete-centred coaching:

- A) Critical thinking and problem solving
- B) Flexibility & adaptability
- C) Initiative and self-direction
- D) Social and cross-cultural skills
- E) Communication & collaboration

The social dimension of education indicates interpersonal relationships and the development of the social skills will support athletes throughout their lives. Effective communication is necessary not only for athletes to improve their skills, but also to develop a positive relationship with the coach. Coaches can support athletes' interpersonal and social development by integrating life skills presented in table 1 into athlete-centred coaching.

(McGladery, Murray & Hannon 2010, 6; Pill, 2018, 19-20.)

Table 1. Life skill concepts to integrate into athlete-centred coaching (Pill, 2018, 20.)

Critical thinking & problem solving	Flexibility & adaptability	Initiative & self-direction	Social & cross-cultural skills	Communication & collaboration
<p>Reason effectively Use various type of reasoning (inductive, deductive, etc.) as appropriate to the situation.</p>	<p>Adapt to change Adapt to varied roles, responsibilities, schedules and contexts. Work effectively when there is ambiguity and change .</p>	<p>Manage goals and time Incorporate short- and long-term goal setting. Utilise time and manage workload.</p>	<p>Interact effectively with others Know when it is appropriate to listen and when to speak. Conduct themselves in a respectful manner.</p>	<p>Communicate clearly Articulate thoughts and ideas effectively using oral and nonverbal communication skills in a variety of situations. Listen effectively to translate meaning, including</p>

				<p>knowledge, values, attitudes and intentions.</p> <p>Communicate effectively in diverse environments.</p>
<p>Use system thinking</p> <p>Analyse how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>	<p>Be flexible</p> <p>Incorporate feedback effectively.</p> <p>Deal positively with praise, setbacks and criticism.</p> <p>Understand, negotiate and balance diverse views and beliefs to reach workable solutions.</p>	<p>Work independently</p> <p>Monitor, define, prioritise and complete tasks without direct oversight.</p>	<p>Work effectively in diverse teammates</p> <p>Respect cultural differences and work effectively with teammates from a range of social and cultural backgrounds.</p> <p>Respond openly to different ideas and values.</p>	<p>Collaborate with others</p> <p>Demonstrate ability to work effectively and respectfully with diverse teammates.</p> <p>Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</p>
<p>Make judgments and decisions</p> <p>Effectively analyse and evaluate evidence, arguments, claims and beliefs.</p> <p>Reflects critically on learning experiences and process.</p>		<p>Be self-directed learners</p> <p>Demonstrate initiative to advance skill levels.</p> <p>Demonstrate commitment to learning as a lifelong process.</p>		

	<p>Reflect critically on past experiences in order to inform future progress.</p>	
<p>Solve problems Solve different kinds of problems in both conventional and innovative ways.</p> <p>Identify and ask significant questions that clarify various points of view and lead to better solutions.</p>		

2.1 Athlete-centred coaching versus coach-centred coaching

In contrast to that the physical (technique), social (interaction), cognitive (decision-making) and affective (fun and enjoyment) are part of athlete-centred philosophy. Coach-centred coaching style includes a method and way where the chance of choice and control is taken away from athlete. (Pill 2018, 193). When a coach takes total control and athletes are basically not participating in the decision-making, the approach is called coach-centred coaching. (Kidman, Thorpe & Hadfiel, 2005, 13-15.) An approach, where all knowledge is espoused directly from the coach to athlete disempower athletes' involvement in the learning process (Kidman, 2010).

Table 2 below shows how Mitchell sorts differences between characteristics of coach-centred and athlete-centred coaches.

Table 2. Characteristics of coach-centred and athlete-centred coaches (Jeff Mitchell, 2013.)

Coach-centred coach	Athlete-centred coach
Instructs – tells athlete what to do	Asks questions and helps athletes to find their own solutions
Determines the direction and goals for the team	Facilitates athletes and team to set their own goals
Focuses on winning and the achievement of results	Focuses on development and the achievement of athlete and team goals
Expects athletes to comply with their instructions during games	Develops athletes that are self-aware, capable of making decisions and able to correct themselves
Has a 'win at all costs' attitude	Tries to develop the whole athlete: technically, physically, mentally and socially
Views athletes as a collective with the same needs	Views athletes as a collection of individuals with individual needs

According to Headly-Cooper (2010, 21), a coach-centred coaching tries to make athlete act and think like a robot and decrease ownership of the team. Athlete-centred coaching is the opposite of coach centred coaching. In athlete-centred coaching the athlete is the most important and the structure and decision making progress is created to support athlete's need, values and objectives (Headly-Cooper 2010, 12).

2.2 Self-determination theory

According to Deci & Ryan, (1985), early work leading to self-determination theory (SDT) dates back to 1970s and the first relatively comprehensive statement of SDT appeared in the mid-1980s. The self-determination theory is paying an attention to autonomous motivation, controlled motivation development and well-being outcomes. SDT examines people's aspirations and life goals, displaying differential relations of intrinsic versus extrinsic life goals to performance and psychological health (Deci & Ryan 2008, 182).

SDT's sub-theory basic needs theory (BNT) recognizes the basic psychological needs required to be optimally satisfied. For an individual to become intrinsically self-motivated and effective in achieving identified goals, the personal needs of autonomy, competence and relatedness need to be satisfied. (Deci & Ryan 2000, 227, 229; Deci & Ryan 2000, 68, 74)

The first of these needs, autonomy, is experienced when people feel a sense of freedom regarding their choices and decision making (Deci & Ryan 1985).

The second of these needs, competence is described as the desire to be efficacious and effective in various tasks to be accomplished. Feelings of competence can be enhanced by people around the actor which provide meaningful positive feedback and therefore motivation can be increased. (Ryan et al. 2009, 114; Vlachopoulos, Ntoumanis & Smith 2010, 395.)

The third need relatedness signifies a sense of connection, belonging and being included and cared by others who are part of the social environment. Satisfying the need of relatedness also supports a sense of security. Individual feeling relatedness are more likely to internalize ambient values and skills. (Ryan et al. 2009, 115; Deci & Ryan 2000, 235.)

2.2.1 Motivation

“Motivation is the desire to act in service of a goal. It's the crucial element in setting and attaining our objectives. Motivation is one of the driving forces behind human behaviour. It fuels competition and sparks social connection. Its` absence can lead to mental illnesses such as depression. Motivation encompasses the desire to continue striving toward meaning, purpose, and a life worth living” (Psychology today, 2022).

2.2.2 Intrinsic vs extrinsic motivation

In Self-Determination Theory (SDT; Deci & Ryan, 1985) separate between different types of motivation based on different reasons or goals of an action. The most basic separate is between intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to doing something because it is interesting or enjoyable. Extrinsic motivation refers to doing something because it will lead to some outcome. Over three decades of research has shown. The quality of experience and performance can be very different depending on the type of motivation.

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. A person who is intrinsically motivated is acting for the fun or challenge rather than external prods, under the pressure or rewards. (White, 1959, 66)

Because many different studies confirmed that intrinsic motivation is associated with better learning, and performance (e.g., Benware & Deci, 1984; Deci, Schwartz, Sheinman, & Ryan, 1981; Grolnick & Ryan, 1987; Valas & Sovik, 1993, Deci & Ryan 2000, 233), considerable attention has been given to investigations of the conditions that undermine versus enhance intrinsic motivation.

“Intrinsic motivation has emerged as an important phase for educators of learning and achievement that can be systematically catalysed or undermined by parent and teacher practices “(Ryan & Stiller, 1991).

In extrinsic motivation a person is doing for the task to avoiding punishment or receiving a reward. For example, a student can do homework because she/he fears parental sanctions. Similarly, a student who does the homework because he/she personally believes it's valuable for the future is also extrinsically motivated. He is doing it for instrumental value rather than because he finds it interesting. Both of examples are representative types of extrinsic motivation in their relative autonomy (Deci & Ryan, 1985).

Figure 2 shows the main difference between intrinsic and extrinsic motivation. Difference is that intrinsic motivation originates from a person who is doing, and extrinsic motivation comes from outside. Intrinsic motivation is a more effective as a long-term method for achieving goals and completing tasks. A way that gives a player satisfaction and makes him/her feel fulfilled. Extrinsic motivation is useful in certain situations, but it may eventually lose effectiveness over time.

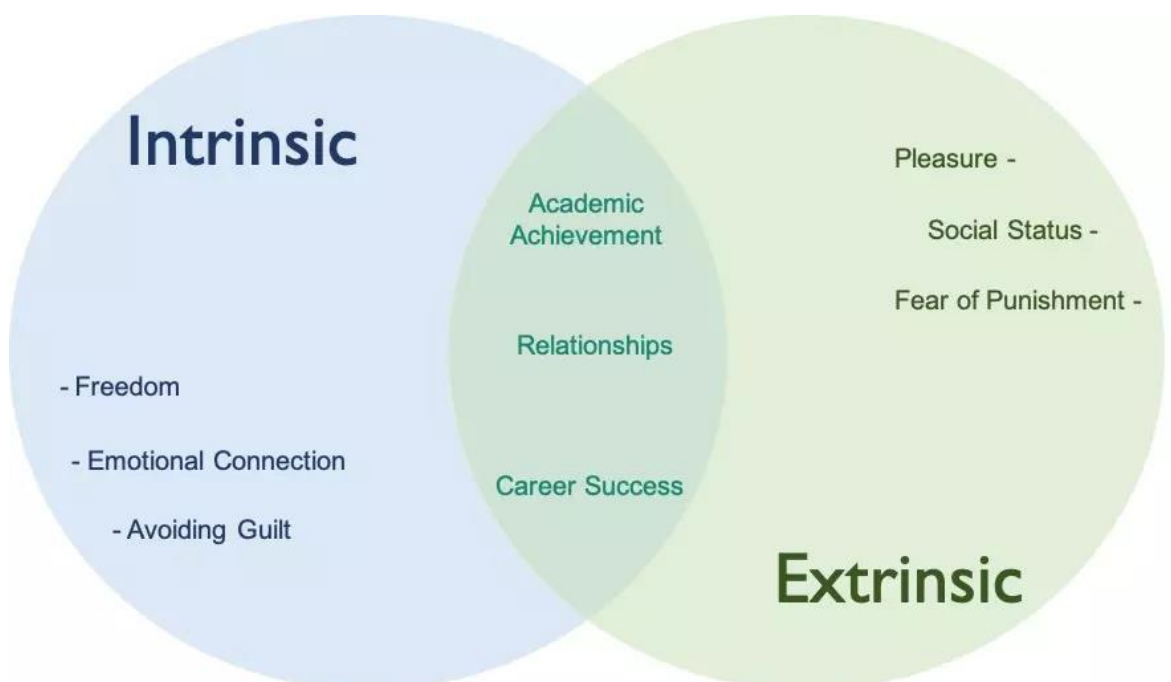


Figure 2. Intrinsic and Extrinsic motivation and the reasons for the person. (Convertize, 2022)

According to (Deci & Ryan, 1985), Within SDT a second sub theory, referred to as Organismic Integration Theory (OIT), was introduced to details of the different forms of extrinsic motivation and the contextual factors that either promote or hinder internalization and integration of the regulation for these behaviours (Deci & Ryan, 1985).

Figure 3 illustrates the OIT taxonomy of types of motivation, arranged from left to right in terms of the extent to which the motivation for one's behaviour emanates from oneself.

On the left side is amotivation. Amotivation is the state of lacking an intention to act. When amotivated, a person's behaviour lacks intentionality and a sense of personal causation. Results of from Amotivation not valuing an activity feeling not competent to do it or not believing it will yield a desired outcome One can see from Figure 3 that to the right of amotivation are various types of motivation that we have organized to reflect their differing degrees of autonomy or self-determination. (University of Rochester, Academic Press, 2000)

The least autonomous forms are extrinsic motivation. Category is named external regulation. The behaviours are performed to satisfy an external demand or obtain externally imposed reward contingency. Individuals typically experience externally regulated behaviour as controlled or alienated, and their actions have an external perceived locus of causality. External regulation is the only kind of motivation recognized by operant theorists (e.g., Skinner, 1953), and it is this type of extrinsic motivation that was typically contrasted with intrinsic motivation in early lab studies and discussions. (University of Rochester, Academic Press, 2000)

According to (Nicholls, 1984; Ryan 1982): "The second type of extrinsic motivation is introjected regulation. Introjection describes a type of internal regulation and it's still quite controlling because people perform such as actions with the feeling of pressure to avoid guilt or anxiety or to attain ego-enhancements or pride. Otherwise, introjection represents regulation by contingent self-esteem. This is a classic form of introjection of ego involvement, in which a person performs an act to enhance or maintain self-esteem and the feeling of worth. A more autonomous form of extrinsic motivation is regulation through identification. Here, the person has identified with the personal importance of a behaviour and has thus accepted its regulation as his or her own. A boy who memorizes spelling lists because he sees it as relevant to writing, which he values as a life goal, has identified with the value of this learning activity."

Finally the most autonomous form of extrinsic motivation is integrated regulation. Integration happens when the athlete has been fully identified with regulations to himself or herself. This occurs through self-examination bringing new regulations into congruence with one's other values and needs. (University of Rochester, Academic Press, 2000)

On the right side of the figure is intrinsic motivation. This placement emphasizes that intrinsic motivation is a prototype of self-determined activity. This does not mean that as extrinsic regulations become more internalized. They are transformed into intrinsic motivation. (University of Rochester, Academic Press, 2000)

INTRINSIC AND EXTRINSIC MOTIVATIONS

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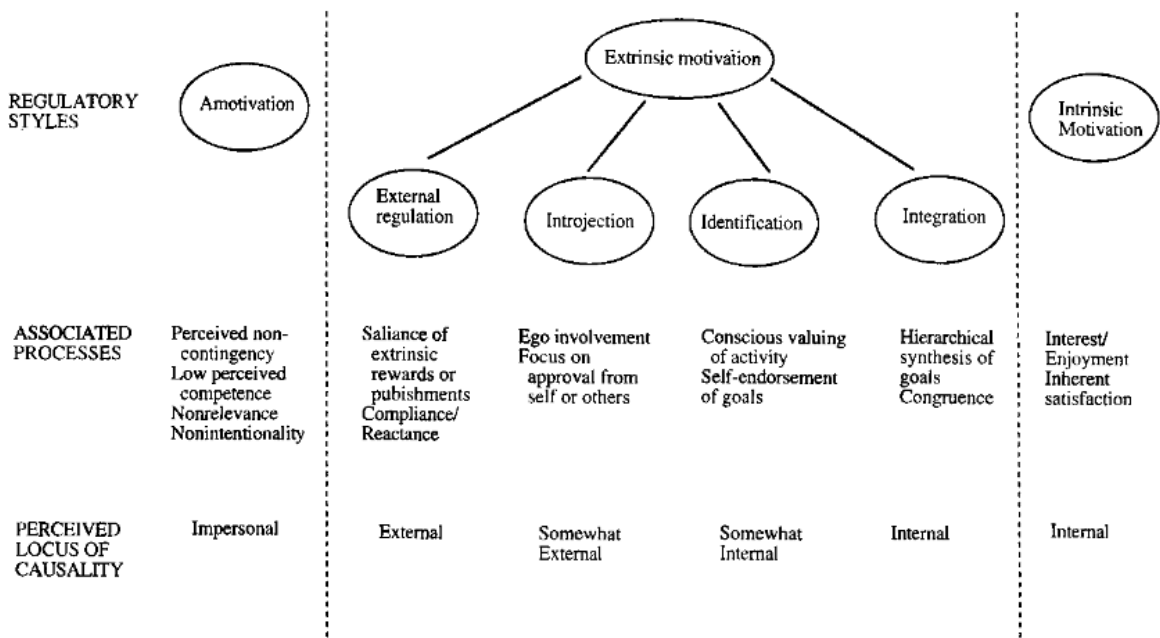


Figure 3. A taxonomy of human motivation (University of Rochester, Academic Press, 2000)

2.3 Becoming an empowered athlete

Arai (1997, in Kidman, 2005, 16) states that the athletes are empowered when a coach considers the athletes first and thus gives them choice and control. Jones (2001, in Kidman, 2005, 26) points out that no aspects of this process happens automatically and for every situation. The coach response or interaction depends on the team environment and the impact of the coach's approach on every individual. Becoming empowered, Arai

(1997, in Kidman, 2005, 26) suggests that individuals move through four stages in following order:

1. Self-awareness

In the first stage, coaches help to raise athletes' level of awareness. Self-aware athletes understand why they make certain moves, react in certain ways or why they use their body in a specific way. To determine athletes' role within the team, they need to identify whether they feel they belong to the group or whether they feel alienated. It is important that they establish how committed they feel and how important the sport is to their life. Improving and feeding their self-awareness coaches can ask meaningful questions, for example: Why did you move there?, What were you doing before you shot the puck?, or How do you think you can avoid losing pucks near the boards? This kind of questions will help athletes to focus on their thoughts on what they are doing. (Kidman, 2005, 24.)

