



Career transitions in ice hockey goaltending

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Abstract

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<p>The background of this thesis originates in January 2023, when the author contacted the Finnish Ice Hockey Association (FIHA), the governing body of ice hockey in Finland, to inquire whether they had a current and relevant thesis topic about developing goaltending coaching in Finland.</p> <p>The objective of the thesis was proposed by FIHA. They suggested that the author could create a guide on how to help adolescent goaltenders succeed in making their anticipated career transitions, such as junior to senior, and club to national team transitions. In addition, FIHA wished to identify what goaltending coaches currently do well when they assist goaltenders to make career transitions, and which areas could be identified for further development.</p> <p>After the literature review, scope of the thesis was limited to normative athletic career transitions. Two suitable theoretical frameworks were found for the purposes of the thesis. The first was the Athletic Talent Development Model (ATDE) that describes an athlete's talent development environment in a holistic and ecological way. The second framework was the TDEQ-5 questionnaire that is designed to assess an athlete's talent development environment.</p> <p>Based on the theoretical framework, a survey and semi-structured interviews were conducted to examine Finnish goaltenders' talent development environments. A total of 12 goaltenders from 11 Finnish ice hockey clubs participated in the survey and in addition, four goaltenders from four different clubs were interviewed.</p> <p>The main outcome of the thesis is a guide, which was created based on the theoretical framework and the results of the surveys and the interviews. The guide includes an explanation of the theoretical framework of career transitions in sports, a translated version of the TDEQ-5, the summary from the survey, and tools for goaltending coaches to utilize when they help goaltenders to make successful career transitions.</p> <p>The guide was sent to FIHA, and they will utilize the findings of the product in their coaching development. The guide helps goaltending coaches to understand the athlete's development environment in a holistic way, and it gives them concrete tools to assist their athletes on the way to successful career transitions.</p>
Key words Career transitions, talent development environment, ice hockey, sports coaching

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1 Introduction

The starting point for this project goes back to January of 2023. I was then attending the Finnish Ice Hockey Association's (FIHA) Goaltending Coach Training Program "MVK 2023" and after one lecture, I went to talk with the goalkeeper game development managers of FIHA, Olli-Pekka Äijälä and Kari Lehtonen. I mentioned to them that I am looking for a current and relevant thesis topic and asked whether FIHA had any topics of interest, that could support them in developing Finnish goaltending coaching.

FIHA answered me some weeks later with one topic proposal. They proposed that I could do my thesis for them, in order to help goaltenders make transitions to new environments, such as from junior to senior teams and from club level to the national team environment. FIHA assigned me a contact person, Tino Turkia, who currently works with FIHA as the regional goaltending instructor.

The objective of the project was to produce a guide for goaltending coaches that provides answers to the question: how can I help 14- to 19-year-old goaltenders to successfully transition to a new environment? The guide should offer goaltending coaches' the theory behind successful career transitions and provide practical tools to help coaches help goaltenders make successful transitions.

After a literature review and further discussions with Turkia, the topic of the thesis was finalized and the project name for the thesis was chosen: "How to help adolescent goaltenders during normative career transitions". In this thesis, the term 'adolescent goaltenders' refers to goaltenders aged 14 to 19 years, corresponding to the U15 to U20 age groups in the Finnish ice hockey system.

This thesis has two essential theory bases. The first important framework is The Athletic Talent Development Environment working model (ATDE) developed by Henriksen, Stambulova & Roessler (2010). The second important framework is Talent Development Environment Questionnaire-5 (TDEQ-5), developed by Li, Wang, Pyun & Martindale (2015).

ATDE describes a prospective elite athlete's development environment as a whole and takes into account athletic as well as non-athletic factors in their development. According to Henriksen et al. (2015, 213), the ATDE was created to help athletes make successful Junior-To-Senior transitions (JST). JST was named by FIHA as one of the transitions that should be worked with in this thesis.

According to Li et al. (2015, 1831), the purpose of the research behind TDEQ-5 was to further develop the TDEQ-model (Martindale, Collins, Wang, McNeill, Lee, Sproule, Westbury 2010) to help monitor an athlete's talent development environment. In contrast to the ATDE model, it focuses on

evaluating the athletic parts of the environment and does not take into the account non-athletic factors of an athlete's development.

Twelve adolescent goaltenders were assigned to fill out the TDEQ-5 at the Pohjola camp in 2023 to assist in creating the guide. The Pohjola camp is the annual U16 national ice hockey team selection camp organised by FIHA.

Due to lack of evaluation of non-athletic aspects in TDEQ-5, four semi-structured interviews were completed in the Pohjola Camp the same year. The main objective of the interviews was to collect some information about the non-athletic aspects of the athletes' talent development environment.

Based on the theoretical framework and answers from the TDEQ-5 & interviews, the final product was created. The final product presents the theoretical background behind the ATDE and TDEQ-5 and summarizes answers from the TDEQ-5 Pohjola camp survey. The guide also describes what Finnish goaltending coaches are doing well in the field of career transitions and also possible areas for development. At the end of the guide, recommendations and practical tools for further development are presented.

2 Career transitions in sports

In athletic career transition research, career transitions are currently classified using two criteria: Life domain and predictability of transition (Stambulova, Ryba & Henriksen 2021, 527) (figure 1). In the life domain taxonomy, transitions can be divided into athletic-, non-athletic-, and dual career transitions. In predictability, transitions can be divided into normative-, quasi-normative-, and non-normative transitions.

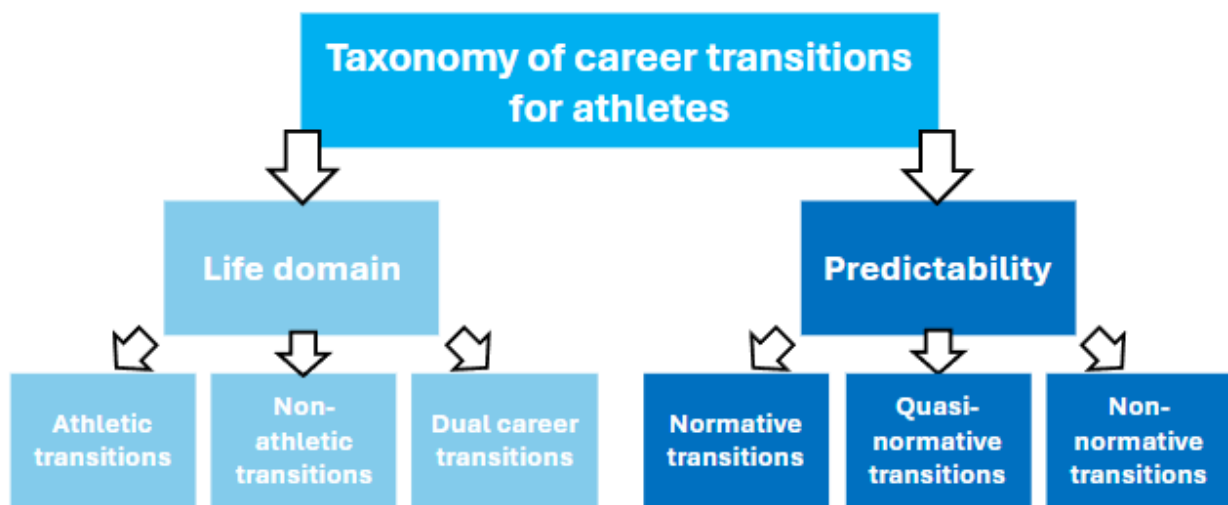


Figure 1. Different career transitions for athletes.

2.1 Explanation of different career transitions

Athletic transitions refer to changes made in an athlete's career. Common athletic transitions include transfer to a different team or club, advancing to compete at a higher athletic level or making a Junior to Senior transition (JST). (Stambulova et al. 2021, 527.)

Non-athletic transitions occur outside an athlete's sports career and can include, for example, education or family related transitions (Stambulova et al. 2021, 527). Examples of non-career transitions include moving from school to work-life, or changes in family dynamics, such as the end of a relationship.

According to Stambulova et al. (2021, 527) dual-career transitions do occur simultaneously in athletic and non-athletic careers. Dual career transitions are typical in countries where the education and athletic systems are closely connected to each other, such as in the United States.

Normative transitions are transitions that can be expected or desired. Examples of normative transitions include JST or athletic retirement. (Morris, Todd & Eubank 2017, 524.)

Non-normative transitions are transitions that are more difficult to predict and are often unanticipated. Non-normative transitions include, for example injuries, or involuntary change of environment. (Wylleman, Alfermann & Lavallee 2004, 12,16.)

Quasi-normative transitions are not normative for athletes in general, only for particular groups of athletes. Schinke, Stambulova, Trepanier, & Oghene, (2015, 77, 86) presented quasi normative transitions for the first time in athletic career transition research when they considered the Olympic games transition as quasi-normative for Canadian boxers, because it is only possible to plan this transition for a small group of elite athletes.

2.2 Meta-transitions

Schinke et al. (2015) divided career transitions into smaller phases in their case study. These smaller phases within a larger transition process are called meta transitions.