2. Connecting and learning

The second stage sees athletes determining their role in learning. Athletes must first change their view of what learning is to gain understanding of their own responsibility for learning. One of the initial steps is understanding that they need to be a part of their own learning. The coach's role is to provide support, to be a mentor and to act as a source of information so that athletes can begin to extend on their choices and opportunities. (Kidman, 2005, 24.)

3. Taking action

In this stage athletes apply the new information on themselves and learning so that they can take action in the empowering process. They begin to become decision makers and engage in new activities through expressing their own idea. Athletes act in empowered ways asking questions, answering coaches' questions, participating with awareness of their own performance. The coach's role here is to encourage and support athletes' ideas and sense of self-expression so that they begin to become part of the learning process rather than an observer. (Kidman, 2005, 24.)

4. Contributing to their own learning

In the final stage athletes contribute to their own learning by processing their thinking and gaining understanding that enhances their ability to solve problems and make decisions. Asking and answering questions and deciding on their own faith feed athletes sense of belonging and acceptance from the coach. It also contributing the vision and goals of the

team. The coach's role is to encourage the growth of individuals and of the team collectively. The role emphasises support and facilitation providing these only if needed. (Kidman, 2005, 24.)

Arai (1997) in (Kidman 2005, 24) summaries that empowered athletes:

- Set their own goals and have an intrinsic desire to reach them
- Enjoy their sport
- Show enthusiasm
- Develop self-efficacy and confidence in their ability and are enabled to control results produced by their skill and effort
- Understand that they contribute to and take responsibility for their learning and direction
- Are accountable for their actions

2.4 Self-regulation theory

In the context of learning process self-regulation reflects person's capacity to control his or her learning behaviour. Self-regulation can be defined as the degree to which human beings are metacognitively, motivationally and behaviourally proactive participants in their own learning process. Without paying sufficient attention to performance people cannot influence their own motivation and action. Fidelity, consistency and temporal proximity of self-monitoring partly depends on success in self-regulation. (Baker & Farrow, 2015, 319; Bandura, 1991, 250)

The theory further presents, that individual's ability to cyclically use or manage one's own situational-related intellectual, emotional, and motoric learning process inside an environment, allows a person to structure personal opportunities for continuous learning and bring out self-initiative behaviour. Controlling those methods in learning lead towards effective engagement in the learning process to achieve skill improvement. (Zimmerman 1986, 307; Kitsantas & Zimmerman 2006, 211.) These self-initiated cognitive processes create versatile learning through cyclical deployment of phases which identifies self-regulation process (Bandura 1991, 282).

According to Zimmerman (2000, in Davidson & Sternberg, 2003, 239), from a social cognitive perspective, problem solving processes and accompanying beliefs are viewed as three cyclical self-regulatory phases: forethought, performance, and self-reflection (figure 4). In the first part (the forethought phase), before any effort is invested, the learner identi-

fies the processes required for learning enhancement and the personal motivational beliefs in connection with the topic. The phase is constructed from two aspects, the task analysis process and self-motivated beliefs. The task analysis process reveals to learners the analysis of the task at hand, where identified weaknesses lead to implementation of the goal-setting process and planning how the goals will be attained. The self-motivation aspect demonstrates intrinsic beliefs about individual's capacity to learn and what personal profits will be obtained through the investment of effort. (Davidson & Sternberg, 2003, pp. 239; Zimmerman 2013, 142; Zimmerman 2002, 142)

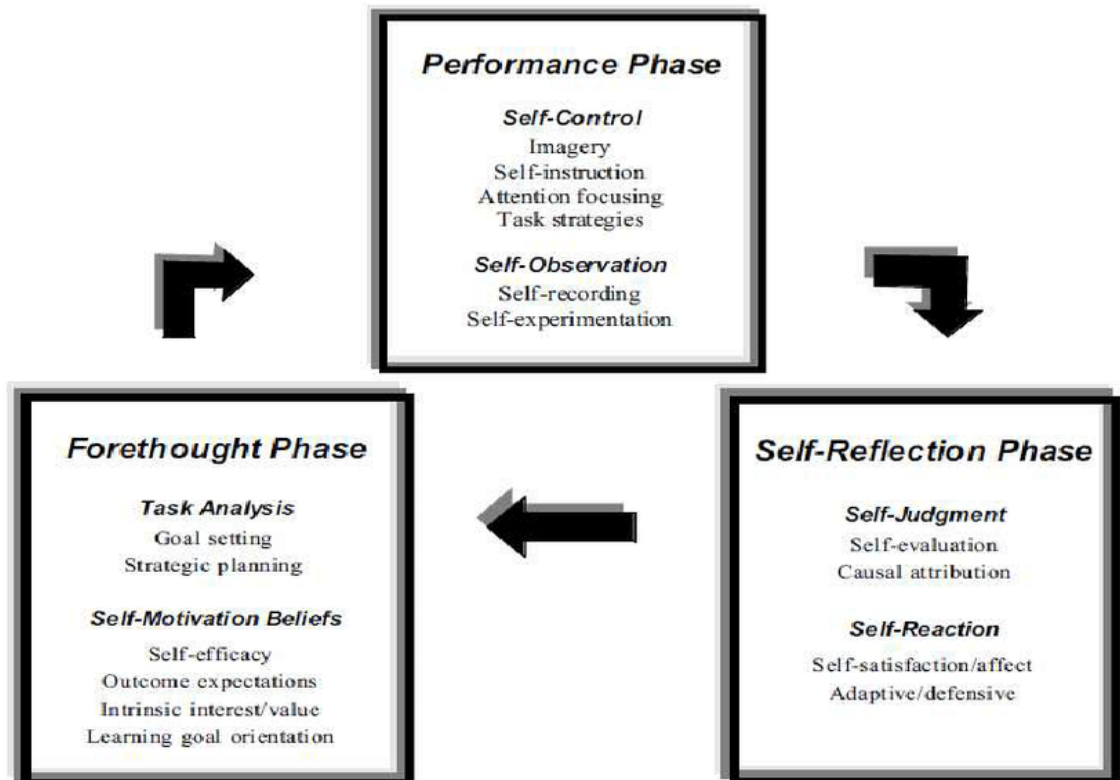


Figure 4. Phases and subprocesses of self-regulation, (Zimmerman 2013, 142).

In the performance phase learner starts to invest his/her own efforts into learning. The phase is constructed from two major classes of intrinsically-deployed processes. To be effective, learner needs to control himself by deploying specific methods and mechanisms. These mechanisms and methods have been identified as the use of imagery, self-instruction, control of attention, and task strategies. The learner is required to constantly observe his own initiative (self-observation) about how the learning is accomplished. This needs to be done by constant monitoring of one's personal cognitive functioning throughout the process. It need to be done by self-initiated deployments of experiments leading to optimal solution for how to obtain knowledge efficiently. (Zimmerman 2002, 68; 2013, 142-143.)

The last part of the learning process is self-reflection. In the same way as previous phases it is composed of two processes, self-judgement and self-reaction. In the self-judgement class, the learner is required to evaluate personal performance in different ways. During the learning process using standards obtained either from one's past performances, the performance of others or comparing which are common to all learners targeting the learning domain. The learners can also reflect on their own performance through the application of casual attributes, where the learner identifies causes for failure or success. Identification of the causes gives the learner a chance to develop new strategies which may lead him/her towards a more positive outcome. Possible outcome is that identification of the causes may shift him/her to understand that any additional effort invested into the learning process will not elicit improvements, resulting in a negative effect on motivation and a dropout from the process. (Zimmerman 2002, 68; Zimmerman 2013,142-143.)

In the class of self-reaction, process targets reaction of the learner after previous class has been fully implemented. After evaluation of personal performance, and identification of the progress made after learning, improvement in the level of performance will lead to an increase in personal satisfaction. Decreasing personal satisfaction will lead to personal defensive reactions. It may cause a withdrawal from learning process or adaptive reactions, in which modification of learning strategies will occur to increase learning efficiency, resulting in continuation of the cycle. (Zimmerman 2002, 68; Zimmerman 2013, 142-143.)

2.4.1 Structure of self-regulatory systems

Self-regulation operates through a set of psychological subfunctions that must be developed and mobilized for self-directed change. Neither intention nor desire alone has much effect if people lack the capability for exercising influence over their' own motivation and behaviour. The constituent subfunctions in the exercise of self-regulation through self-reactive influence are summarized in figure 5. (Bandura, 1991, 249.)

Self-observation serves at least two important functions and provides the information needed for setting realistic goals and for evaluating one's progress towards them. There are also additional ways in which paying close attention to one's thought patterns and actions in different social contexts can contribute to self-directed change. Systematic self-observation can provide important self-diagnostic information. When people observe their thought pattern, emotional reactions, behaviour, and the conditions under which these reactions occur, they begin to notice repetitive patterns. (Bandura 1991, 250.)

According to Bandura (1991, 254), observing is the first step toward doing something to affect it, but in itself, such information provides little basis for self-directed reactions. Actions give rise to self-reactions through a judgemental function including several subsidiary processes. Judging and guiding one's actions through personal standards play a major role in the exercise of self-directedness. Depending is the given performance regarded favourably or negatively depends upon personal standards against which it is evaluated. Development of personal standards are developed from information conveyed by three principal modes of influence. A person can acquire standards from direct teaching as well as through reflecting reactions of others towards one's behaviour. As in other forms of influence, direct teaching is most effective in fostering development of standards when it is based on shared values and mutual support. People not only teach and prescribe standards for others, they also visualize them in their reactions to their own behaviour. (Bandura, 1986; Bandura 1991, 253.)

Second subsidiary process is social referential comparisons. The comparisons with others may take different forms in different tasks. For some regular activities, standard norms based on representative groups are used to determine one's relative standing. Often people compare their behaviour to particular associates in similar situations. One's previous behaviour is continuously used as a reference against which ongoing performance is judged. In this referential process, self-comparison supplies the measure of adequacy. Past attainments affect self-appraisal mainly through their effects on goal setting. After exceeding aimed performance level, the task is no longer challenging and people need to seek new ways to get self-satisfaction and progressive improvements. (Bandura 1991, 254-255.)

Another important factor in the judgmental component of self-regulation concerns, are valuation of activities and perceived performance determinants. People do not care much how they do in activities that have little or no significance for them. They expend little effort on devalued activities. Welfare and self-esteem is mainly areas where performance appraisals activate self-reactions. The more relevant performances are to one's value preferences and sense of personal adequacy, the more likely self-evaluative reactions are to be obtained in that activity. (Bandura 1991, 255.)

Self-reactions are also different depending on how people perceive the determinants of their behaviour. They are most likely very proud of their accomplishments and assign self-satisfaction when they view their performances as strongly dependent on external support or special situational supports. Self-reactions to faulty and blameworthy conduct similarity depend on causal judgments. People respond self-critically to faulty performances if they hold themselves as responsible. They respond less self-critically if they perceive it as due

to unusual circumstances, to insufficient capabilities, or to unrealistic demands. (Bandura 1991, 255.)

Performance judgements give an opportunity for self-reactive influence. Self-reactions provide the mechanism by which standards regulate courses of action. The self-regulatory control can be achieved by setting a targets and creating incentives for one's own action. The self-motivating incentives may be either concrete outcomes or self-evaluative reactions. Incentives affect behaviour mainly through their motivational function. People motivate themselves to having better effort to attain the requisite performance by making self-satisfaction or concrete benefits conditional upon certain accomplishment. People who reward their own attainments usually accomplish more than those who perform the same activities under orders. Using self-incentives is one of the factors that differentiates people who succeed in regulating their motivation and achieving what they seek from those who are unsuccessful in their self-regulatory efforts. Self-evaluation gives direction to behaviour and creates motivators for it. (Bandura 1991, 256-257.)

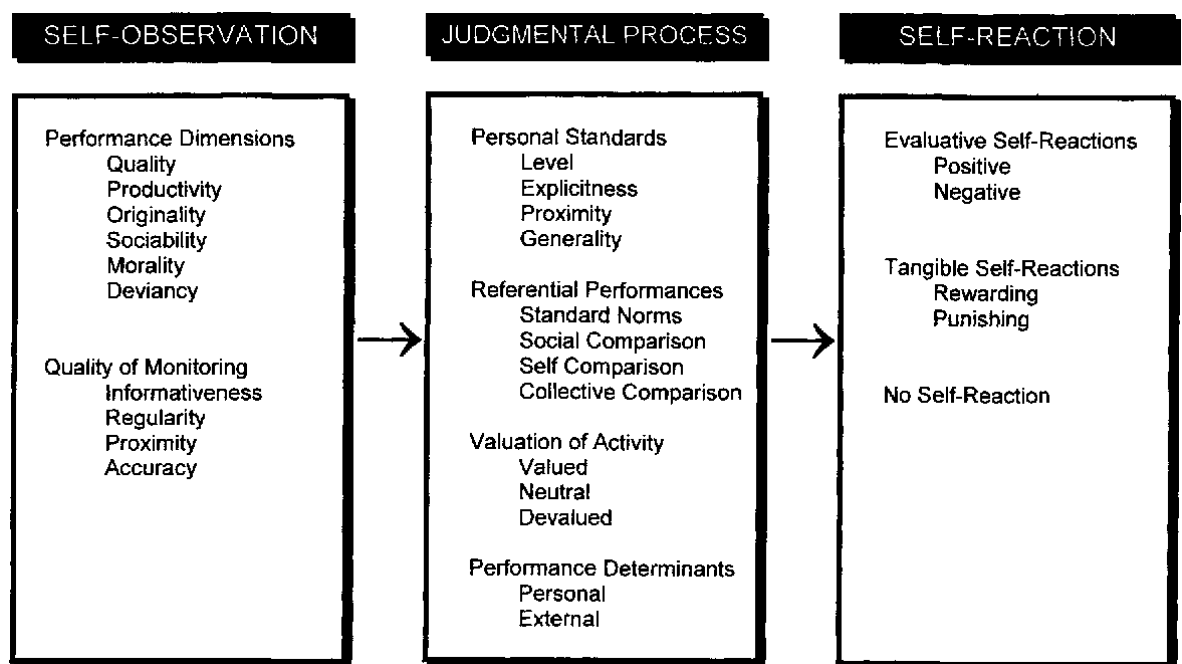


Figure 5. Structure of the system of self-regulation of motivation and action through internal standards and self-reactive influences (Bandura 1991, 249).

3 Jukurit

3.1 Jukurit as a club

Jukurit is an ice-hockey club from Mikkeli, Finland. The Club was founded in 1970. Jukurit-Juniors contains teams and groups from skating schools to B-juniors (u18-level). Senior team of Jukurit (Jukurit HC Oy) has played in Finnish elite league called Liiga since 2016-2017. Jukurit u20 are part of Jukurit HC Oy organization.

Jukurit-Juniors are leading organisation in Southern Savo. Finnish Ice Hockey Association (FIHA) has created umbrella model to help smaller organizations in the area. Jukurit has several umbrella organizations like Pieksämäen Palloseppä (PiPs), Warkis, SapKo and Kapa.

Co-operation has a long history. It started because Kangasniemi didn't have enough players to play ice hockey in every age group. The second team which affiliated to the umbrella organisation was PiPS. Warkis affiliated to the Jukurit umbrella organisation in 2017.

SapKo is the latest organisation in the umbrella organization. SapKo and Jukurit started their co-operation between their professional teams and U20 teams in 2019. They expanded their co-operation to their junior teams in 2020.

Jukurit helps their umbrella organizations by sharing knowledge. Jukurit sends coaches to educate umbrella organizations coaches. They execute educations, keep demo practices and give tips to the coaches in umbrella organizations. Jukurit coach led morning academy also in Kangasniemi in 2018-2019.

3.2 Jukurit pathway

Jukurit pathway's (appendix 1) goal is to give every child and adolescent chance to start a hobby, be excited about the hobby and play ice hockey the rest of his/her life. The pathway is unique for every player. Player's own passion and motivation effects on the path. The pathway's cornerstones are knowledge of the path, high quality coaching and comprehensive support activities.

The Jukurit path is strongly built on the values of the club. The strategy of the club determines our vision, mission, and the strategic cornerstones, which take the form of various practical activities on the field. The strategy and the values have been drawn up together with Juniori-Jukurit Ry and Jukurit Oy, and they are in line with Finnish Ice Hockey Associations alignments and their goals.

Jukurit pathway with the club-cooperation teams gives the player good chance to play series what is good to the player. Jukurit has teams in the highest level from U9 to U14 in the region of Kymi-Saimaa. Jukurit has also teams in the Finland`s national level in U15 to U18.

SapKo has teams in Mestis level in U15 to U20. Players are moving in both directions. Players from Savonlinna come to play higher level games to Mikkeli and Jukurit sends players to play in Savonlinna to provide them with more ice time and bigger role.

U19 and U17 teams are in Kangasniemi and Varkaus, if the player doesn't want or isn't good enough to play in U20 or U18 in Mikkeli or Savonlinna they can continue their careers in Varkaus or Kangasniemi.

4 Athlete-centered operating model in Jukurit

4.1 Development process of the model

Fundamentals were created during the seasons 2015-2016 and 2016-2017 when Juniori-Jukurit made their biggest investments for coaching and sport-operations. Athlete-centred coaching and individual based coaching had been a goal for a long time but after investments and new competition level it was obvious to develop ideas further. New competition level means that Jukurit HC promoted to highest level (Liiga) in Finland and Jukurit U20-juniors promoted to highest junior league at the same time.

The process started by putting a commitment of players in the first place through concrete self-evaluation patterns and individual development plans. The goal was to create healthy environment where the sportiness and goal-oriented atmosphere are in centre. It had always been an issue that the most talented players were leaving for other clubs after child phase. After the season 2016-2017 none of the players has left the club.

The first step of athlete-centred process was to involve players in decision making through concrete self-evaluations and goal-setting patterns. Players determined individual objectives with the coach and implemented it in specific training sessions at morning academies. At the same time their self-awareness grew, and physical training was easy to adapt serving individual needs. Fundamental of mental development plan originated from mental coaching guide of Finnish Ice Hockey Association.

Video coaching took place in an everyday action and at the same time. Dropbox was selected as tool for sharing information. The idea of Dropbox was to make all the material available for the players and coaches including test results, physical programmes, videos etc. Other important steps were also taken to the direction of athlete-centred coaching. Though, a common way of acting between different age groups was still missing (for example together with U20, U18 and U16).

Those seasons were great seasons for testing and developing new methods supporting old ones. The final step was to find the common way of acting which was flexible and the whole organisation could stand behind it. After those seasons Jukurit was in a position where they had four full time coaches, director of coaching and skill coach working at junior levels. Grown staff resources enabled the development further and towards unity which is a crucial asset for a small club.

4.2 Implementation of the athlete-centred operating model in Jukurit juniors

Athlete-centred operating model is the tool which contains major implementation ways used by the club (appendix 2). Idea is to gather all the steps in one place which gives answers to questions 'when' and 'how' to implement different steps during the season. The tool works as a time frame, and clarifies the timing of common implementation models for all participants. The purpose of the operating model is to create common methods to the club.

The first part includes an annual plan for the implementation. The time frame indicates exact schedule for methods which are used during the season:

- Athlete profiling
- Three-year plan
- Common test pattern and monitoring
- Individual meetings
- Summary for game statistics

The Annual and monthly plan show in which order specific steps were used during the season. It, for example, specifies when the first athlete profiling should be hold between the coach and the player.

The second step includes monitoring methods and tools on supporting athlete development. It forms a list of methods which are included in daily based coaching process. There is no exact time frame to execute monitoring methods.

Examples on tools used by Jukurit are listed below:

- Mental coaching guide from Finnish ice-hockey association
- Different forms and queries provided by club
- Hockey Centre
- Dropbox
- Video tools and technology which provide help for daily training
- Heart beat sensors
- Exercise diary
- Nutrition diary
- Sleeping diary
- Minä-vihko (I booklet) or alternative model
- RPE; rate of perceived exertion

The third step presents tools and methods that support athlete-centred coaching environment. The step clarifies chosen pedagogical habits and operative methods. Habits should be found in daily based action and are cornerstone of long-term athlete-centred development process. These tools and methods can be categorized as follows:

1. Developing coaches' knowledge and development:
 - Mentor program, 360' tool, cooperation between coaches

2. Didactics and pedagogical arrangements:
 - Methods supporting athlete centred operating model. For example involving athletes in problem solving by asking questions

3. Ratio between task oriented and competitive oriented environment:
 - Underlining ability of evaluating and comparing individual process in the past. Healthy competitive environment which supports different skill levels

4. Increasing and developing autonomy and responsibility:
 - Supportive ways to learn autonomy, for example individual training programmes and freedom to do specific warm-ups or cool downs which are planned by athletes

5. Individual needs in physical training:
 - Individual training programmes depending on needs and level – more than twenty different individuals

6. Specific ice session for specific needs:
 - To involve athletes by pointing time slots where athletes can implement training planned by themselves. For example time slots after school when the club provides ice time

7. Training on ice supporting athlete centred coaching:
 - Perception – decision – action, open drills versus closed drills. Problem solving and choices in practices?

8. Nutrition guidance:
 - Providing guidance for nutrition by club

9. Supporting studying – school is a big part of life:
 - Cooperation with teachers and showing interest of school success

10. Supporting daily needs for athletes who are living on their own:
 - Recognizing needs and provide help for young athletes who are living in their own, in example cooking skills

11. Cooperation between club and parents:
 - Individual meeting between coaches and families

4.3 Athlete profiling

Athlete profiling (figure 6) was one of the main source of information regarding athlete's capabilities of self-awareness and self-determination. Profiling provides comprehensive and holistic point of view about athlete's personality and background. Target age groups played in competitive levels (U16-U20), nevertheless the tool can also be applied to younger athletes. If the tool is used in younger age groups, the coach should take the

level of athlete's maturity into consideration. It consists of two sections. In the first one, the athlete goes briefly through his or her own background and current life situation. In this background section purpose is to find factors which may affect, or has affected in some way athlete's life. Holistic view of athlete's personality and background can be achieved through following subjects:

- As a person
 - Life situation and background
 - Studies
 - Family
 - Living
 - Friendships/relationship
 - Other hobbies
- As an athlete
 - Sport background (What, How long, etc.)
 - Physical qualities
 - Athletic lifestyle
- As an ice hockey player
 - Game
 - Skating
 - Character

In this first identity section, the athlete also answers to following sport-specific questions: Which kind of player do you want to become? What kind of an athlete you are at the moment? The first section is marked in the white colour in the middle of figure 6.


The second part of athlete profiling is focused on player's character. Contents of character self-assessment is based on Finnish Ice Hockey Association mental guide (Konttinen & Grönman, 2016, 44).

Player's character is profiled through following features and capabilities:


- Dedication
- Training attitude
- Reacting in a performance situation
- Self-confidence
- Promoting team spirit
- Handling expectations and feedback
- Leadership

A rating from 1 to 5 is given together with the player on each of these points number 5 being the highest value.

The figure 6 below shows template of the athlete profiling.



ATHLETE PROFILING



~ Intrinsic motivation ~

"The future depends on what we do in the present." - Mahatma Gandhi

"I wanted to focus on every practice every day. I didn't just go there and make jokes. Every performance had to be perfect and only then I was happy" - Sami Hyypiä

"I hear and I forget. I see and I remember. I do and I understand" – Kungfutse

NAME:

BACKGROUND:

WHAT DOES MY DAILY WORKING LOOK LIKE?

WHAT KIND OF A PLAYER WILL I BECOME?

PLAYER PROFILE:

Dedication and commitment:	1-5	
Training attitude:	1-5	
Reaction in a performance situation:	1-5	
Self-confidence:	1-5	
Promoting team spirit:	1-5	
Expectations and feedback:	1-5	
Leadership:	1-5	

THE IDENTITY OF THE PLAYER

Figure 6. Athlete profiling template

4.4 Individual Three-year development plan

One of the most crucial parts in long-term development are self-awareness and proper goal setting. Three-year plan (figure 7) is a tool created for supporting individual needs

both on short- and long-term basis. Purpose is to find ways to help athletes controlling their learning behaviour and paying attention to their development. Comprehensive tool offers athletes the option to take more ownership for their development. The plan itself consists of three macro cycles, each containing a one season period, the first season, the second season and the third season. The season periods are divided into four smaller categories (see sections 4.4.1 - 4.4.4 for details); game, character, skating and physical skills and life skills. All four categories contain two primary sections; goals and implementation ways. Those sections are marked in the white colours in figure 7.

The planning process already started by defining and filling personal athlete profiling (section 4.3). This was done together with the coach. Evaluation process of following categories such as game, character, physical needs or life skills, required coach's help in order to define realistic goals. Based on the time frame of athlete-centred operation model (section 4.1), the first individual three-year development meeting is timed in spring, in the very beginning of the new season. Starting to fill the three-year plan is always a big process and crucial thing is having a safe relationship between the athlete and the coach. The more self-aware the athlete is, the more relevant and realistic is the evaluation. One contributing factor is also history between the athlete and the coach. Sometimes athletes unrealistically evaluate their own needs or capabilities, either underrate or overrate. In these cases where the participants are just learning to know each other, the patience is in important role. For example, contents of previously mentioned categories, game and physical needs, can be defined and amplified in later meetings when participants are more familiar to each other.

The last part of the plan includes a long-term goal setting for the one specific season period. The exact goal is determined by the needs and abilities of each individual. Athletes may have very different starting points. This or these long-term goals may include the desire to earn playing time in power play or box play, for example selection to national team during the season. Where some of the players are seeking a big role and transition into the next age group, some are trying to earn position from core line-up.

At the same time when setting the long-term goal, coach defines 'home team' for the athlete. Defining home team means that it has to be defined which team (for example U20 or U18 teams) has ownership of athlete's development plan if the athlete will be playing games in multiple teams during the season. This section is marked in yellow colour at the bottom of the figure 7. In nowadays it is common for the young talents to play in multiple teams during the season. In these cases the coach of the home team is responsible for proper training programmes and recovery.

As time goes on, training sessions, games and shared experiences provide more data to analysing development process. Meetings during the season offer an opportunity to observe the goals set. Most of the time perceived competence and progress are subjective views by coach or an athlete. Progress needed to be monitored to identify whether the development process worked or not. To ensure those views it is important to have different monitoring methods for each section (see sections 4.4.1 - 4.4.4 for details). After the first season period a three-year plan also works as a sort of history book. For example, if the athlete moves under the new coach, the plan provides comprehensive data from the athlete's history. However, the ultimate goal of the development plan is to increase feeling of self-determination. Fully filled plans are always handed over to athletes to ensure they have a chance to take full ownership for their development.

		NAME					
		1. Year		2. Year		3. Year	
		GOAL	IMPLEMENTATION	GOALS	IMPLEMENTATION	GOALS	IMPLEMENTATION
STRENGTHS GAME AREAS OF DEVELOPMENT CHARACTER FINDING YOUR OWN RESOURCES SKATING PHYSICAL PROPERTIES ON ICE LIFE SKILLS COMMITMENT FOR SPORTS							
		HOME:		HOME:		HOME:	
		INDIVIDUAL 3 YEAR PLAN					

Figure 7. Individual three-year development plan

4.4.1 Game and sport specific skills

The first category of three-year plan contains the technical and tactical aspects of the game. Examples on these are, shooting, passing, game sense, positional specific skills etc. The next step after finding the specific goals and needs for the athlete is to find ways

to improve skills. One might need the extra shooting sessions and another player might need specific videos or materials supporting individual needs.

4.4.2 Character

The second part of the plan determines player`s positive and negative personality traits. The purpose is to find out strengths and weaknesses which can lead to better performance.

Athlete needs various psychological skills to be successful on ice hockey during his/her career. Psychological skills include motivation, emotion control, thought guidance, focus, communication and awareness skills. Athlete can improve his/her performance with these skills. (Huippu-Urheilualmennus; Mero, Nummela, Kalaja, Häkkinen, 572-573)

4.4.3 Skating and physical skills

Skating has been separated from the sport specific skills because it plays a very big role in a modern hockey. Skating and physical skills form the third category. In this category coach and athlete defines skating technique and possible needs to improve it. Physical needs are based on tests and data.

Hockey is evolving and skating, skill, speed and stamina are rewarded more than ever. Skating alone is a highly technical skill. Ice Hockey requires coordination, speed, power and conditioning in addition to a good deal of skill. (Hockey Anatomy; Terry, MD, Goodman 1997, 1-2)

4.4.4 Life skills

Life skills is the last part of the individuals 3-year plan. Life skills support athletes growth towards professionalism to be a pro-athlete and help the athlete to be better human-being. It contains goals for school and for the studies. For an example of this could be setting a goal when the athlete graduates. Life skills also contain knowledge and lectures of athlete nutrition, sleep and recovery.

5. Additional tools

5.1. Minä vihko – I booklet

I booklet is a specific tool for individuals for supporting their self-awareness. Idea behind of I booklet comes from schoolchild's notebook and body builders' gym diary. The whole purpose was to interrelate individual training diary and monitoring of personal development. This tool was an early version of athlete profiling.

I booklet consists of five sections. They are as follows: info, physical profiling (test results, height, weight), long-term sport-specific profiling, short-term goal setting and diary section. The booklet is a simple version of mobile applications which helps to monitor personal needs.

The first target group were U16 and U-18 juniors in season 2016-2017. After the season target group continued process and we added new athletes from U16 juniors and a-juniors.

In the beginning of the process every athlete used tool in the same way. Players fulfilled the sections encouraged by coaches and they had personal meetings with coach where they assessed their process. Very soon it became clear that this kind of coach-oriented process did not fit all individuals. Depending on athlete's maturity and readiness to observe their development they started to use the tool in different ways. The common way was counting their gym repetitions weights so that the tool was kind of an own personal trainer showing their training history and simultaneously developing strength. Some players used it for nutrition diary, others continued their short-term goal setting process and some players focused on their mental side, for example the self-image.

After a couple months we started to analyse our games through individual goals and added mental aspect. For example, the players evaluated their success scale 1 to 5. Afterwards I booklet functioned as an innovator for creating athlete profiling process including three-year plan.

5.2. Technological tools

A Part of aiming at athlete-centred coaching is allowing access to information and tools. We wanted to build environment where everyone who is part of the process can see training programs, games, test results or anything that can be useful for athletes. Feeding that kind of feeling of ownership we started to use web service Dropbox. It permits access to the content for anyone and anywhere.

Every team in competitive phase used Dropbox for sharing information for the players. The service allows to create specific folders for each team so that for example the player from U18-juniors had access only to their own team materials.

The athlete had personal access to Dropbox. Dropbox functioned as a practice bank, where the athlete had different physical plans. The coach downloaded the weekend game to dropbox and the athlete could watch the games from there.