Schinke et al. (2015, 79) divided the Olympic games transition for the Canadian Olympic boxing team into the following six meta-transitions, in chronological order from A to F:

- (A) entering the national team program
- (B) entering major international tournaments
- (C) Olympic qualification
- (D) focused preparation for the Olympics
- (E) to the Olympic podium
- (F) to the post-Games

In their study, Schibke et al. (2015) used the meta-transition approach to develop the National Team Psychological support service (NT-PSS) for the Canadian boxing national team. The approach was found to be useful for the development of the NT-PSS.

The principles of the NT-PSS created with the help of the meta-transition approach include “the holistic view of athletes and their environment, an individual approach for each athlete, broader attention to the Team as a whole, attention to various pathways within some of the meta-transitions and stimulating the athletes and the staff to continuous reflections.” (Schibke et al. 2015, 86.)

2.3 Possible outcomes for career transitions

According to Stambulova (2012, 172) in the Athletic Career Transition Model Presented in 2003 transitions have two main outcomes. The outcome of a transition can be either successful -or a crisis transition. According to the model, when an athlete’s coping strategies during a transition are effective and the athlete can match the transition’s demands, the outcome will be a successful

transition. When the athlete's coping mechanisms during a transition are ineffective, this can lead to a crisis transition. (Stambulova 2012, 172.)

In the case of a crisis transition, the model presents two potential outcomes: A delayed successful transition or an unsuccessful transition. The outcome of a transition is dependant on the effectiveness of any interventions during a crisis transition. An unsuccessful transition can be associated with several negative outcomes, such as premature dropout, neuroses, overtraining, eating disorders and substance abuse. (Stambulova 2012, 172.)

3 The athletic talent development environment working model

Different models have been created to help athletes make successful career transitions. To help young athletes have a successful JST, the following model for the athletic talent development environment (ATDE) was presented by Henriksen et al. (2010). (see Figure 1)

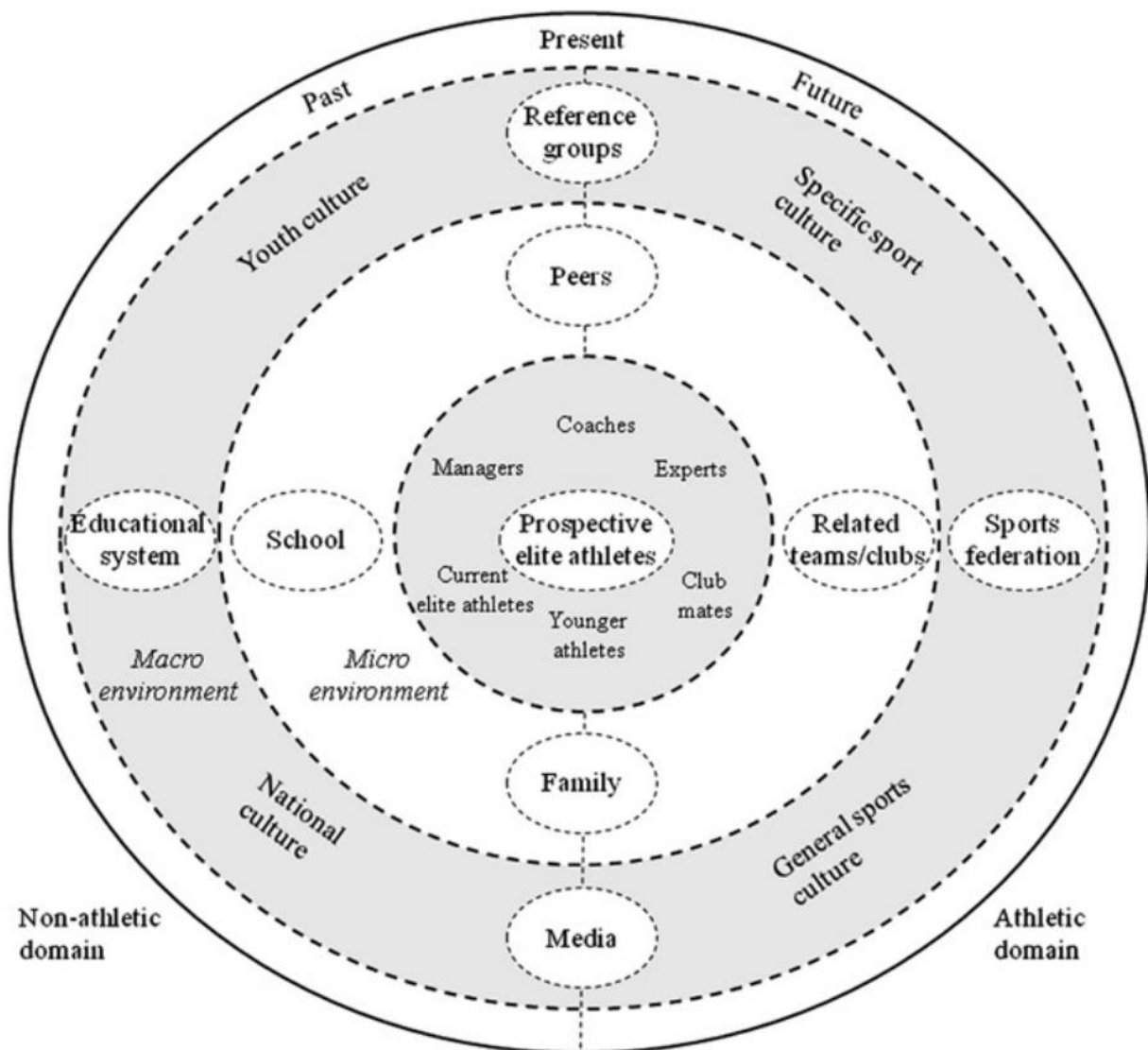


Figure 2. The Athletic Talent Development Environment working model (ATDE) (Henriksen et al. 2010, 213).

According to Henriksen et al. (2010, 213), research in the field of career transitions has traditionally focused on micro-environmental factors, such as coaches, parents and peers. Henriksen et al. (2010, 213) acknowledged that the term "talent development environment" was first introduced by Martindale, Collins & Daubney (2005, 354). However, Henriksen et al. (2010, 213) did not consider the approach holistic, since it focused only on the sports domain and coaching.

Henriksen et al. (2010, 214) describes the ATDE as a holistic and an ecological approach. According to them, the model is holistic because it includes both athletic (parts of an athlete's environment directly related to sport) and non-athletic (other dimensions of athlete's environment.) domains, micro and macro environments and development of the environment, which is represented by the third layer of the model (past-present-future). The model is described environment-based because it takes into account the context of where the athlete's development will happen.

Different sports clubs have adapted the ATDE working model to create specific ATDE models based on their club environments. For instance, the Norwegian football club, Rosenborg Ballklub (Aalber & Saether 2016) (see Figure 2), and the Danish 49er sailing team (Henriksen et al. 2010, 217) have used the ATDE model as a tool for their talent development.

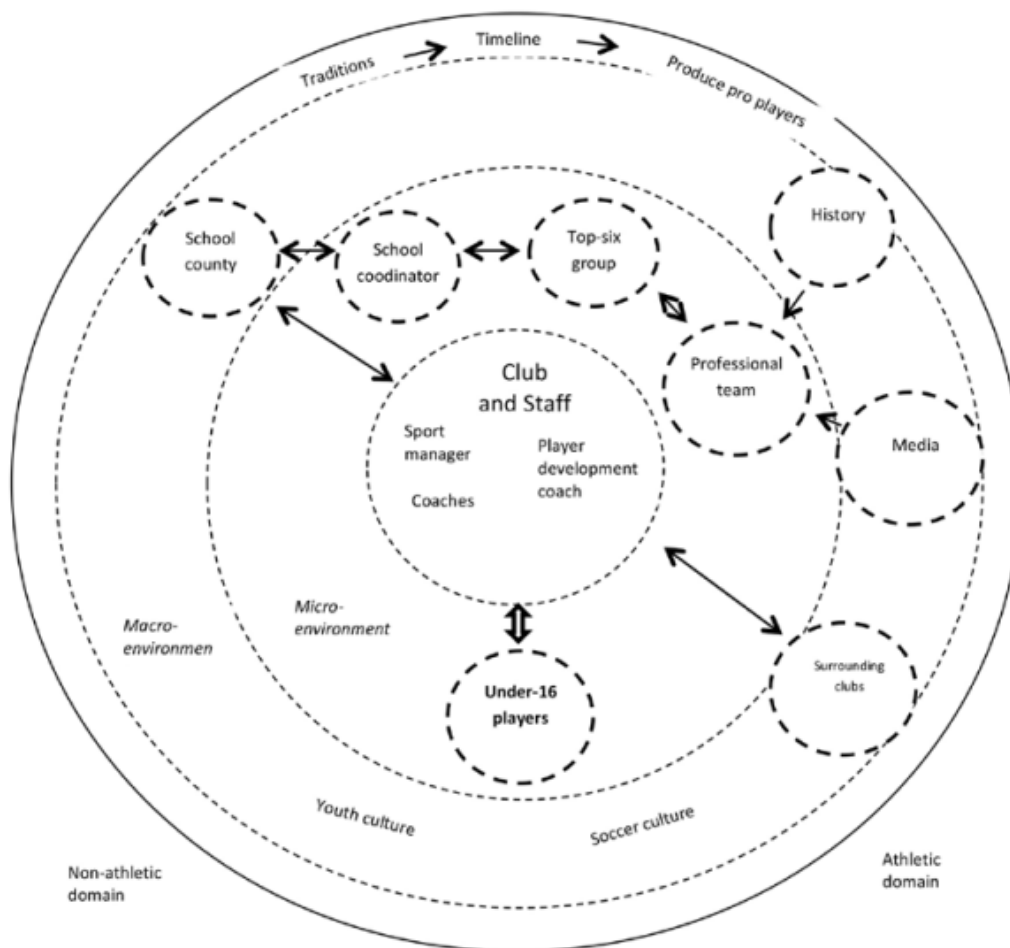


Figure 3. The ATDE empirical model used by Rosenborg Ballklub (Aalber & Saether 2016, 165).

3.1 Micro- and macro-environment

According to Henriksen et al. (2010, 213), the micro-environment includes people with whom athletes interact directly on a regular basis. The athletic domain of the micro-environment involves people who are directly involved with sport, for example coaches, clubmates, managers and different experts. People in the non-athletic domain can be, for example, friends and teachers.

The macro-environment refers to the surroundings of an athlete, which the athlete does not interact with directly, but which still influences the athlete's environment. The macro-environment includes, for example, sports federations, the media and the education system. The macro-environment also includes cultural aspects in the athlete's environment, such as the national culture or sports culture. (Henriksen et al. 2010, 213.)

The cultural aspects in an athletes' macro-environment may also include religion. For example, Muslim athletes might be influenced by Ramadan, during the ninth month of the Islamic lunar calendar, which includes periods of daily fasting.

Some components of the environment overlap with both domains. For example, some of the athletes' friends might also be their peers in the sport. Members of the family can also have a direct influence on the athletic domain of the ATDE, as well as on the nonathletic part of an athlete's life. (Henriksen et al. 2010, 213.)

4 Talent Development Environment Questionnaire

The Talent Development Environment Questionnaire (TDEQ) was presented for the first time by Martindale et al. (2010). The purpose of the TDEQ is to help facilitate young athletes' development to the elite level. The TDEQ consists of 59 items, which athletes need to rate on a scale from one to six (from “strongly agree” to “strongly disagree”). The TDEQ is designed from a generic (non-domain specific) and holistic perspective (Li et al. 2015, 1832) and consists of seven factors (Martindale et al. 2010, 1214-1216):

- Long-Term development Focus
- Quality Preparation
- Communication
- Understanding the Athlete
- Support Network
- Challenging and Supportive Environment
- Long-Term Development Fundamentals

Long term development focus is the first factor in the questionnaire, and it consists of twenty-four items. This factor relates to how well development opportunities for athletes are designed to support their long-term success. (Martindale et al. 2010, 1214-1215.)

The second factor is quality preparation, and it consists of five items. This factor measures the opportunities for quality practice, recovery and competition. (Martindale et al. 2010, 1215.)

The third factor, communication, consists of seven items. This measures how effectively coaches communicate with athletes, such as “the nature of goal setting, review and feedback, development planning and emphasis on progression to a senior level”. (Martindale et al. 2010, 1215.)

The fourth factor is understanding the athlete, and it includes four items. This factor considers how well the coach can understand athletes on a holistic level and how strong their professional relationship is with the athletes. (Martindale et al. 2010, 1215.)

The fifth factor, support network, has eight related items. This measures the quality and quantity of an athlete's support network. (Martindale et al. 2010, 1215-1216.)

The sixth factor is a challenging and supportive environment. The factor has four items related to how well the athlete is challenged and supported by development experiences related to the training and competition environments. (Martindale et al. 2010, 1216.)

The seventh and final factor is long-term development fundamentals. This factor has seven items that measure the foundations for further development, such as “ongoing opportunities, avoidance of early specialization, parental support, and athlete-autonomy”. (Martindale et al. 2010, 1216.)

4.1 Reliability and limitations of TDEQ

According to Martindale et al. (2010, 1214), all the factors in the TDEQ have wide evidence-based support. The authors utilized, for example, the review of current literature at the time of publication, expert opinion and athlete experience.

Martindale et al. (2010, 1216-1217) also recognized potential limitations of their tool. The TDEQ has been developed to emphasize generic environmental features and context specificity is missing. The authors also recognized that since they have been considering only 13- to 21-year-old athletes from “westernized” academy-style structures, this sets limitations on the environments where the tool can be reliably applied.

Other issues with the TDEQ have also been recognized. According to Li et al. (2015, 1832), other limitations include low internal reliability in the factor Challenging and Supportive Environment ($\alpha = 0.62$), too many items assess the long-term development focus (24) and some of the factors overlap conceptually with each other.

4.2 TDEQ-5 questionnaire

To develop the original TDEQ, Li et al. (2015) created a new TDEQ-5 questionnaire (appendix 1). Compared to the original TDEQ, the number of items in the TDEQ-5 has been reduced from 59 to 25 and the number of factors was reduced from seven to five. The factors in the TDEQ-5 (see Figure 4) are as follows:

- Long-term development
- Holistic quality preparation
- Support network
- Communication
- Alignment of expectations

TDEQ-5 Factors and explanations		
1.	Long term development	How well athlete's long term success is facilitated
2.	Holistic quality preparation	How well intervention programmes are facilitated
3.	Support network	How coherent, approachable and wide ranging athlete's support network is
4.	Communications	How effectively coach communicates with athlete
5.	Alignment of expectations	How coherently and aligned athlete's goals for sport are set

Figure 4. TDEQ-5 questionnaire matrix according to Li et al. (2015, 1839).

As Li et al. (2015, 1832) recognized the issue of factors overlapping each other and the issue of too many items in the long-term development factor, they cut down the number of items and re-structured the factors. As a result, Li et al. (2015, 1838) were able to achieve improved internal reliability of factors for TDEQ-5 ($\alpha = .79$ to $.86$) compared to the original TDEQ ($\alpha = .62$ to $.85$).

TDEQ-5 has still some limitations. According to Li et al. (2015, 1839-1840), one limitation is the generalizability of the results, as participants were recruited from local schools in the Republic of Singapore. Also, the number of participants from individual sports (326 participants) and team sports (170) differed noticeably.

In addition, even though according to Li et al. (2015, 1840) a mixture of positively and negatively coded items is necessary to avoid acquiescence response bias, all seven items in the factor Holistic quality preparation were negatively worded. This factor had the second lowest average variance extracted (AVE) value of the TDEQ-5 factors ($.49$). Li et al. (2015, 1840) point out that it might be important to remind participants to avoid careless responses in this factor.

5 Development of the product

5.1 The Finnish ice hockey association

The commissioning organization for this thesis is the Finnish Ice Hockey Association (FIHA). FIHA is the governing organization of Finnish ice hockey, and their goal is to raise a diverse hockey family. FIHA represents Finland in the International Ice Hockey Federation (IIHF), operates the Finnish ice hockey national teams and all domestic competitive ice hockey series, except the men's Liiga, the top tier men's ice hockey league. During the season 2023-2024 FIHA had 68 417 registered players (FIHA 2024).

As the governing organization of Finnish ice hockey, FIHA contributes to the development of Finnish goaltenders and goaltending coaches. For the topic of the thesis, I contacted FIHA to ask whether they had a current and concrete topic, which they would see as beneficial for the development of Finnish ice hockey goaltending coaching. FIHA replied to me with the suggestion to make a guide about how to help Finnish junior ice hockey goaltenders transition successfully to new environments, such as from a junior to a senior team or to the national team.

The guide is intended for goaltending coaches who coach goaltenders aged 14- to 19-years-old and who consider themselves to be goal-oriented in their training. It aims to help goaltending coaches to understand the factors that affect a successful transition to a new environment, and it aims to offer concrete and practical tools to help goaltending coaches help their goaltenders make successful transitions.

FIHA considered it would be beneficial to know what goaltending coaches are currently doing well when they assist goaltenders to make successful transitions, and to identify potential areas for development. They suggested that I could interview goaltenders at the Pohjola hockey camp in 2023. The Pohjola camp is the annual selection camp for the Under 16-year-old junior national team. In 2023, twelve goaltenders, whom FIHA saw as the most talented in the age group born in 2008, were invited to attend the camp.

5.2 Finding a suitable theoretical background for the product

When the objective for the work was set, the following phase was to find a suitable theoretical framework for the topic. With help of Markus Arvaja, a senior lecturer at Haaga-Helia University of Applied Sciences, I was able to find a number of peer-reviewed articles about career transitions for athletes. Career transition research had been also applied to ice hockey in the study of phases in JST of Swedish ice hockey players, by Stambulova, Pehrson and Olsson (2017).