Videos from Steva Hockey or alternative option Dartfish are important part of the athlete development. Videos were a part of game analysing process. As the same way as finding specific clips for the team coaches made individual clips for individuals. Individual videos were an important part of the athlete development.

5.3. Game statistics as a source of information

Another common tool was a game statistic pattern. Teams from Liiga Jukurit to U16-juniors used the same pattern to analyse and give individualized game information for the players. The idea of the statistics supported coaches' feedback and facilitated learning in analysing one's own performances.

Statistics are divided on team focused and individual focused parts. Team focused part (figure 9) consists of shots on goal, scoring chances and goals from both teams. All three categories give overall view of team's performance in relation to opponent. For example, players and coaches can find details how they created scoring chances and where they should improve. In case of game identity it supports general view of what kind of team we are. If the team wants to be good at turnovers, the statistics should authenticate it. The statistics indicate following situations from both teams: rushes, turnovers, zone plays, power play, penalty kill and faceoffs.

Filled template shows shots, scoring chances and goals from each specific category. It also helps to analyse the game from a deeper perspective.

Scoring chances

Game:

Results:

	Shots/GOALS		Scoring- Chances
	PLUS	MINUS	
Rush	0 / 0	0 / 0	0 - 0
Turnover	0 / 0	0 / 0	0 - 0
Zone play	0 / 0	0 / 0	0 - 0
Power play	0 / 0	0 / 0	0 - 0
Penalty kill	0 / 0	0 / 0	0 - 0
Faceoff	0 / 0	0 / 0	0 - 0
Even strength	0 / 0	0 / 0	0 - 0
Special teams	0 / 0	0 / 0	0 - 0
Total	0 / 0	0 / 0	0 - 0
Scoring %:			##### - #####

Figure 9. Game statistic template

Individualized statistics are designed to provide information for the individuals. Where the team statistic sheet (figure 10) focused on the team performance, individualized statistics has broken down the collected data into smaller pieces. Purpose was to support athletes' self-awareness and self-evaluation by giving them detailed information from their performance. Individualized statistics indicates how many scoring chances the player has been involved with. The involvement for the scoring chances is coach's subjective view, and for having realistic and relevant results the scale should be the same in every games. Template shows exactly same categories than previously mentioned in game statistics, rushes, turnovers, zone plays, power play, penalty kill and faceoff. Whereas the team statistic sheet indicates the performance of the collective, in the individual statistic sheet the results is showed as an individual perspective. Statistics help to observe individual performances, strengthen to perceived experiences, and support for short – and long term evaluation.

6. Research framework & objectives

6.1. The aims and research

The goal of the research was to observe how the athlete-centred approach has developed in Jukurit. The origin object was to effect player's intrinsic motivation by implementing previously mentioned methods. The Authors have approached the research through the theory of self-determination. Readers will have access to empirical evidence showing how the process affected to satisfaction of athletes' personal needs of autonomy, competence, and relatedness. The hypothesis was that methods utilized and implemented during the process have increased players perceived feeling in these psychological needs. The other hypothesis was also that increasing players' intrinsic motivation and self-awareness during the process was filled.

6.2. Study design

The first phase for research was building a suitable questionnaire pattern. With the cooperation of Haaga-Helia teacher Markus Arvaja the questionnaire was built to support ideology of athlete-centred approach and consists of 4 parts; competence, autonomy, relatedness and sport-specific. Purpose was to form specific questions so that we can identify the athlete-perceived experiences according to self-determination theory. The questionnaire includes 19 questions, which were created in Finnish and afterward translated to English for the thesis. We used 5-level Likert scale. Options for the answers were; 1 strongly disagree, 2 mostly disagree, 3 neither agree nor disagree, 4 mostly agree and 5 strongly agree. All questions had to be answered. (Appendix 3.) Questionnaire had to be conducted in two different seasons for observing long term impacts. As mentioned earlier, the first questionnaire was conducted in 2018 and the second was in 2020.

6.3. The target group

The represented group consisted of players of the Jukurit U18 and U16 hockey teams. Participation was based on voluntariness. At the starting season of study, both U16 and U18 teams played in the second highest national level. For the second year of study, both teams had promoted to the highest national level.

6.4. Data collection

Data was collected by using a questionnaire consisting of 19 questions. The first questionnaire was conducted in 2018, and participation was based on voluntariness. The questionnaire was a paper version and filled with a pen so that answers were anonymous. All the participants were explained the purpose of the study before filling the answers. Having filled the questionnaire athletes returned the filled paper on the table. The protocol was repeated in two years later and in second time 23 players answered to questionnaire. Authors randomly took off five filled questionnaires so that the amount of collected data was identical (18). As well as in the first time, data collection was done anonymously. None of the participants was recognized through their answers. The questionnaire was in Finnish to minimize risks of misunderstanding. After players had filled the questionnaire, authors analysed the data and compared the results between 2018 and 2020.

7. Results

The results give a comprehensive picture of the changes in cultural environment in Jukurit juniors between 2018 and 2020. The results are based both on questionnaire and authors' perceived experiences. The questionnaire has been divided into four sections which investigated impact of the implemented methods in the three psychological needs of the self-determination theory. The hypothesis was that methods utilized and implemented during the process have increased players perceived feeling in these psychological needs. Increased averages in figure 11 supports the hypothesis, that cultural change has taken place to a certain extent. The results indicate that the environment has changed and turned into more autonomy supportive from 2018 to 2020. The feeling of relatedness was high in both research target groups but slightly developed during the process. The comparison between psychological needs shows that feeling of competence needs more attention.

The hypothesis was also that increasing players' intrinsic motivation and self-awareness during the process was filled. The subchapters present more detailed analysis of answers shown below in Figure 11.

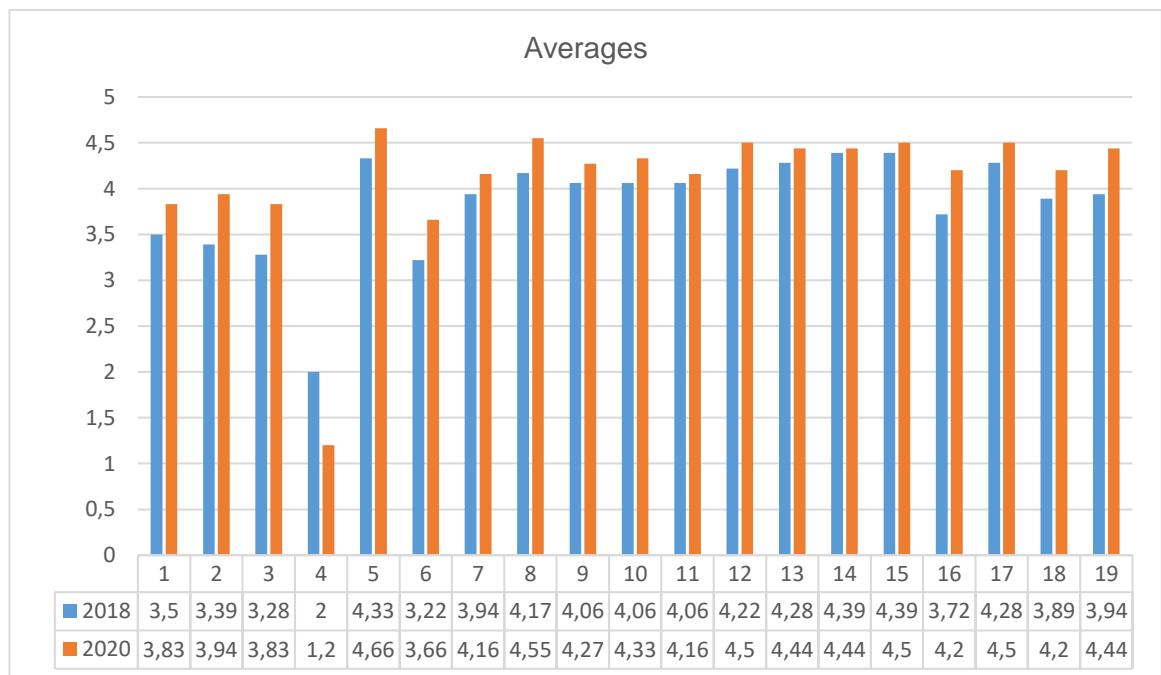


Figure 11. Players' answers on all questions.

7.1. Competence

According to the questionnaire feeling of competence has improved from 2018 to 2020. Figure 12 indicates that comparison between years 2018 and 2020 shows that in 2020 averages had increased in every questions. Question number four is an exception where smaller number means better feeling of competence.

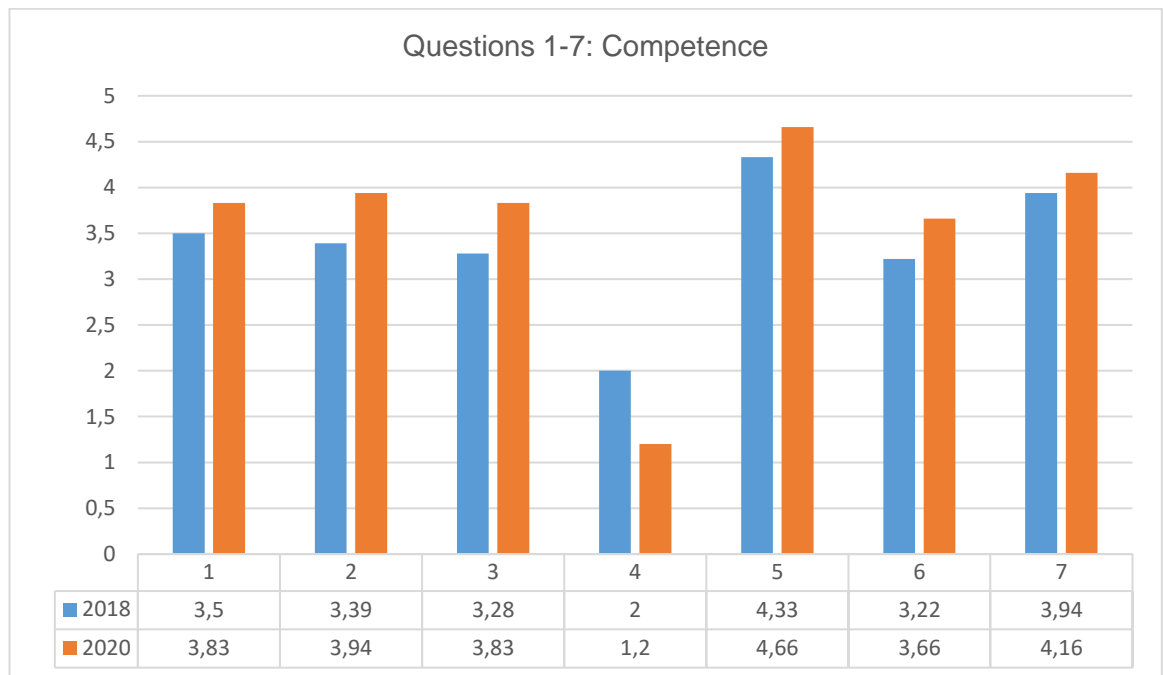


Figure 12. Players' answers on questions 1-7.

Figure 13 shows that in 2018 half of respondents agreed that they feel competent and capable, seven answered neither agree nor disagree and two answered disagree. In 2020 only one answered disagree to question 'I feel I am competent and capable', five respondents neither agreed nor disagreed and others agreed or even strongly agreed.

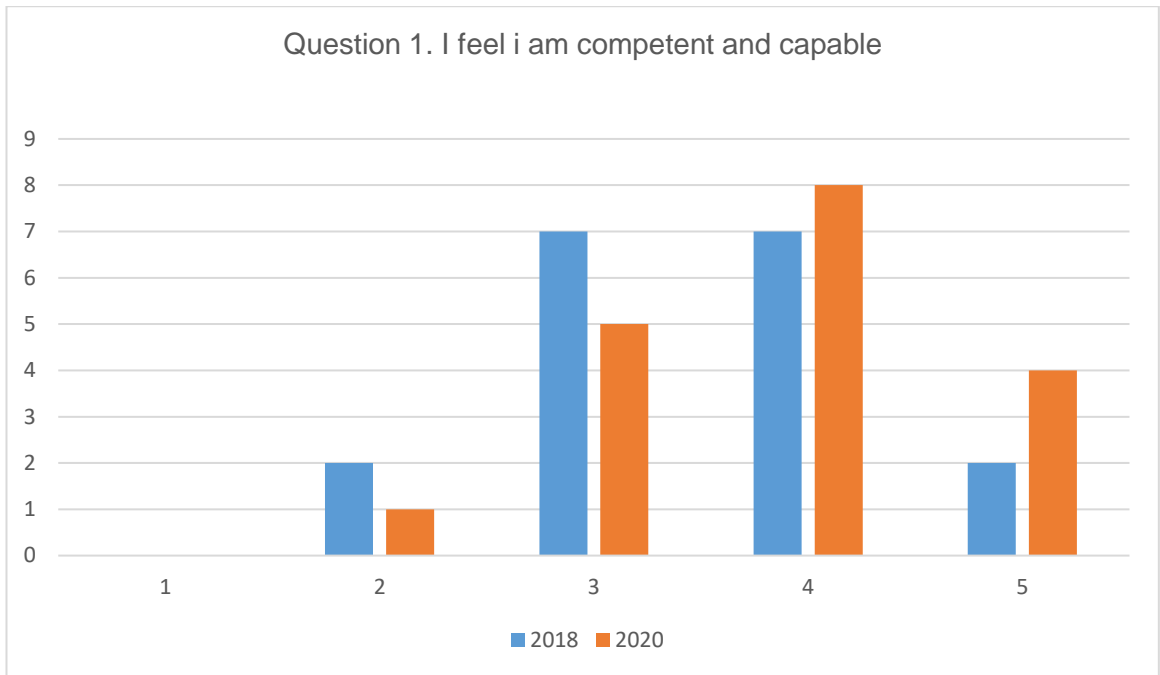


Figure 13. Players’ answers on question 1. (n=18)

Comparison shows that there has been clear improvement from 2018 to 2020 in feeling of competence in relation to question 2. In 2018 only one player strongly agreed that he is a good hockey player, whereas in 2020 five players strongly agreed. In both years seven respondents answered agree (figure 14).

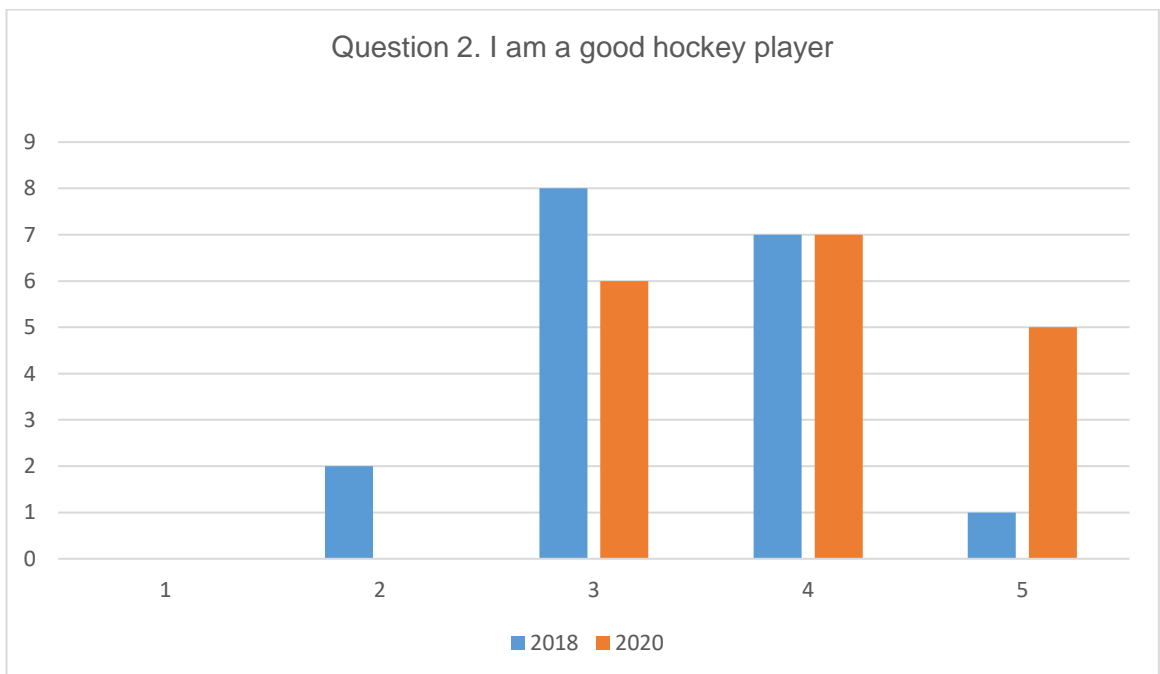


Figure 14. Players’ answer on question 2. (n=18)

In 2018 more than half of the players didn't believe that they have the skills required to be successful in hockey. In 2020 more than half agreed that they have the skills required (figure 15).