5.2.1 Career transitions in the context of the topic

Based on the taxonomy of career transitions for athletes presented in the second chapter, the framework of the product was focused on normative athletic career transitions. The request of FIHA was to focus on anticipated changes in the environment of a junior goaltender's career, and the examples specifically named were JST and national team transitions.

As the transitions in question are anticipated, they meet the criteria for a normative transition as described by Morris et al. (2017, 524.). The transitions are also part of the goaltender's athletic career and do not necessarily include a dual career transition.

As Schinke et al. (2015, 86) classified the Olympic games transition as a quasi-normative transition for Canadian boxers, some of the transitions covered in the product meet the criteria of a quasi-normative transition. For example, the transition into the national team is anticipated only for a relatively small number of goaltenders in Finland.

However, the product approaches transitions from the individual goaltender's point of view and should offer support for the transitions anticipated by the individual. Therefore, the focus of the product is based on the predictability of a transition and is limited to normative transitions.

5.2.2 Methodology for evaluating ATDE

FIHA wanted to examine what goaltending coaches are doing well in the field of career transitions and the TDEQ-5 questionnaire was found to be useful tool for the purpose. The factors used in the TDEQ-5 have focused on evaluating aspects that are considered to be part of the athletic domain within the micro-environment of the ATDE. Many factors, such as long-term development, communications and alignment of expectations are also directly related to the coaching of an athlete.

The TDEQ-5 was carried out at the Pohjola Camp 2023, where 12 goaltenders represented by 11 different ice hockey clubs and twelve different teams answered the survey. The survey was distributed using Webropol Surveys.

The link for the survey and written instructions for answering were sent to the contact person for the thesis appointed by FIHA, Tino Turkia, who delivered the link and instructions for all goaltending coaches at the camp. After this, the links were sent to the individual goalkeepers, along with the instructions. The anonymity of the participants' responses was guaranteed.

Li & al (2015, 1840) expressed their worry concern about careless responding to the TDEQ-5 in the factor holistic quality preparation, because all items in the factor were negatively worded. The negatively worded items refer to items such as, "I am not taught that much about how to balance

training, competing, and recovery,” where the statement of the item is negative. An example of a positive worded item is “My progress and personal performance is reviewed regularly on an individual basis,” where the statement of the item is positive.

Furthermore, all goaltenders participating in the camp spoke Finnish fluently and the assumption was that none of the goaltenders spoke English as their mother tongue. Regarding the the worry of careless responding to the negatively worded items and assumption of their mother tongue, the decision was made to translate the TDEQ-5 into the Finnish language to make the results more reliable. Translated version of the TDEQ-5 can be found at the end of the guide (Appendix 2).

A key limitation in evaluating talent development environment with the TDEQ-5 is that it cannot be considered to be a holistic method according to the classification of Henriksen et al. (2010, 214), as items primarily assess aspects related to the micro-environment and athletic domain of the ATDE.

Therefore, the decision was made to conduct semi-structured interviews with four goaltenders in addition to the TDEQ-5. The aim of the interviews was to evaluate aspects beyond the athletic domain, macro-environment and development of the goaltenders’ respective talent development environments. Another objective for the semi-structured interviews was to gain deeper insights into the TDEQ-5 responses, particularly concerning the coach athlete relationship, and get more accurate information about how goaltenders perceive the actions of their goaltending coaches.

Th goaltenders who participated in the interviews were represented by four different ice hockey clubs in Finland. The topics discussed during the semi-structured interviews included:

- The people goaltenders perceive as the most important to them
- The coach-athlete relationship
- School and education
- Their experiences of external and internal pressure at the Pohjola Camp
- The national and ice hockey culture in Finland

The average duration of the interviews was 20 minutes and 29 seconds. All interviews were transcribed afterwards and then analysed as a part of the product. The anonymity of the participants’ responses was guaranteed.

5.3 Assembling the guide

After transcribing semi-structured interviews and analysing the TDEQ-5 answers, the most important findings were collected for the guide, which can be found at the end of this thesis (Appendix 2). The guide was written in Finnish and the name of the guide “Nuoren maalivahdin

kehitysympäristö suomalaisessa maalivahtipelissä” can be translated as “The adolescent goaltenders’ development environment in Finnish goaltending.” The full process of making the product and the thesis can be seen in Figure 5.

The guide has a total length of 21 pages and includes the following parts.

- Background of the work
- Theoretical background of the ATDE model
- The ATDE model explained in the context of Finnish ice hockey goaltending
- Explanation of the TDEQ-5
- Summary of the results of the TDEQ-5 questionnaire conducted at the 2023 Pohjola Camp
- Development objectives for goaltending coaches based on the interviews and the TDEQ-5
- Ways to improve co-operation with the support network and follow the development of the environment.

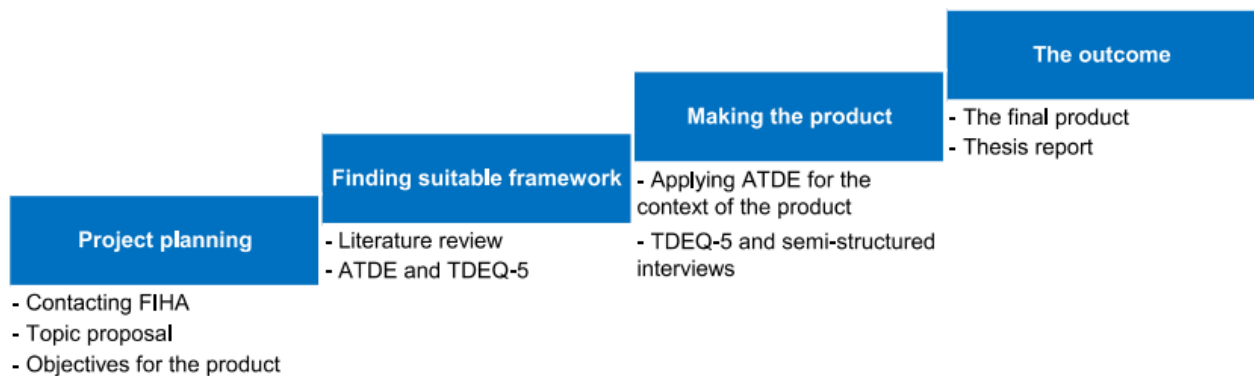


Figure 5 presents the development process of the thesis.

5.3.1 Results of the Pohjola camp survey and interviews

After explaining the theoretical background, the guide proceeds to summarize the Pohjola camp survey. On the survey goaltenders needed to give each item value from one to six:

- 1 Strongly agree
- 2 Agree
- 3 Agree a little bit
- 4 Disagree a little bit
- 5 Disagree
- 6 Strongly disagree. (Martindale et al. 2010, 1212.)

Based on the responses, the strongest factors identified were long term development focus ($\bar{x}=1,68$) and holistic quality preparation ($\bar{x}=4,62$) (see Figure 6). All the items in the Holistic quality

preparation were negatively worded (R), therefore the mean score of 4,62 is comparable to a 1,38-mean score in the other factors.

Summary of the Pohjola Camp 2023 TDEQ-5 survey	
Factor	mean answer
1. Long term development focus	1,68
2. Holistic quality preparation	4,62 (R)
3. Support network	2,42
4. Communication	2,13
5. Alignment of expectations	2,10

Figure 6. Summary of the survey

By examining the items within the factors, it became apparent that the goaltenders trust their coaches' professional competence to develop them as athletes. The goaltenders also considered that their coaches were development oriented and let goaltenders learn through their mistakes.

The following TDEQ-5 items (Li et al. 2015, 1839) received particularly positive answers:

- “My training is specifically designed to help me develop effectively in the long term.” ($\bar{x}=1,83 / s=0,80$) (Long term development focus)
- “My coach allows me to learn through making my own mistakes.” ($\bar{x}=1,50 / s=0,50$) (Long term development focus)
- “The guidelines in my sport regarding what I need to do to progress are not very clear.” (R) ($\bar{x}=5,17 / s=0,50$) (Holistic quality preparation)
- “My coach emphasises that what I do in training and competition is far more important than winning. ($\bar{x}=1,58 / s=0,49$) (Long term development focus)”.

For certain items, multiple goaltenders were at least partially in disagreement with the statement of the item. In these items, responses typically included goalkeepers from both ends of the spectrum, resulting in higher standard deviation in the answers. With some goaltenders, some indications emerged about a lack of co-operation with parents and the support network for the following items (Li et al. 2015, 1839):

- “My coaches make time to talk to my parents about me and what I am trying to achieve.” ($\bar{x}=2,58 / s=0,95$) (Alignment of expectations). Only one goaltender strongly agreed with the item.