Figure 15. Players' answer on question 3. (n=18)

Question number four (figure 16) is an exception where smaller number means increased feeling of competence. In both years the majority of respondents strongly or mostly disagreed that they feel often insufficient and incapable. Five players neither agreed nor disagreed and three felt often insufficient and incapable.

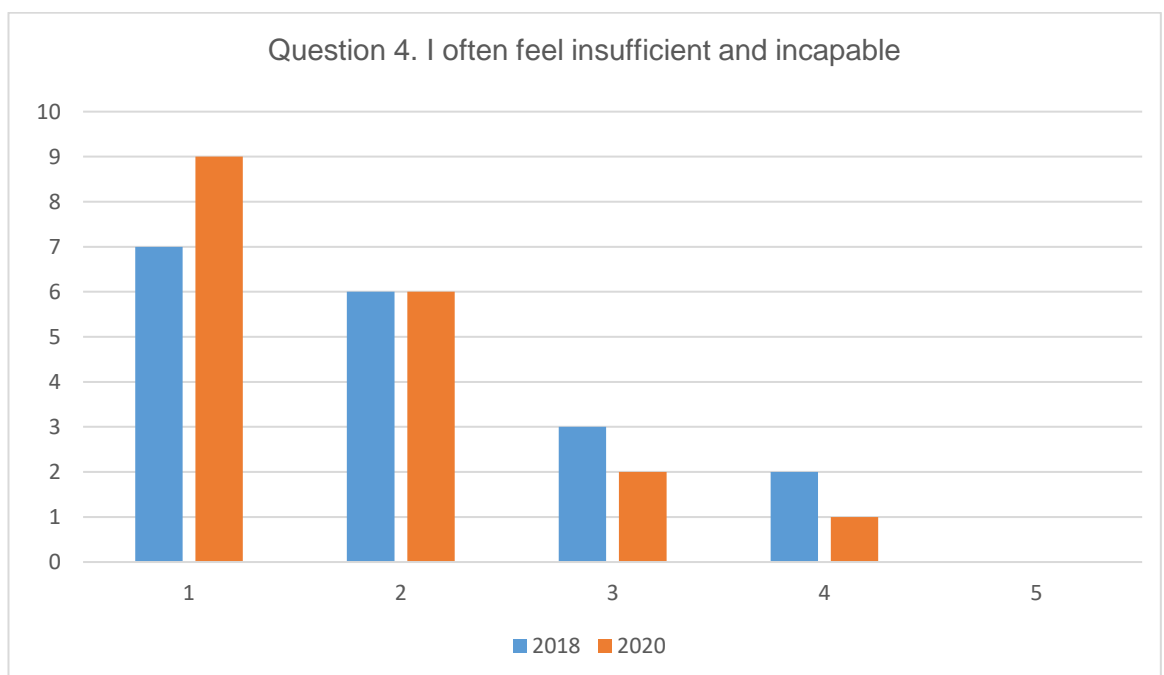


Figure 16. Players' answer on question 4. (n=18)

Almost every player mostly agree or strongly agreed that they have an idea of what it to be holistic athlete (figure 17). In 2018 two players neither disagree nor agree their holistic athlete knowledge, whereas in 2020 there was only one player who neither disagree nor agree. In 2018 agree and strongly agree were equally answered, eight and eight. In 2020 the majority of respondents strongly agreed.

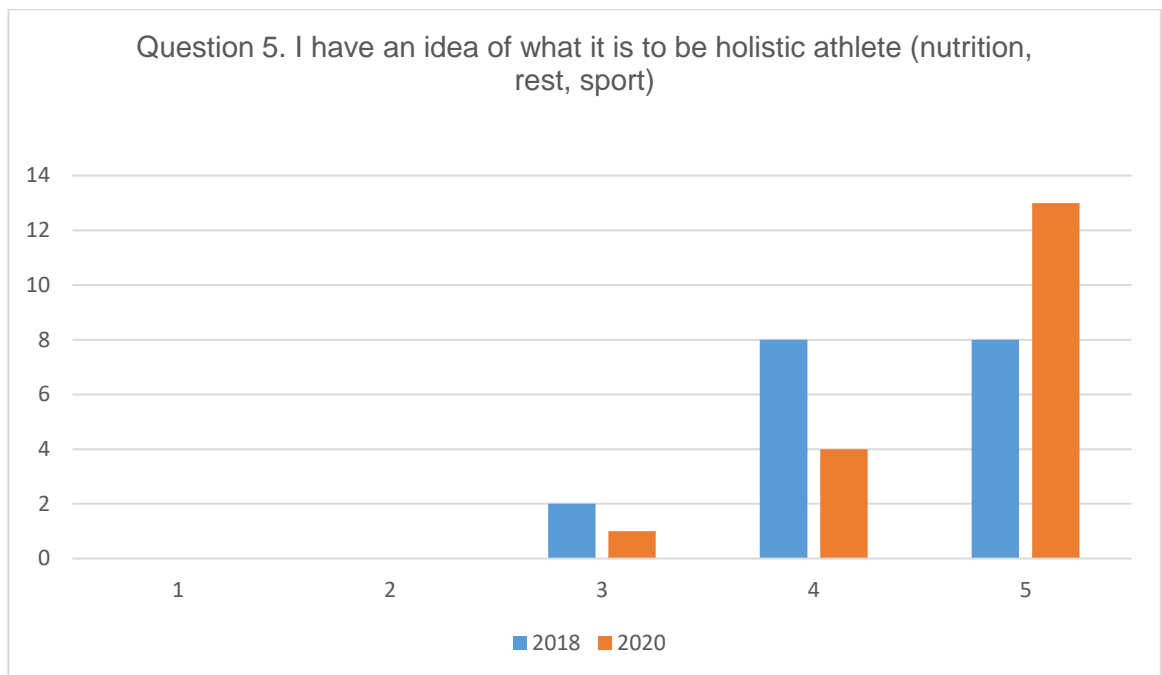


Figure 17. Players' answer on question 5. (n=18)

Figure 18 shows that even if players have an idea of what it is to be holistic athlete, it doesn't mean that they have developed into holistic athletes. None of players strongly agreed in 2018, eight agreed, six neither agreed nor disagreed and four disagreed. In 2020 strongly agreed answers were increased from 0 to 2, agreed from 8 to 10, four players neither agreed nor disagree and two disagreed.

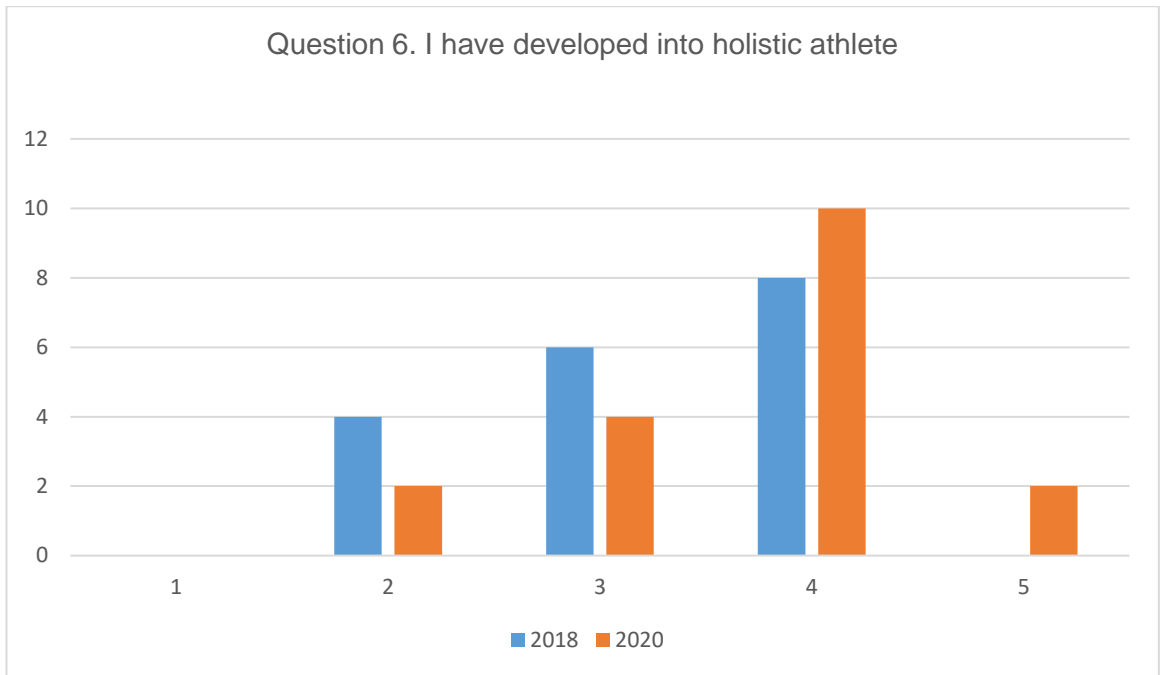


Figure 18. Players' answer on question 6. (n=18)

None of players strongly disagreed in 2018, two disagreed, 15 neither agreed nor strongly agreed that aren't afraid failures. In 2020 strongly agree answers were increased from 6 to 7, mostly agree from 7 to 8. Three players neither disagree nor strongly disagree (figure 19).

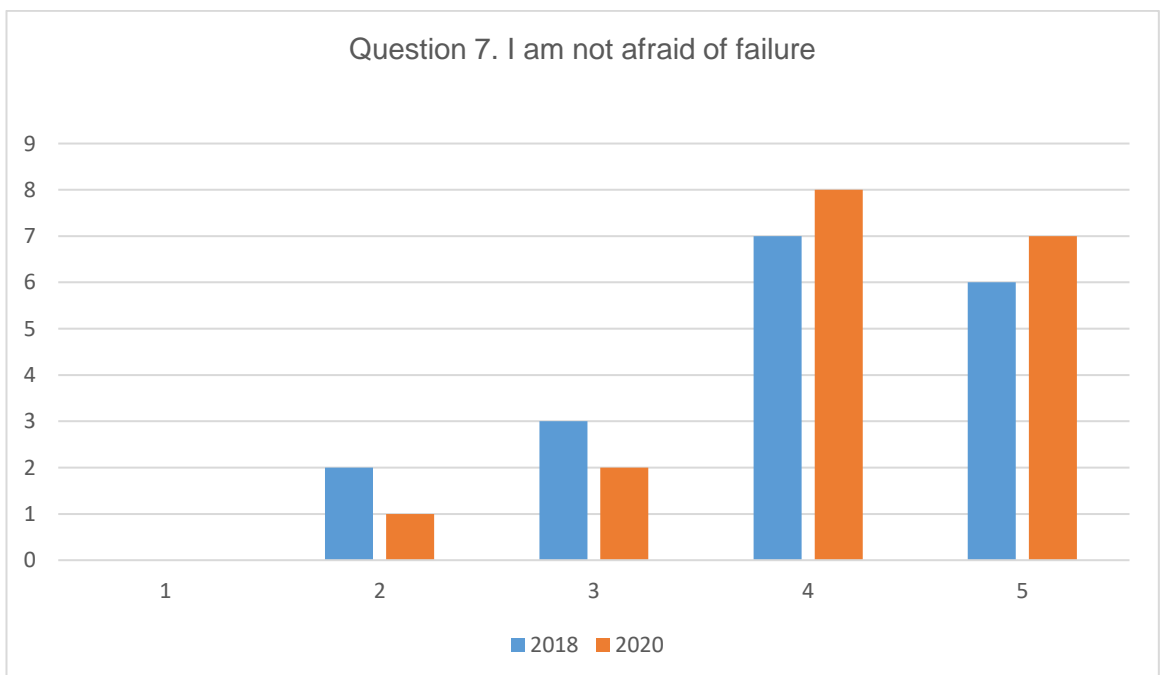


Figure 19. Players' answer on question 7. (n=18)

7.2. Autonomy

According to the questionnaire and figure 20, the feeling of autonomy was mostly filled. In both years an average result of all six questions was above four which indicates that most of the players agreed that feeling of autonomy was filled.

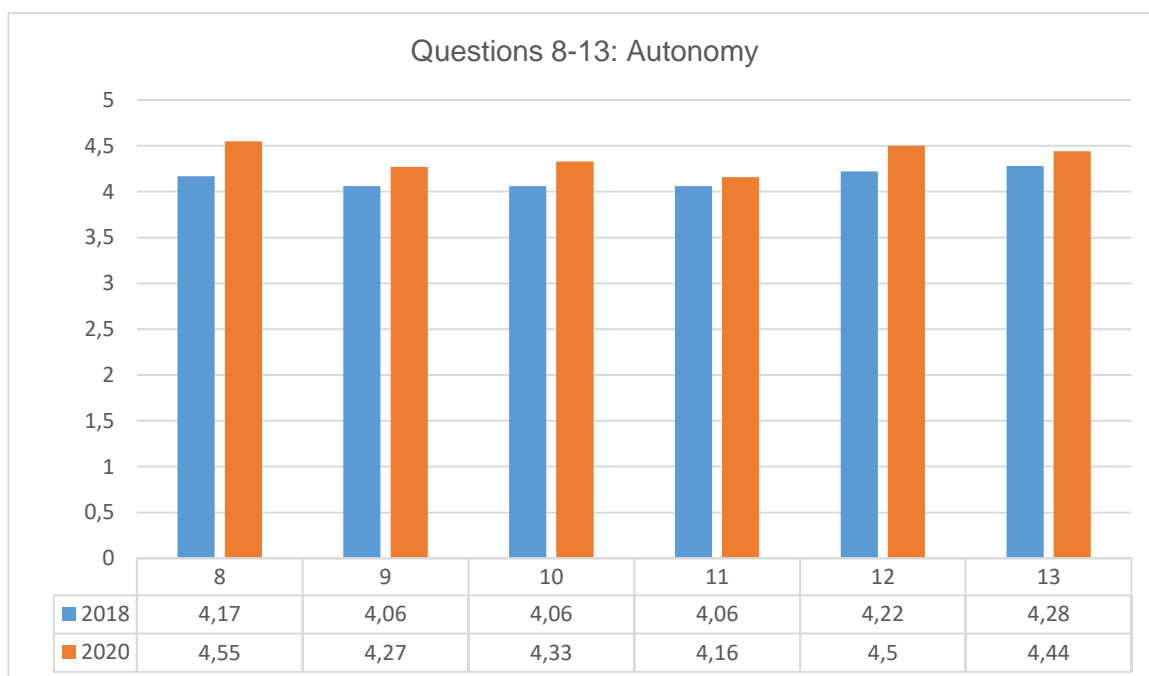


Figure 20. Players' answer on questions 8-13.

Comparison shows that in 2018 two players felt that they didn't practice of their own free will, whereas in 2020 none of respondents felt the same. Figure 21 shows that almost all the players practiced of their own free will and not at the not having been urged to do so by the coach or someone else.

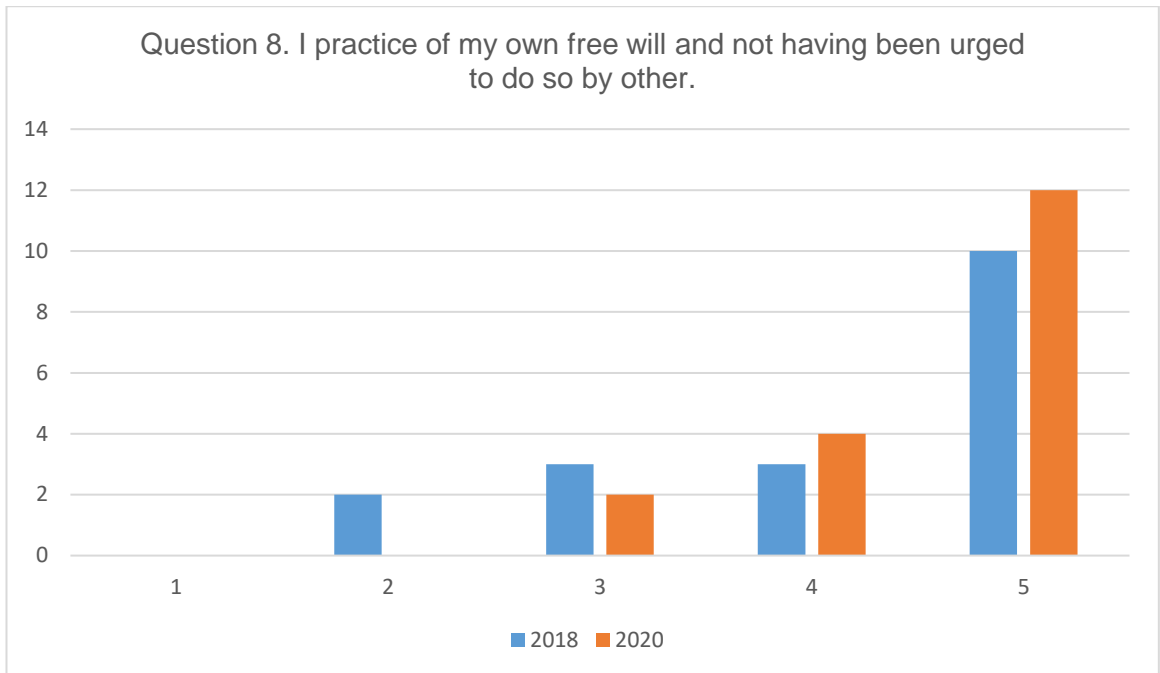


Figure 21. Players' answer on question 8. (n=18)

According to the questionnaire majority felt that they had set up goals and coach helped them to reach it (figure 22).



Figure 22. Players' answer on question 9. (n=18)

In overall most of the players felt that they are responsible for they own training and are involved in the decision-making (figure 23). In 2018 only one disagreed and four neither agreed nor disagreed. In 2020 all except two agreed or strongly agreed.



Figure 23. Players' answers on question 10. (n=18)

In both years there was one players who disagreed that coaches gave an opportunity to impact his training (figure 24). Comparison between years shows that in 2018 twelve players agreed or strongly agreed whereas the total number increased by two in 2020.

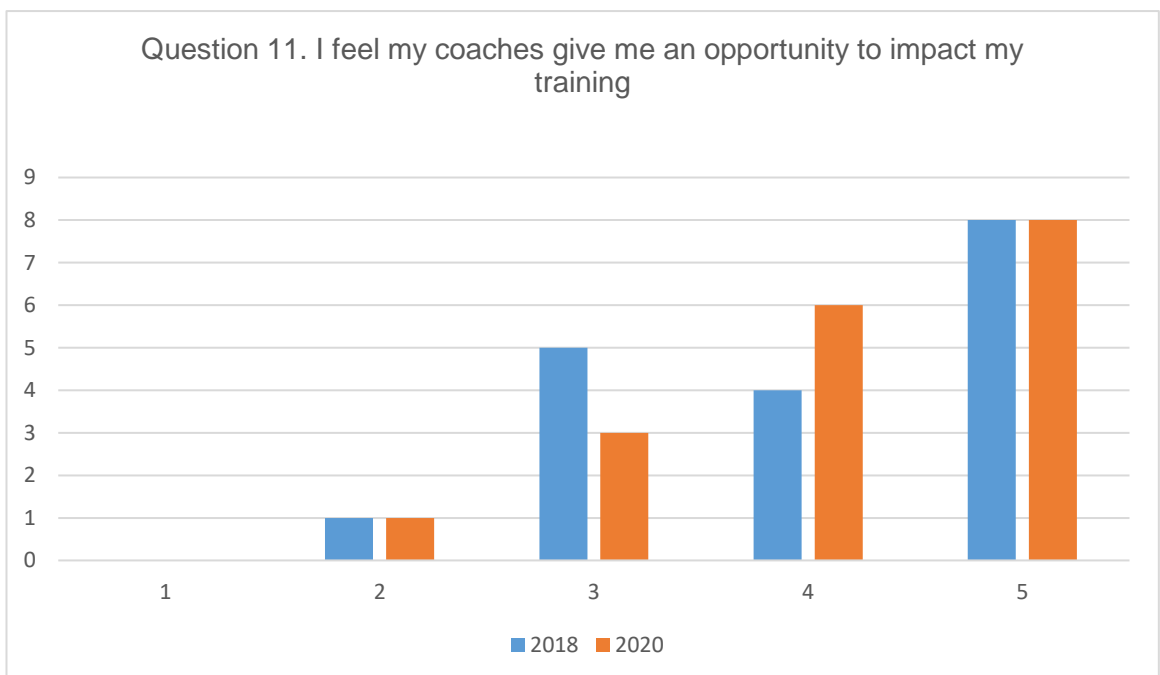


Figure 24. Players' answer on question 11. (n=18)

The majority of players agreed or strongly agreed that they can take responsibility for their own training. In 2018 four players neither agreed nor disagree and in 2020 two neither agreed nor disagree (figure 25).

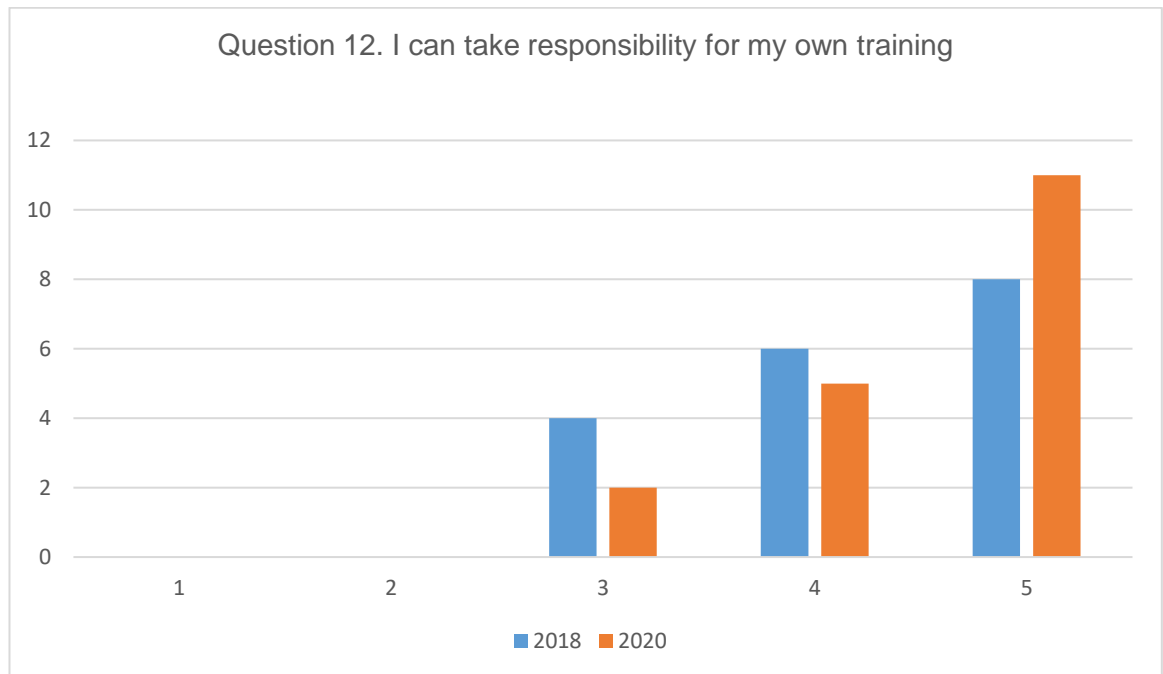


Figure 25. Players' answers on question 12. (n=18)

Figure 26 shows that none of players disagreed and the majority of players agreed or strongly agreed that coaches make sure they understand their goals and what they need to do for reaching it.



Figure 26. Players' answer on question 13. (n=18)

7.3. Relatedness

Comparing this section between the first two sections (competence, figure 12 & autonomy, figure 20) the results have not improved as much as in the first ones. At any rate, all four indicators have slightly improved (see figure 27). Authors' subjective opinion based on players experience is that both teams had a high team cohesion. Results according to the questionnaire support that view. The most visible change is in question number 16, which is related to one's importance inside the team. Especially in 2020 averages were above '4', which means agree. As a result, the feeling of competence was fulfilled.

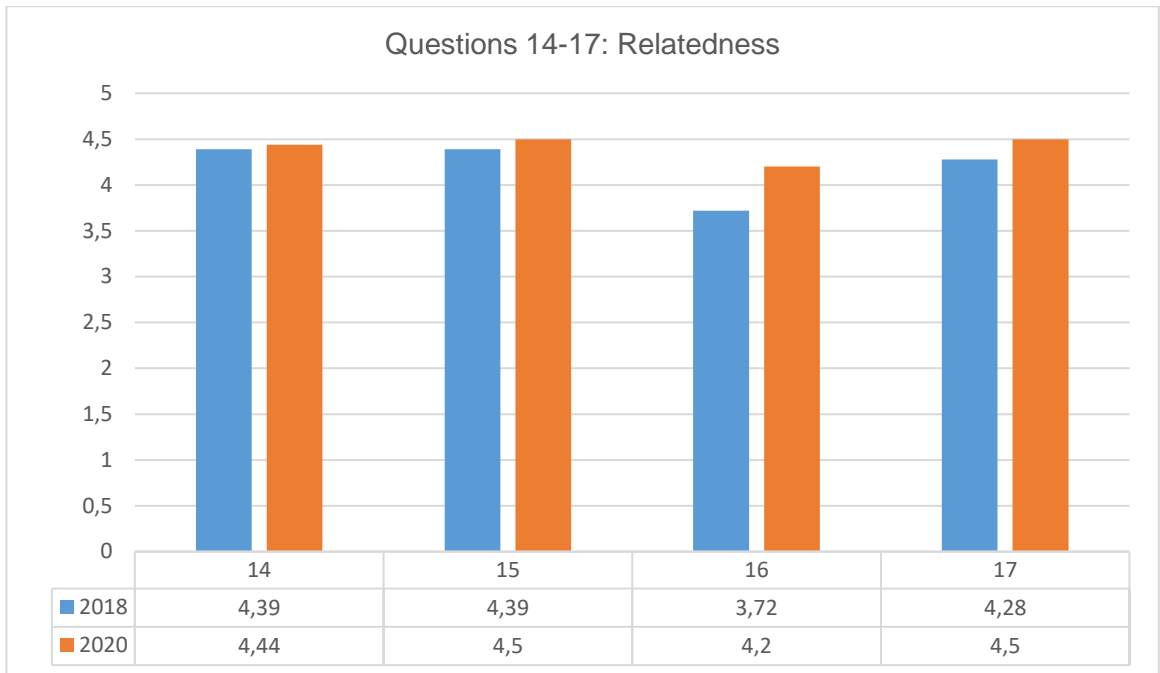


Figure 27. Players' answer on questions 14-17.

Figure 28 shows that in both years majority felt that they could be themselves in the team. In both years only one player disagreed on that he could be himself in the team. Also in both years two players neither agreed nor disagreed.

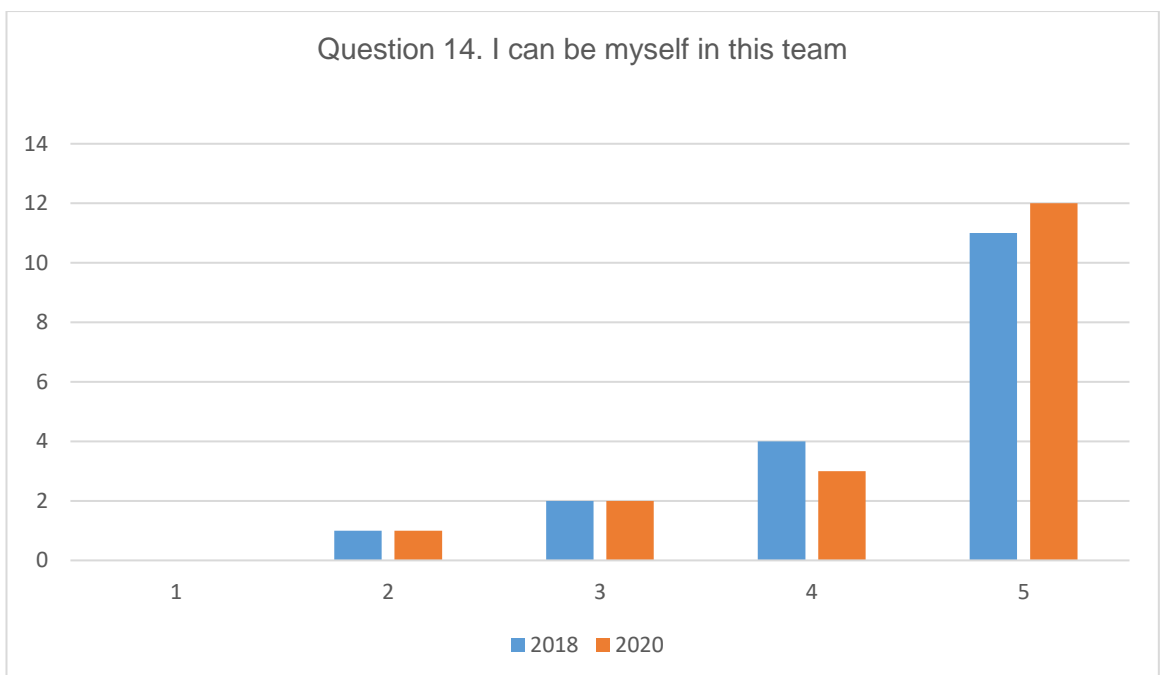


Figure 28. Players' answer on question 14. (n=18)

None of the players felt that they were not cared in the team (figure 29). In 2018 three answered neither agree nor disagree, rest of the players agreed or strongly agreed they

were cared for. In 2020 two neither agreed nor disagreed and rest of the players agreed or strongly agreed.