- “The advice my parents give me fits well with the advice I get from my coaches.” ($\bar{x}=2,58$ / $s=0,86$) (Alignment of expectations)
- “My coaches talk regularly to the other people who support me in my sport about what I am trying to achieve.” ($\bar{x}=3,25$ / $s=1,42$)

The semi-structured interviews offered depth for the information gathered from the TDEQ-5. The main findings included:

- In general, goaltenders reported having a good relationship with their goaltending coaches
- There was variation in how goaltending coaches took into account the athlete’s micro-environment, such as education.
- Goaltenders did not generally feel disturbed if there were contradiction between the coaches’ advice compared to parents’ opinion. Some mentioned that the parents’ role was (at the time of the interview) more supporting and on the athletic questions, they trusted their coaches firsthand
- Goaltenders did not recognize that cultural aspects, such as status or publicity of hockey or the Pohjola Camp, as sources of external pressure. They also described the environment at the Pohjola Camp supportive.

Based on the theoretical framework, the results of the survey and semi-structured interviews, suggestions for further development were collected at the end of the guide. After completing the guide, the first version was sent to Tino Turkia, who returned it with improvement proposals. After making corrections, the product was finalized.

6 Discussion

The purpose of this thesis was to make a guide for Finnish ice hockey goaltending coaches who coach 14- to 19-year-old goal-oriented goaltenders to help them to make successful career transitions. In addition, FIHA assigned me to gather information about what goaltending coaches are doing well and what could be developed in the field of career transitions.

The topic for the thesis was chosen by FIHA and they regarded it as useful for the development of Finnish goaltending coaching. The Guide (Appendix 2) was sent to FIHA as pdf file and can be utilized either by individual goaltending coaches or by coaching developers.

The theoretical background of the ATDE model is explained in the guide. I am hopeful that goaltending coaches will be able to understand from the ATDE model the significance of the non-athletic aspects of an athlete's development environment. The guide also includes practical examples of how to utilize the ATDE model in coaching, such as the pre-made structure for parents' meetings.

Based on the TDEQ-5 survey implemented at the Pohjola camp, recommendations are gathered for goaltending coaches to enable them to pay particular attention to developing their goaltenders' talent development environment. A summary of the answers is provided in the guide, as well as the Finnish translation of the TDEQ-5, which was done during the thesis process.

The first recommendation is to have close co-operation with the parents. As indicated by the survey, in some Finnish ice hockey clubs, goaltenders do not necessarily feel that their parents and coaches are aligned regarding what would be best for goaltender's development. To support this, the guide provides a form for the parents' meeting, and an example of topics that could be discussed at a parents' meetings or in more informal conversations.

The other recommendation arose based on the ATDE model and its outer layer regarding the development of the environment (Henriksen et al. 2010, 213). Based on my experience, I am not certain if development of the goaltender's pathway is systematically documented on a year-by-year basis in many Finnish ice hockey clubs, even though it is an integral part of the ATDE (Henriksen et al. 2010, 213). Therefore, a tool for documenting the goaltender's pathway at the club is also provided.

I believe that the TDEQ-5 could also serve as a method for coaches' own self-evaluation. The model provides 25 items related to the athletic development environment and I think that by going through the items it would offer them a great opportunity to assess what they do well and what could be further developed. In addition to the TDEQ-5, I consider the semi-structured interviews

beneficial for adding depth to the TDEQ-5 answers. The interviews also provided a valuable opportunity to examine the non-athletic domain of the ATDE.

The most significant conclusion from the thesis is that in order to help adolescent goaltenders make successful career transitions, it is important for the coach to understand the athlete's development environment holistically, as meant by Henriksen et al. (2010). The aspects in the non-athletic domain of the ATDE and the development of the environment affect the athlete's development, in addition to the athletic aspects. In some cases, perhaps difficulties in transitioning successfully to a new environment might not come from the athletic domain but rather from the non-athletic domain.

6.1 Reliability of the product

In my view, a strong foundation for the theoretical framework was established through the ATDE and TDEQ-5. The ATDE has been adapted by different sports clubs (Aalberg et al. 2016, Henriksen et al. 2010) and according to Martindale et al. (2010, 1214) all of the factors in the original TDEQ have wide evidence-based support for their role in the athlete development environment. Li et al. (2015) have since developed another version based on the TDEQ, called TDEQ-5.

By conducting the TDEQ-5 survey, and the semi-structured interviews based on the ATDE-model at the Pohjola camp, information was gathered about what is done well in Finnish goaltending talent development environments and about areas for improvement. The goaltenders represented a variety of Finnish clubs (11), which increases both the reliability and validity.

It is worth noting that certain items in the TDEQ-5, such as "My training is specifically designed to help me develop effectively in the long term," do not only apply to goaltending coaches but also to other coaches such as strength and conditioning coaches. Therefore, when interpreting certain items, caution should be expressed in order to avoid making overly strict conclusions about the goaltending coach's role.

Furthermore, the TDEQ-5 was conducted in a way that the goaltenders were able to complete it at their preferred time of the day. This may affect the reliability of the results, as some of the surveys were completed at a time of day (for example 10:10 p.m.) when there was no opportunity to ask for clarification from the coach if some items were unclear.

In the survey, some of the participants completed the survey over a relatively short time span. At the shortest, the survey was conducted in three minutes and five seconds, which means that on average, it took approximately 7,4 seconds to answer one item. The short answering time raises the concern of how carefully the responses were considered.

The decision to implement TDEQ-5 in a way that goaltenders were able to answer the survey at their preferred time of the day was made because the schedules of the goaltenders varied in the camp. It was deemed difficult to find a suitable time that would fit the schedules of every goaltender.

For future surveys, I would implement them in a way that enabled me to find suitable times in each goaltenders' schedule, so that I could be present at the surveys. This would ensure that the goaltenders understand the items and respond thoughtfully to the questions.

6.2 Professional development during the thesis process

I consider that the thesis process is beneficial for my professional development as a goaltending coach. During the ice hockey season 2024-2025, I have been responsible for the development of over thirty 8- to 18-year-old goaltenders in my role as the coordinator of goaltending coaching at two different ice hockey clubs; Kiekko-Vantaa -and Kiekko-Vantaan Juniorit registered associations.

Before the project, I was more focused on the coaching aspects in the athletic domain of the micro-environment of the ATDE, as described by Henriksen et al. (2010). While I recognized the importance of knowing an athlete as a person and I used to occasionally ask the athletes, "how are you doing", I did not have systematic approach for considering an athlete's developmental environment in a holistic manner, such as Henriksen et al. (2010, 213) describes.

Based on the TDEQ-5 answers from the Pohjola Camp survey, one important development objective that was identified for goaltending coaches was the cooperation with parents. In the ATDE, the family is regarded as belonging to the micro-environment and this might often overlap with both the athletic and the non-athletic domains. (Henriksen et al. 2010).

While recognizing the importance of the family in the ATDE, I found it important to get to know the goaltenders' parents better. During the past ice hockey season, I have been trying to increase the number of informal meetings with the goaltenders' parents and have also held parents' meetings for every individual goaltender from age groups U11 to U14. I also organized an information session at the start of the season for all the goaltenders' parents from age group U11 to U15 to introduce myself to the parents and to educate them about important topics, such as nutrition and equipment knowledge.

During the parents' meetings, I was able to discuss current topics with the parents and was able to gather information from the non-athletic domain of the ATDE. For example, two of the goaltenders

admitted that they might skip school lunch if they do not like the food served in the cafeteria and instead went to the store to buy snacks.

The school lunch can be also described as an example of the effect of macro-environment on the ATDE. While the decisions about the food served at school are not generally made by the people who are directly in contact with the goaltenders, the food served during the lunchtime might affect the decision about whether goaltenders eat at school lunch or not.

If the goaltender misses their school lunch, the impact might be visible during evening practice. Then the goaltender's blood glucose levels may be lower and might affect the training quality. I personally consider it important to be able to discuss and educate goaltenders and parents about topics like these, considering that hypoglycaemia (low blood sugar) impairs cognitive functions.

To conclude, I consider it important to acknowledge that the ATDE is individual for goaltenders. Based on the semi-structured interviews at the Pohjola camp, although similarities were found, the people involved and their significance within each goaltender's ATDE's varies. For instance, while for some parents might have a notable role in the athletic domain of the ATDE, one of the interviewed goaltenders told: "coaches know better [than parents]."

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Appendices

Appendix 1. TDEQ-5 items (Li et al. 2015)

Six- and five-factor talent development environment questionnaire factors and items.