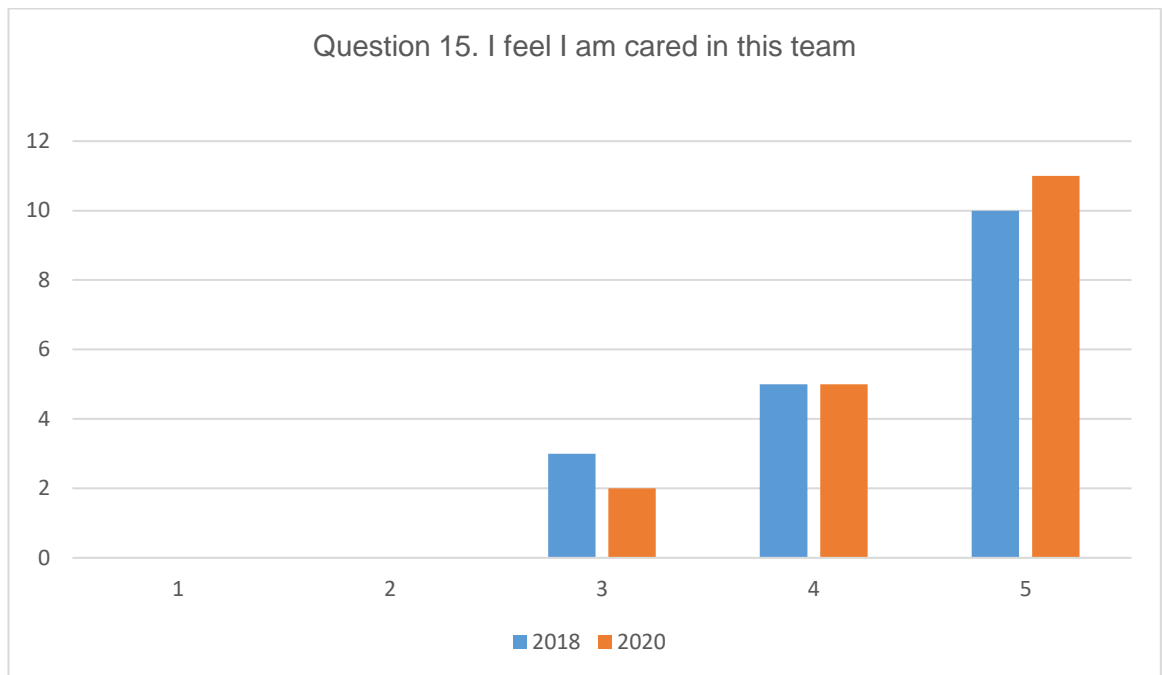


Figure 29. Players' answers on question 15. (n=18)

Only one player felt that he wasn't an important part of the team in 2018, whereas in 2020 none of players answered disagree or strongly disagree. In both years majority of players agreed or strongly agreed that they are an important part of the team (figure 30).

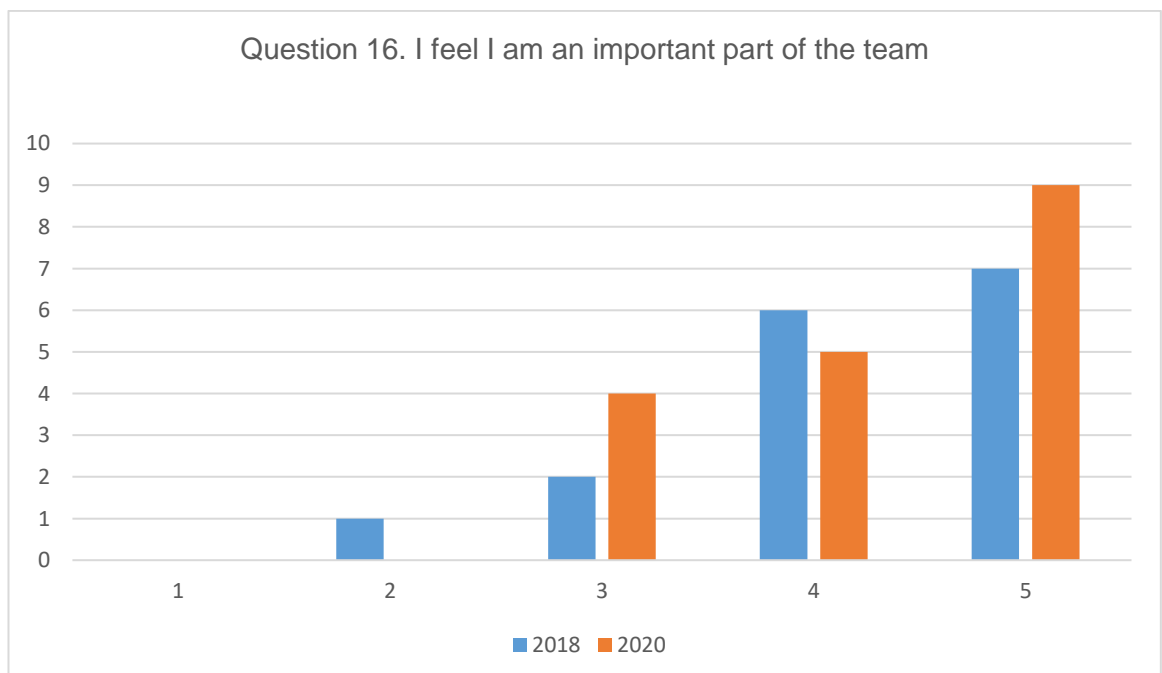


Figure 30. Players' answer on question 16. (n=18)

In both years majority of respondents strongly agreed that atmosphere was safe and they enjoyed training in the team. Comparison indicates that atmosphere developed from 2018 to 2020 (figure 31). In 2018 four players didn't agree, whereas in 2020 only two didn't agree.

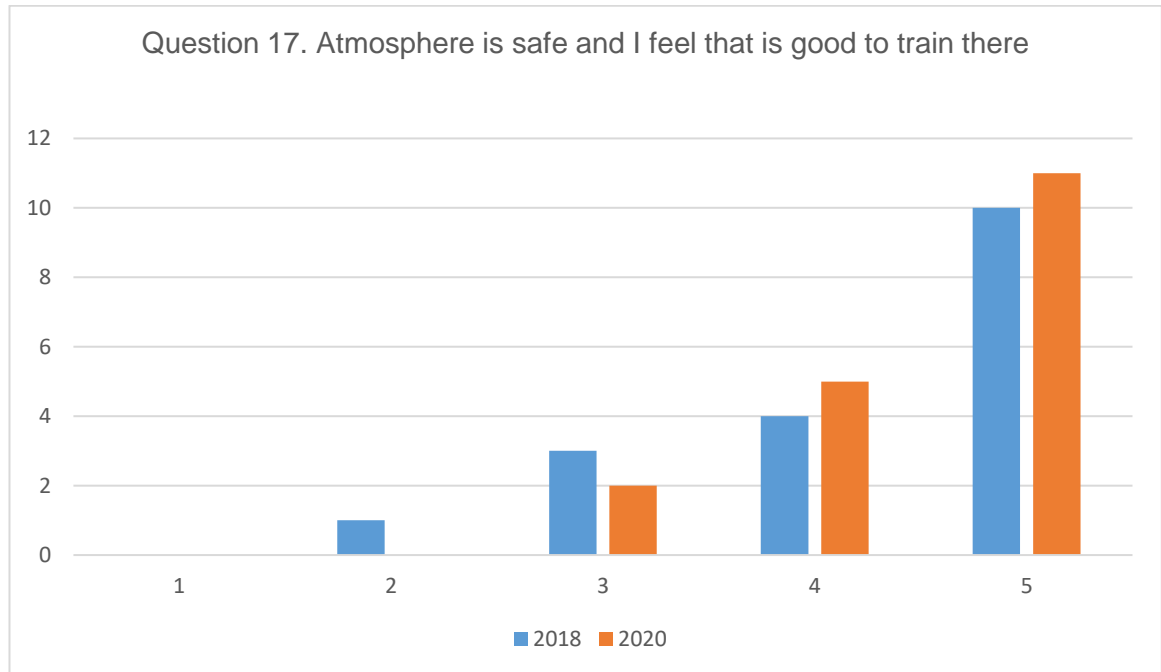


Figure 31. Players' answer on question 17. (n=18)

7.4. Sport-specific

The study indicates that the highest improvement was seen in these two questions, see figures 32 and 33. Players have clearly improved their knowledge about goal setting and self-awareness. The biggest improvements based on questionnaire were seen in questions 18 and 19. According to these results, the objective which was increasing players' intrinsic motivation and self-awareness was achieved.

Comparison between 2018 and 2020 shows that in 2018 there was one player who mostly disagreed on the benefits of the three-year plan to his development (figure 32). In 2020 none of player mostly disagreed or disagreed on the benefits, whereas strongly agreed increased clearly.

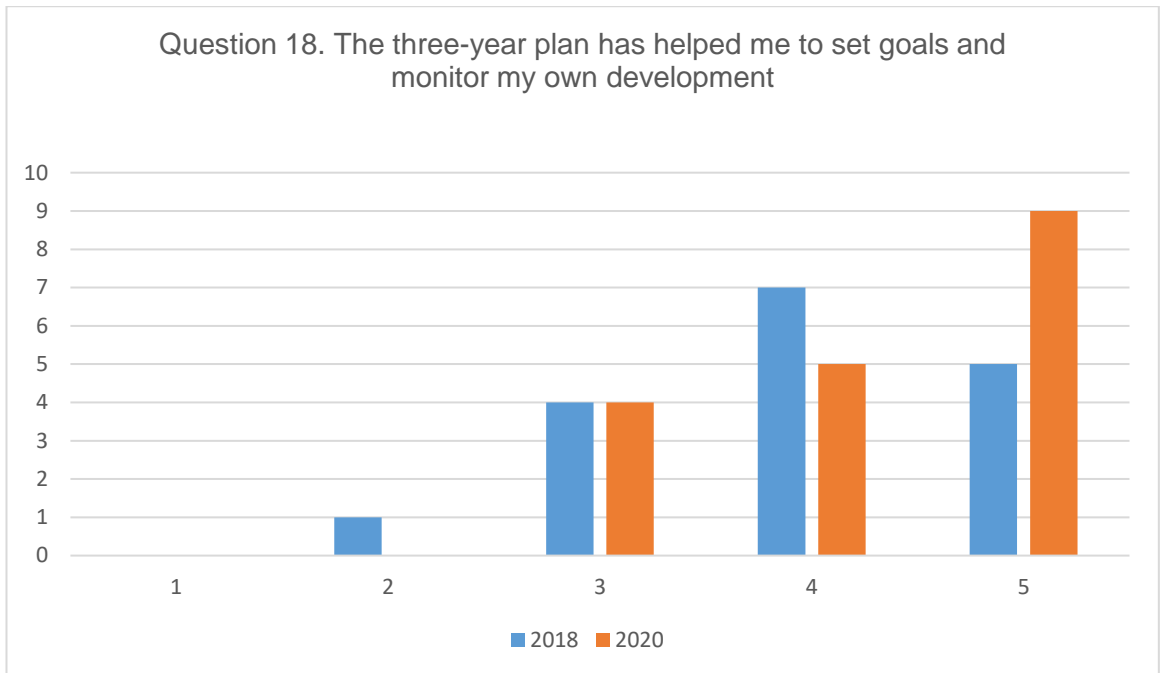


Figure 32. Players' answers on question 18. (n=18)

In both years one player didn't feel that individualized statistics have been useful (figure 33). In 2018 six players agreed or strongly agreed on its' usefulness, and five players neither agreed nor disagreed. In 2020 majority players agreed or strongly agreed and only three neither agreed nor disagreed.

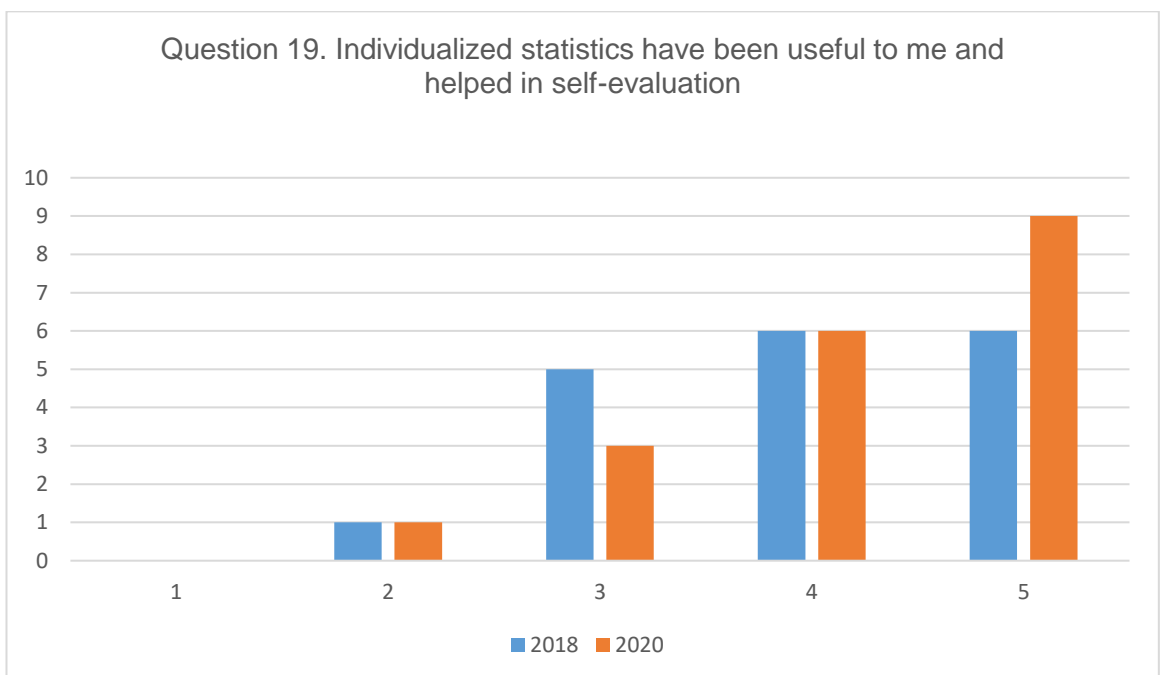


Figure 33. Players' answers on question 19. (n=18)

8. Discussion

The purpose of this thesis was to follow the athlete-centred coaching process in Mikkeli Jukurit-juniors. In this thesis authors wanted to find more evidence that the process was working by compiling an empirical research based on athlete-perceived experiences during the process. The aim of the study was to identify the athlete-perceived experiences according to self-determination theory. The whole process was based on thesis of Ville Suovalkama (2018) describing steps which led to development of Jukurit-juniors operating model. Our common desire was to find ways and habits which may serve above all the athletes and their holistic development. After fundamental searching of information about athlete-centred coaching environment, the aim was to build an operating model which helps the club to reach the next level.

As Kidman et al. (2010) pointed out that gaining and taking ownership of knowledge, development and decision-making will help athletes to maximise their performance and enjoyment, the same applies to coaches as well. Mikkeli was the newest and one of the smallest cities in Finnish Liiga, so organization needed to find a ways which help the club maximizing its' own player (and coach) production. The goal was to create atmosphere which supports athlete development from grass root level to professional level, so that athletes do not need to abandon the club while moving from child phase into competitive phase. The results of the study confirmed that the process worked and players experienced higher feeling of ownership from 2018 to 2020. The results section shows that answers related to autonomy underline that feeling of autonomy had growth. Based on these results it can be considered that in 2018 the feeling of autonomy was already in a good level and strengthened during two years.

In the centre of athlete-centred operating model was to find and maintain athlete's intrinsic motivation. While searching more information from concepts of athlete-centred approach and self-determination we wanted to create a framework which was something new. The framework should have been suitable for both, short term and long-term development. At the same time it needed to help an individual to become intrinsically self-motivated and effective in achieving identified goals. The personal needs of autonomy, competence and relatedness also needed to be satisfied. (Deci & Ryan 2000.) Finally we had a clear vision what we needed to have and what kind of a framework we needed to create. For increasing athletes' intrinsic motivation, every club should have an individualized development plan for the players, where the player is taking active part in planning and goal setting.

(Niemelä, 2016.) Observation of the results indicates that averages in competence and relatedness sections had also improved from 2018 to 2020. Competence sections included seven questions. Comparison between the years shows that averages increased in every questions. It can be considered that having a +4 average tells that player mostly agree or agree with the question. In 2018 only two of seven averages were +4 and in 2020 three of seven averages were +4. Based on these results it is easy to say that there are still room to improve for filling the feeling of competence. The third section of the results measured the perceived feeling of relatedness. In 2018 three of four averages were +4 and in 2020 all three averages were more than four. According to results it can be considered that the players felt they are supported and affected by each other.

Indeed, planning and creating common coaching methods was just a tip of an iceberg. Implementation and building safety in coach-athlete relationships was essential. Feedback during the process was highly positive in overall. Experiences from coaches' side underlined holistic and practical process which made it easier to establish a connection with an athlete. However, every coach has his own coaching style and mindset, thus coach should understand the meaning of their action and find a ways to face and involve the athlete in every day. (Tiikkaja 2014.) The process which changes and affects to a big part of club's coaching culture, need to have a certain types of people. Without people sharing the same mindset and the same values, the process would have been hard to accomplish, or at least significantly slower to implement.

One thing worth noting is amount of time that the athlete profiling and three-year plans take during the season. In this case a club was able to invest full time coaches to U20 and U18 levels so that resources were not a barrier. At the same time process needed the supervisor (director of coaching), who supported and made sure that everybody was on the same page. In this particular operating model has many different types of tools and materials. Contents has designed to support athlete-centred coaching environment. For example the process of filling the player profiling and three-year plan asks a lot of commitment from its implementers.

One crucial way to analyse utilized objectives and key research questions of the study were of course results from the games, level of the teams and more important, the level of athletes. As far as these indicators are concerned, it is easy to say that process worked. At the beginning of the process, the U20 team was the only one to participate at the highest level, while U18 and U16 teams played at the lower levels. Two years later the club managed to get to a situation where all the competitive teams participated at the highest

levels. At the same time club succeeded in the target set, which was to reduce, or even stop the top players for leaving the club before moving into competitive phase.

As previously mentioned in the results section, results from the questionnaire indicate that athletes perceived the framework to be useful in assisting them for all three basic needs, that is autonomy, competence and relatedness. The study indicates that the highest development peak was achieved when using the three-year plan as a development tool (see question 18). The tool allowed athletes to be actively engaged in their self-determined development process, and assisted them in concrete goal setting and self-evaluation. Although the study shows that athletes perceived their self-awareness and self-regulatory skills were improved, the number of valid results are low. A low amount of results doesn't give an accurate truth and includes many variables. For example, the improved results from 2018 to 2020 might be explained by the team's success. It makes sense that in many cases when team is successful, the athletes perceive a higher sense of competence. In this case, the later research subjects were more successful in their competition. Despite the rather restricted data quantity, the following valid observation supports success of the process. The observation relates to questionnaire's highest development peak, three-year plan. The first research subjects in 2018 were just learning to utilize and implement the framework, whereas the second research subjects in 2020 had already familiarized with the tool and had a longer experience from it.

Afterwards authors ended up in the conclusion, that to be more accurate and truthful with the results, the study should be repeated every season with two different teams. For getting the most relevant results, it would have been useful to hold a questionnaire for all teams in competitive phase (U16-U20) in the beginning of the season and after the season. Also adding open questions sections would have given more valuable information about athletes' experiences. It is certain that indicators affecting answers are maturity of an athlete, the current situation, perceived competence, athlete-coach relationship, team environment, cohesion and above all athlete's self-evaluation skills.

During the creation of this process and thesis, we have learned a lot about athlete centred coaching and building suitable methods for athlete centred coaching environment. The circumstances were favourable and supported continuously development process, where many people shared the same vision and values. Big cultural changes take time and clubs need to have patience and courage to find their own athlete development model. As Bajc (2016) proposed, If a sport organization wants to implement an athlete-first approach, the framework can be broken into, easier units which can be gradually expanded, progressively introduced across multiple categories. The shift towards athlete-centred and self-

determined development takes time. From our perspective most of the results are subjective views and based on perceived experiences. In overall the process has developed and strengthened our coaching philosophies. We believe that the foundation of operating model, especially athlete profiling and three-year plan tools may provide an inspiration for coaches to develop their philosophies and methods

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10. Appendices

Appendix 1, Jukurit pathway



JUKURIPOLKU

"Kasva kiekkoon – Kasva elämään"

YHTEISÖLLISYYS – ERINOMAISUUDEN TAVOITTELU – INNOSTAVUUS

OSAAMISPOLKU

LAADUKAS VALMENNUSTOIMINTA – ILO, INNOSTUS, INTOHIMO
-Kehittyminen ihmisenä, urheilijana ja jääkiekkoilijana

SUUNNITELMALLISUUS – PITKÄJÄNTEISYYS – NOUSUJOHTEISUUS

PELAAJAPOLKU

SUOMALAISEN JÄÄKIEKON PELAAJAPOLKU

Toiminnalliset arvot

LAATUA JA VOITTAMISTA HYVÄSSÄ ILMAPIIRISSÄ (15-19 v.)

Urheilulliseen
elämäntapaan ohjaaminen

Voittavaksi ja
itseohjautuvaksi pelaajaksi
jalostuminen

PELAAMISTA HYVÄSSÄ ILMAPIIRISSÄ (10-14 v.)

Pelin opettaminen
Pelaajaksi kasvaminen

INNOSTUMISTA HYVÄSSÄ ILMAPIIRISSÄ (5-9 v.)

Intohimon synnyttäminen
pelaamiseen

Liikunnalliseen
elämäntapaan ohjaaminen
Terve itsetunto

PELAAJAPOLKU KAIKILLE – POJAT

*Mahdollisimman monelle
Mahdollisimman paljon
Mahdollisimman pitkään
Mahdollisimman laadukkaasti*

LIIGA

U20 SM-Liiga

U19

U18

U17

U16

U15

U14

U13

U12

U11

U10

U9

Leijonakoulut:

U8 Leijonakoulu

Leijonakiekkokoulu

Leijonaluistelukoulu

Harrastetoiminta:

MAHL / Juniori-Jukurit

Mäntyharju / MäVi

Kilpailen tai harrastaen omassa tai yhteistyöseurassa

Seurayhteistyömuodot:

Taitovalmentajapalvelut

Pelaajaliikennesopimus

tarkistetaan vuosittain

Keski-Savon seurojen yhteistyö

Yhteisjoukkueet tai pelipaikka
yhteistyöseuran joukkueissa
eri ikäluokissa

Tasavahvat ja tasojoukkueet

Mahdollisimman pitkään
harjoittelu pääsääntöisesti
omalla paikkakunnalla

Mahdollisimman pitkään
joukkue omalla paikkakunnalla

Harrastuksen aloittaminen
omalla paikkakunnalla

TUKITOIMINTA

Etelä-Savon
Urheiluakatemia

Urheilijakeskeinen
toimintamalli ja
henkilökohtaiset
suunnitelmat:
Ihminen, Urheilija,
Jääkiekkoilija

Leijonapolku
-kartoitukset

Maalivahtijäät

Iltapäiväjäät



Terveystyö
edistäminen

Tähtiseura

Koulu- ja
päiväkotiyhteistyö

Hankkeet

Appendix 2, Athlete-centred operating model

 Urheilijakeskeisen valmennuksen toimintamalli Jukureiden nuorten joukkueissa 												
Vuosi- ja kuukausitaso												
TAVOITEURHEILIIJA JUKUREISSA ~ Sisäisesti motivoitunut ~ Autonomia - Pätevyys - Sosiaalinen yhteenkuuluvuus												
Toimenpiteet												
	Huhti	Touko	Kesä	Heinä	Elo	Syys	Loka	Marras	Joulu	Tammi	Helmi	Maalis
Pelaajan Identiteetti ja profilointi	x	x										
3-vuotissuunnitelma	x	x										
Jaksotavoitteet	x		x			x			x			x
Luonteen tukeminen (SJL Henkisen valmennuksen opas)												
1. Lähtötilanteen kartoitus - Pelaajaprofiilin määrittäminen (pelaaja ja valmennus + keskustelu)	x	x										
2. Vahvuuksien ja kehityskohteiden tunnistamisen kautta tavoitteiden asetteluun	x	x				x			x			
3. Henkilökohtaisten toimintamallien rakentaminen pelaajan arjessa	x	x	x	x	x	x	x	x	x	x	x	x
4. Suoritusilan rakentaminen ja sen ylläpito pelin sisällä					x			x			x	
5. Suorittamisen arviointi suhteessa tavoitteisiin - Jaksotavoitteissa, 10 pelin tilastoyhteenvedoissa ja arjessa		x			x	x	x	x	x	x	x	x
Seurantamuodot												
Testit kaikki	x	x		x					x			
Testit kontrolli (ominaisuudet)			x		x			x			x	
Tilastointi: 10 pelin yhteenvedot												
Pelaajan kohtaaminen: Aikataulutetut palaverit ja pelaajan tarpeista lähtevät keskustelut												
Seurantamuotoja ja työkaluja, jotka tukevat urheilijakeskeistä toimintamallia (ei aikataulutettu)												
Henkisen valmennuksen oppaan materiaalit	Hyviä työkaluja henkisten ominaisuuksien kehittämisen tueksi											
Valmennuksen apumateriaalit / työkalut	Erilaiset lomakkeet, kyselyt jne. tarpeen mukaan											
Hockey Centre työkalut	Harjoitepankki valmentajille ja pelaajille											
Dpob Box	Harjoitteet, pelivideot, tilastot, testit yms. pelaajien ja valmennuksen käytössä											
Videointi (tabletti, puhelin) esim. akatemiaharjoittelussa ja testeissä henkilökohtaisen havainnoinnin / palautteen	Havainnollistaa pelaajalle omaan suoritukseen liittyviä asioita, antaa palautetta pelaajalle											
Sykerajarit	Sykerajat kaikille, ohjaa harjoittelua, opettaa pelaajalle oman kehon tuntemista											
Harjoituspäiväkirja	Pelaajakohtaisesti, case tyyppisenä											
Ravintopäiväkirja	Pelaajakohtaisesti, case tyyppisenä											
Unipäiväkirja	Pelaajakohtaisesti, case tyyppisenä											
"Minä-vihko" tai vaihtoehtoisesti sähköinen malli	"Reppuvihko", apuna mm: minäkuvan muodostaminen - omien pelien analysointi arvosanalla 1-5, harjoitusjaksojen analysointi, oma suoritus (onnistumiset, epäonnistumiset), voimaharjoittelussa omien painomäärien seuranta											
Kuormituksen seuranta / omat kokemukset (RPE)	RPE: rate of perceived exertion = miten vaikealta suoritus tuntui subjektiivisesti											
Toimintatapoja, jotka tukevat urheilijakeskeistä toimintamallia												
Valmentajien osaamisen kehittäminen	Mentorointi, 360-työkalu, valmentajien välinen yhteistyö											
Didaktiset ja pedagogiset järjestelyt	Urheilijakeskeistä valmennusta tukevat opetustyyli keskiössä. Esim. pelaajaa osallistavat keinot: ongelmanratkaisu ja toiminnan johdattelu kyselemällä.											
Tehtävä- ja kilpailusuuntautuneen motivaatioilmaston suhde toiminnassa	Korostetaan omien suoritusarvioita suhteessa omiin aiempiin, harjoitteet tukemaan taitojen kehittymistä ja yhteistoimintaa, joukkueen sisäinen kilpailu terveellä pohjalla, eriyttäminen yksilöiden tarpeiden mukaan											
Autonomian ja vastuullisuuden kasvattamisen käytännön mallit	Esim. harjoituksen yhteinen osio alkaa suoraan pääharjoituksella. Pelaajat saapuvat paikalle ja aloittavat harjoittelun ennen sitä omilla alkulämmittely- ja harjoitusohjelmilla sekä aikatauluilla. Pelaajat osallistetaan joukkueen sääntöjen jne. tekemiseen.											
Yksilöllisten tarpeiden huomiointi fyysisessä harjoittelussa	Esim. eriytetty ja spesifioitu alkuverryttely ennen pääharjoitusta = monta eri alkuverryttelyohjelmaa, joista muokataan yksilöille sopivat (pelaajalla mahdollisuus vaikuttaa)											
Yksilölliset fyysisen harjoittelun ohjelmat ympäri vuoden	Omat kehityskohteet, valmennuksen näkemykset, testit, sykerajat määritetty kaikille											
Yksilöllisten tarpeiden huomiointi jääharjoittelussa (Akatemiaharjoittelu)	1. Omataavoiteosiot ohjatun jääharjoituksen sisällä 2. Pelaajat tavoiteryhmissä koko jään / osan jäätä 3. Jää käytössä pelaajien omille tavoitteille, valmentajat apuna											
Pelaajan omien kehitysjäiden mahdollistaminen	Soveltuvien aikataulujen, pelaajakohtaisesti, valmentajan kanssa / ilman											
Jääharjoitteet	Havainto - Päätöksenteko - Toiminta, avoimet harjoitteet, ongelmanratkaisu ja valinnat, harjoitteissa aina yhteys peliin											
Loukkaantuneiden sekä armeijassa olevien pelaajien huomiointi	Omat henkilökohtaiset ohjelmat kuukausi-, viikko- ja päiväkohtaisesti											
Ravintoasiat	Ravintoluennot, yksilöllinen seuranta / ohjelmat, ruoan valmistuksen opettelu, opetuskeittiön käyttö, aamu- ja välipala hallilla											
Opiskelun huomiointi ja tukeminen	Yhteydenpito oppilaitoksiin (akatemia kautta), opintojen sujumisen seuraaminen, "läksyparkki", koeviikkojen huomiointi, kirjat mukaan pitkille vierasreissuille											
Terveydenhuoltopalvelut	Lääkäri, fysio jne.											
Muualta tulleiden pelaajien tukeminen	Asunto-, opiskelu, työ- yms. asiat											
Pelaajan vanhempien huomiointi / informointi	3-vuotissuunnitelmassa vanhemmat mukana (alle 18-v.)											
Muut	Uusien työkalujen kokeilu, valmentajien kokemusten jakaminen											
Ilmapii - Kunnioittava vuorovaikutus - Ihmisen kohtaaminen												

Appendix 3, Questionnaire

1: ei pidä lainkaan paikkansa, 2:ei pidä osittain paikkansa, 3:osin pitää, osin ei pidä paikkansa, 4: pitää osittain paikkansa 5: pitää täysin paikkansa (ympyröi sopiva vaihtoehto)

Tunnen olevani pätevä ja osaava.

1 2 3 4 5

Olen mielestäni melko hyvä jääkiekossa.

1 2 3 4 5

Uskon, että minulla on menestymiseen vaadittavat taidot jääkiekossa.

1 2 3 4 5

Tunnen usein itseni riittämättömäksi ja kyvyttömäksi.

1 2 3 4 5

Minulla on käsitys siitä, mitä on olla kokonaisvaltainen urheilija (ravinto,lepo,urheilu).

1 2 3 4 5

Olen kehittynyt kokonaisvaltaiseksi urheilijaksi.

1 2 3 4 5

En pelkää epäonnistumisia.

1 2 3 4 5

Harjoittelen omasta tahdostani enkä muun/muiden kehoittamana tai pakottamana.

1 2 3 4 5

Olen asettanut itselleni tavoitteita ja tarkastelen niitä säännöllisesti valmentajani kanssa.

1 2 3 4 5

Tunnen olevani vastuussa omasta harjoittelustani ja olen mukana sitä koskevassa päätöksenteossa (miten harjoittelen, milloin, missä).

1 2 3 4 5

Tunnen, että valmentajani antavat minulle valintamahdollisuuksia ja vaihtoehtoja.

1 2 3 4 5

Pystyn kantamaan vastuun omasta harjoittelustani.

1 2 3 4 5

Valmentajani pitävät huolen, että ymmärrän tavoitteeni ja mitä minun tarvitsee tehdä.

1 2 3 4 5

Tässä joukkueessa voin olla oma itseni.

1 2 3 4 5

Tunnen, että tässä joukkueessa minusta välitetään.

1 2 3 4 5

Tunnen, että tässä joukkueessa minua arvostetaan.

1 2 3 4 5

Joukkueen harjoitusilmapiiri on turvallinen ja tunnen että siinä on hyvä harjoitella.

1 2 3 4 5

Kolmen vuoden kehityssuunnitelma on auttanut minua asettamaan tavoitteita ja seuraamaan omaa harjoitteluani.

1 2 3 4 5

Henkilökohtaiset tilastot ovat olleet minulle hyödyksi ja auttaneet itsearvioinnissa.

1 2 3 4 5