Item content	Study 1 coding	Study 2 coding	Decision (When)
1. My coach emphasises the need for constant work on fundamental and basic skills.	LTfoc1	LTfoc1	Removed (Study 2, preliminary analysis)
2. My training is specifically designed to help me develop effectively in the long term.	LTfoc2	LTfoc2	Retained
3. My coach emphasises that what I do in training and competition is far more important than winning.	LTofc3	LTfoc3	Retained
4. I spend most of my time developing skills and attributes that my coach tells me I will need if I am to compete successfully at the top/professional level.	LTfoc4	LTfoc4	Retained
5. My coach allows me to learn through making my own mistakes.	LTfoc5	LTfoc5	Retained
6. I would be given good opportunities even if I experienced a dip in performance.	LTfun1	LTfoc6	Retained
7. I am encouraged to participate in other sports and/or cross train.	LTfun2		Removed (Study 1, EFA)
8. I often have the opportunity to talk about how more experienced performers have handled the challenges I face.	LTfun3		Removed (Study 1, EFA)
9. My coaches make time to talk to my parents about me and what I am trying to achieve.	LTfun4	AOE1	Retained for AOE (Study 1, EFA)
10. The advice my parents give me fits well with the advice I get from my coaches.	LTfun5	AOE2	Retained for AOE (Study 1, EFA)
11. My progress and personal performance is reviewed regularly on an individual basis.	LTfun6	AOE3	Retained for AOE (Study 1, EFA)
12. I am involved in most decisions about my sport development.	LTfun7	AOE4	Retained for AOE (Study 1, EFA)
13. I regularly set goals with my coach that are specific to my individual development.	COM1	AOE5	Retained for AOE (Study 1, EFA)
14. My coach and I regularly talk about things I need to do to progress to the top level in my sport (e.g. training ethos, competition performances, physically, mentally, technically, tactically).	COM2	COM2	Retained
15. My coach often talks to me about the connections/overlap between different aspects of my training (e.g. technical, tactical, physical, and mental development).	COM3		Removed (Study 1, EFA)
16. My coach and I talk about what current and/or past world-class performers did to be successful.	COM4	COM4	Retained
17. My coach and I often try to identify what my next big test will be before it happens.	COM5	COM5	Retained
18. My coach explains how my training and competition programme work together to help me develop.	COM6	COM6	Retained
19. Feedback I get from my coaches almost always relates directly to my goals.	COM7		Removed (Study 1, EFA)
20. My coach rarely talks to me about my well-being. (R)	UND1	HQP1	Retained for HQP (Study 1, EFA)
21. My coach doesn't appear to be that interested in my life outside of sport. (R)	UND2	HQP2	Retained for HQP (Study 1, EFA)
22. My coach rarely takes the time to talk to other coaches who work with me. (R)	UND3	HQP3	Retained for HQP (Study 1, EFA)
23. I don't get much help to develop my mental toughness in sport effectively.	UND4	HQP4	Retained for HQP (Study 1, EFA)
24. I struggle to get good-quality competition experiences at the level I require.	QP1		Removed (Study 1, EFA)
25. I am rarely encouraged to plan for how I would deal with things that might go wrong. (R)	QP2	HQP5	Retained for HQP (Study 1, EFA)
26. The guidelines in my sport regarding what I need to do to progress are not very clear. (R)	QP3	HQP6	Retained for HQP (Study 1, EFA)
27. I am not taught that much about how to balance training, competing, and recovery. (R)	QP4	HQP7	Retained for HQP (Study 1, EFA)
28. I feel pressure from my mates in sport to do things differently from what my coaches are asking of me.	QP5		Removed (Study 1, preliminary analyses)
29. Currently, I have access to a variety of different types of professionals to help my sports development (e.g. physiotherapist, sport psychologist, strength trainer, nutritionist, lifestyle advisor).	SN1	SN1	Retained
30. I can pop in to see my coach or other support staff whenever I need to (e.g. physiotherapist, psychologist, strength trainer, nutritionist, lifestyle advisor).	SN2	SN2	Retained
31. My coaches talk regularly to the other people who support me in my sport about what I am trying to achieve (e.g. physiotherapist, sport psychologist, nutritionist, strength and conditioning coach, lifestyle advisor).	SN3	SN3	Retained

(continued)

Appendix. (Continued).

Item content	Study 1 coding	Study 2 coding	Decision (When)
32. My training programmes are developed specifically to my needs.	SN4	SN4	Removed (Study 2, 1 st CFA)
33. My coaches ensure that my school/university/college understands about me and my training/competitions.	SN5	SN5	Removed (Study 2, 1 st CFA)
34. Those who help me in my sport seem to be on the same wavelength as each other when it comes to what is best for me (e.g. coaches, physiotherapists, sport psychologists, strength trainers, nutritionists, lifestyle advisors).	SN6	SN6	Retained
35. My coaches and others who support me in sport are approachable (e.g. physiotherapist, sport psychologist, strength trainer, nutritionist, lifestyle advisor).	SN7		Removed (Study 1, EFA)
36. All the different aspects of my development are organised into a realistic timetable for me.	SN8		Removed (Study 1, EFA)

Notes: LTfoc, long-term development focus; LTfun, long-term development fundamentals; COM, communication; UND, understanding the athlete; QP, quality preparation; SN, support network; HQP, holistic quality preparation; AOE, alignment of expectations; EFA, exploratory factor analysis; (R), reversely coded items.

Appendix 2. The guide

Page numbers are edited, and numbers of chapters and subchapters are removed to fit the guide for the thesis template.



Nuoren maalivahdin kehitysympäristö suomalaisessa jääkiekossa

Otto Manskinen

Haaga-Helia ammattikorkeakoulu

Degree programme in sports coaching and management

Opinnäytetyön lopputuotos Suomen Jääkiekkoliitolle

2025

Taustaa

Alla oleva työ on tehty osana opinnäytetyötä Haaga-Helia ammattikorkeakoulun liikunnanohjaajan tutkinnon *Degree Programme in Sports Coaching and Management* linjalla. Opinnäytetyön aihe on *“Normative career transitions in ice hockey goaltending”* ja se on luettavissa kokonaisuudessaan työn lopussa olevan linkin kautta.

Työ on tehty yhteistyössä Suomen Jääkiekkoliiton kanssa. Jääkiekkoliiton tavoitteena oli opas nuoren maalivahdin tukemisesta uuteen ympäristöön siirryttäessä. Kirjallisuus selvityksen jälkeen jäljet johtivat laajempaan aihekokonaisuuteen, jonka lopputuloksena on alla oleva selvitys. Haluan kiittää jääkiekkoliiton yhteyshenkilönä toiminutta Tino Turkiaa sujuvasta yhteistyöstä.

Nuoren maalivahdin onnistuneen siirtymän uuteen ympäristöön takana on ennen kaikkea laadukas ja yhdenmukainen kehitysympäristö, jossa on huomioitu maalivahdin elämän eri osa-alueet kokonaisvaltaisesti. Kun maalivahdin elämän keskeiset tukihenkilöt ovat onnistuneet auttamaan maalivahtia poistamaan ympäröivät häiriötekijät onnistuneen suorituksen tieltä, maalivahdin on helppo onnistua, sekä siirtyä urallaan eteenpäin.

Toivon, että työ antaa lukijalleen kokonaisvaltaisen kuvan maalivahdin kehittymiseen vaikuttavista tekijöistä, sekä kuinka tämän voisi huomioida valmentajan ominaisuudessa.

Sisällys

Nuoren urheilijan kehitysympäristö – ATDE-malli	
Vuoden 2023 kyselytutkimus Pohjoleirillä	
TDEQ-5 kyselyn tuloksia	
Väittämät, joissa maalivahdit kokivat valmentajiensa onnistuneen	
Eniten hajontaa sisältäneet väittämät	
Kehitysympäristön huomioiminen kokonaisvaltaisesti valmennuksessa	
Odotusten johdonmukaisuuden kasvattaminen tukiverkoston kanssa	
Ympäristön kehityksen huomioiminen valmentajana	
Työkaluja maalivahtivalmentajille	
Lähteet.....	
Liitteet.....	
Liite 1. Pohjola-leirin TDEQ-5 vastaukset	
Liite 2. Pohja vanhempainvarttien dokumentointiin	
Liite 3. Muistilista vanhempainvartteihin	
Liite 4. Maalivahdin kehittymisen seuranta	

Nuoren urheilijan kehitysympäristö - ATDE malli

Niin sanottu Athletic Talent Development Environment-malli (ATDE) on vuonna 2010 kehitetty malli, jonka tarkoituksena on antaa kuva nuoren urheilijan kehitysympäristöstä. Mallissa urheilijan kehitysympäristö jaetaan kahteen osaan, mikro –sekä makroympäristöön. Mallin tarkoitus on antaa suuntaa antava kuva ympäristöstä, jossa nuoret urheilijat luovivat ja toimii hyvänä esimerkkinä siitä, kuinka moni asia loppu viimein vaikuttaa nuoren urheilijan kehittymiseen.

Mikroympäristöllä viitataan ympäristöllisiin tekijöihin, joiden kanssa urheilija on suoraan kosketuspinnassa. Nuoren mikroympäristöön voi kuulua esimerkiksi koulu ja urheilu seura/joukkue, sisältäen ihmiset näissä ympäristöissä (kuten opettajat, kaverit, valmentajat, joukkuekaverit)

Makroympäristöllä viitataan puolestaan tekijöihin, joiden kanssa urheilija ei ole suoraan kosketuspinnassa, mutta jotka vaikuttavat silti urheilijan päivittäiseen ympäristöön. Esimerkkejä makroympäristön tekijöistä voivat olla kansalliset koulutusjärjestelmät, sekä lajiliitot ja olympiakomiteat, jotka eivät ole, ainakaan päivittäin, tekemisissä urheilijan kanssa, mutta joiden päätökset ja linjaukset voivat vaikuttaa urheilijaan monin tavoin.

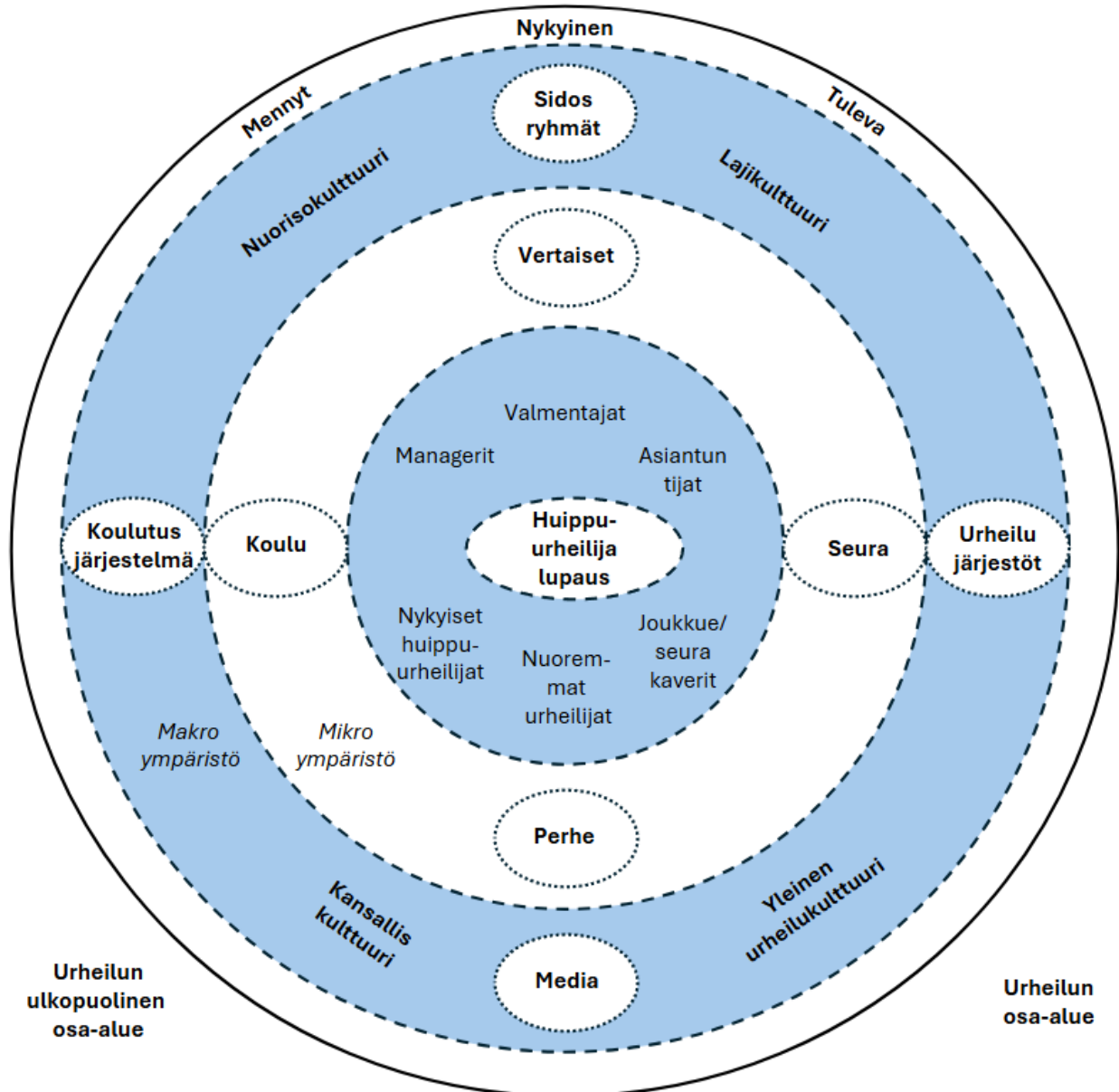
Sekä mikro, että makroympäristön tekijöillä on päivätasolla vaikutus maalivahdin kehittymiseen. Esimerkiksi, miten urheilijalla on sujunut päivä ennen illan harjoituksia, vaikuttaa suuresti siihen, kuinka onnistunut illan harjoituksesta muodostuu. Vaikuttavia tekijöitä harjoitusuoritukseen ovat muun muassa:

- Uni (Yöunen pituus, mahdolliset päiväunet)
- Ravinto (aamupala, kouluravinto, koulun jälkeinen ravinto)
- Sosiaaliset kanssakäymiset päivän aikana (perhe, kaverit, opettajat. Vaikutus mielentilaan)

Makroympäristön vaikututtavuus voi olla monisyisempää ja vähemmän suoraa. Alla olevalla esimerkillä on pyritty kuitenkin antamaan yksinkertainen esimerkki makroympäristön vaikutuksesta yksittäiseen harjoitustapahtumaan

- Monilla paikkakunnilla on Suomessa kuntatasolla (makroympäristö) päätetty viikoittainen kasvisruokailupäivä kouluissa. Joillekin nuorille tieto kasvisruokapäivästä saattaa saada välttämään koulussa ruokailua. Ruokaa saatetaan joko syödä vähän (energiavaje) tai kouluruokailun tilalta saatetaan käydä ostamassa lähikaupasta prosessoituja elintarvikkeita korvikkeeksi (voi johtaa äkilliseen nousuun ja laskuun verensokeritasoissa). Kumpikin vaihtoehtoisista skenaarioista kouluruoan korvaamisesta johtaa alentuneeseen keskittymiskykyyn illan harjoituksissa

ATDE-mallin uloin kehä (mennyt-nykyinen-tuleva) edustaa maalivahdin kasvu ympäristön kehittymistä. Toisin sanoen, maalivahdin nykyhetkeen vaikuttavat menneet tapahtumat ja kokemukset, sekä tulevaisuuden suunta ja odotusarvot. Esimerkiksi maalivahdin edellisillä maalivahtivalmentajilla saattaa olla merkittävä vaikutus siihen, mitkä ovat maalivahdin isoimmat vahvuudet ja mitkä puolestaan kehityskohteet. Palaan työssä myöhemmin siihen, miten ympäristön muutosta voisi ottaa huomioon maalivahtien valmentamisessa.



Suomennos ATDE-mallista

On hyvin maalaisjärkisestikin pääteltävissä, että jokaisen maalivahdin kehitysympäristö on yksilökohtainen. Näin valmentajan tehtäväksi jääkin selvittää valmennettavansa henkilökohtainen kasvu ympäristö, ja asiat kasvu ympäristössä, jotka vaikuttavat maalivahdin arkeen ja sitä kautta jääkiekkoilijana kehittymiseen.

Tätä yhteenvetoa varten haastattelin vuoden 2023 Pohjola-leirillä neljää maalivahtia. Siinä missä jokaisella maalivahdilla on kasvu ympäristössään omat erityispiirteensä, tiettyjä yhtäläisyyksiä oli varsin helppo huomata.

Kysyttäessä tärkeimpiä henkilöitä urheilijan elämässä, selkeästi esiin nousivat:

- Perhe
- Kaverit
- (Maalivahti-)Valmentaja

Huomionarvoista on, että maalivahdin kehitysympäristössä on paljon asioita, joihin valmentajalla on joko rajalliset tai olemattomat vaikutusmahdollisuudet. Myös osa ympäristötekijöistä ovat merkityksellisempiä kuin toiset.

Valmentajan voisikin olla hyvä tiedostaa monisyisyys maalivahdin kehittymisen taustalla.

Kun otetaan huomioon kaikki kehittymiseen vaikuttavat mikro – ja makroympäristön tekijät ATDE-mallissa, pelkästään jääkiekkoilullisiin asioihin keskittymällä valmentaja saattaakin jättää huomioimatta maalivahdin kehittymisen ja seuraavalle tasolle yltämisen kannalta huomattavan olennaisia asioita huomioimatta.

Esimerkiksi heikot ruokailutottumukset, tai tärkeimpien henkilöiden ristiriitaiset neuvot tai odotukset maalivahtia kohtaan voivat muodostaa merkittävän esteen seuraavalle tasolle yltämiseksi. Kun tiedossa on esimerkiksi alhaisen verensokerin heikentävä vaikutus kognitiivisiin toimintoihin, onkin varsin selvää, että koululounaan väliin jättämisellä (ilman kunnollista korvaavaa ateriaa), on huomattavasti merkittävämpi vaikutus harjoittelun laatuun, kuin sillä, ottaako maalivahti rvh:n kiinniluistimella vai kärkinarulla.

Valmentaja, eikä valmentajan luoma harjoitusympäristö ole yhtä kuin urheilijankehitysympäristö, mutta mallin perusteella voi todeta olevan hyödyllistä oppia tuntemaan maalivahdin kehitysympäristö mahdollisimman hyvin muurien poistamiseksi maalivahdin kokonaisvaltaisen kehittymisen ja onnistuneiden suoritusten tieltä.

Vuoden 2023 kyselytutkimus Pohjolaleirillä

Toinen keskeinen teoriapohja ATDE-mallin lisäksi työlleni on Russel Martindalen & kumppaneiden vuonna 2010 esittämästä Talent Development Environment Questionnairesta (TDEQ) jatkokehitetty TDEQ-5 kysely. TDEQ-5 kyselyn tarkoitus on arvioida nuoren urheilijan kehitysympäristöä 25-kysymyksen voimin, jotka perustuvat viiteen eri tekijään, jotka ovat empiirisesti todistettuja tehokkaan kehitysympäristön tunnuspiirteitä:

- Pitkän aikavälin kehitys
- Kokonaisvaltainen laadukas valmistautuminen
- Tukiverkko
- Viestintä
- Odotusten johdonmukaisuus

Työtä varten teetätettiin TDEQ-5 kysely vuoden 2023 Pohjolaleirillä ja kyselyyn vastasivat kaikki kyseisen vuoden leirille osallistuneet maalivahdit (12). Maalivahdit joutuivat muodostamaan mielipiteensä kysymyksiin asteikolla 1-6 (1=vahvasti samaa mieltä, 6=vahvasti eri mieltä). Kysely toteutettiin Webropol-työkalun avulla täysin anonyyminä.

TDEQ-5 tekijät ja selitykset		
1.	Pitkän aikavälin kehitys	Kuinka hyvin urheilijan pitkän aikavälin menestystä tuetaan
2.	Kokonaisvaltainen laadukas valmistautuminen	Kuinka hyvin toimenpidekokonaisuudet urheilijan kehittämiseksi ovat toteutettu sekä urheilullisesti, että ulkourheilullisesti
3.	Tukiverkko	Kuinka yhtenäinen, helposti lähestyttävä ja laaja urheilijan tukiverkosto on
4.	Viestintä	Kuinka hyvin valmentaja onnistuu viestinnässä urheilija kanssa
5.	Odotusten johdonmukaisuus	Kuinka johdonmukaisesti urheilijan urheilulliset tavoitteet ovat asetettu

TDEQ-5 kyselyn tuloksia

Yleisesti todeten, moni Pohjolaleirille valituista maalivahdeista koki, että monessa seurassa maalivahtien kehitysympäristö on vähintäänkin kohtuullisen laadukkaasti ja kokonaisvaltaisesti toteutettu. Vastauksista löytyi hiukan hajontaa, sekä kysymyksiä, joiden vastausten jakauma erottui muiden kysymyksen vastausjakaumista.

Väittämät, joissa maalivahdit kokivat valmentajiensa onnistuneen

Maalivahdit luottivat maalivahtivalmentajansa olevan ammattitaitoinen ja pystyvänsä auttamaan häntä urheilijana kehittymisessä. Esimerkiksi seuraavat vastaukset keräsivät keskiarvon lähelle skaalan kohtaa 1 ("täysin samaa mieltä"):

"Harjoitteluni on suunniteltu erityisesti auttamaan kehittymistäni tehokkaasti pitkällä aikavälillä"

Kysymyksen **keskiarvovastaus oli 1,58, keskihajonta(s) 0,64**

"Valmentajani kertoo, kuinka harjoitusohjelmani ja peliohjelmani yhdessä auttavat minua kehittymään (Miksi jotain harjoitellaan, minkä takia pelaan/en pelaa)"

KA= 1,83 s=0,80

"Minulle ei ole kovin selvää, mitä minun täytyisi tehdä kehittyäkseni maalivahtina"

KA= 5,17 s=0,55 HUOM! Kyseessä on käänteisesti muotoiltu kysymys, 6= "paras", 1= "huonoin"

Maalivahdit kokivat valmentajansa olevan myös kehitysorientoituneita, ollen samoilla linjoilla seuraavien väittämien kanssa:

"Valmentajani antavat minun oppia virheiden kautta"

KA=1,50 s= 0,50

"Valmentajani korostavat, että tekemiseni harjoituksissa ja peleissä on voittamista tärkeämpää"

KA=1,58 s=0,49

Eniten hajontaa sisältäneet väittämät

Joitakin kysymyksiä nousi esiin myös asioina, joissa useampi maalivahti oli vähintään osittain eri mieltä väittämän kanssa. Näihin vastauksiin löytyi tyypillisesti maalivahteja kummaltakin puolelta skaalaa, joten keskihajontakin on vastauksissa isompi.

"Valmentajani löytävät aikaa puhua vanhempieni kanssa minusta ja, siitä mitä yritän saavuttaa"

KA=2,58 s=0,95 (vain yksi maalivahti oli täysin samaa mieltä väittämän kanssa)

"Vanhempieni neuvot ovat yhdenmukaisia valmentajieni ohjeiden kanssa"

KA=2,58 s=0,86

"Keskustelen valmentajani kanssa siitä, mitä nykyiset tai entiset huippumaalivahtit ovat tehneet ollakseen menestyksekkäitä"

KA=3,08 s=1,11

"Minulla on pääsy monipuolisesti eri ammattilaisten luokse, jotka auttavat kehittymistäni urheilijana (esim. fysioterapeutti, urheilupsykologi/psykykinen valmentaja, fysiikkavalmentaja)"

KA=2,50 s=1,19

"Valmentajani keskustelevat säännöllisesti tukiryhmäni kanssa siitä, mitä yritän saavuttaa (fysioterapeutti, psykykinen valmentaja jne.)"

KA=3,25 S=1,42

Kehitysympäristön huomioiminen kokonaisvaltaisesti valmennuksessa

Yhteydenpito tukiverkoston kanssa

Yhteen vedettäessä kysymyksiä, joissa löytyy eniten skaalan erimielisellä puolella olevia vastan- neita, yhteiseksi nimittäjäksi nousee valmentajan kommunikointi ja yhteydenpito muiden kehitys- ympäristölle tärkeiden henkilöiden kanssa.

TDEQ-5 kyselyn perusteella maalivahtivalmentajissa on hajontaa, kuinka hyvin maalivahdin tuki- verkon ja vanhempien kanssa tehdään yhteistyötä. Osa maalivahdeista oli myös erimielisiä väittä- män kanssa, jonka mukaan vanhempien ja valmentajien neuvot ovat yhdenmukaisia.

Perhe erottui selkeästi vastauksissa kysyttäessä tärkeimmistä ihmisistä Pohjola-leiri maalivah- deilta, kuten myös valmentajat. Tästä syystä onkin perusteltua kysyä:

Onko maalivahdin kehittymisen etu, että kahdelta keskeiseltä taholta kehitysympäristössä tulevat mielipiteet ovat keskenään eri suuntaisia?

Maalivahtivalmentajan voisikin olla hyvä etenkin nuoremmissa ikäluokissa pyrkiä ajoittain keskus- telemaan maalivahdin vanhempien kanssa. Keskustelut voisivat olla joko muodollisempia “van- hempainvartteja” tai vaihtoehtoisesti epämuodollisempaa ajatusten vaihtoa hallin käytävillä satun- naisin väliajoin.

Vanhempiin ikäluokkiin siirryessä maalivahdin aikuistuesssa vanhempien rooli saattaa jäädä pie- nemmälle kehitysympäristössä, mahdollisesti muuttaessa pois kodistaan, ja kyyditysavun tarpeen vähentyessä. Hiljalleen tilalle saattaa ilmaantua muita tukihenkilöitä harjoittelun ammattimaistu- essa, kuten pelaaja-agentit, psyykkiset valmentajat, fysiikkavalmentaja, sekä muita yksityisiä val- mennuspalveluita tarjoavat tahot.

Tehokkaan ja säännöllisen kommunikoinnin hyödyt tukiverkoston ja vanhempien kanssa voivat olla seuraavia:

- **Odotusten johdonmukaisuus.** Maalivahdille on selvää, mitä häneltä odotetaan urheili- jana, kun viesti kaikilta tahoilta on samansuuntainen. Esimerkiksi jos maalivahdin odotetaan tekevän kotona tapahtuva lihashuolto harjoitusten jälkeen iltaisin.
- **Palautteen johdonmukaisuus.** Maalivahdille on selvää, mitkä ovat hänen kehityskoh- teensa ja, missä hänen kannattaisi tulla paremmaksi saavuttaakseen seuraavan tason maalivahtina.

- **Tiedonhankinta maalivahdin kehitysympäristöstä**, joka voi johtaa maalivahdin toiminnan ja ajatusten parempaan ymmärtämiseen
- **Elämönhallinnan kehittäminen**. Esimerkkinä ravinto: Monesti vanhempi on vastuussa kotona maalivahdin ravitsemuksesta. Mikäli valmentajilla on ollut tapana tehdä ruokapäiväkirja maalivahdin kanssa, voisiko palautteen syömistottumuksista jakaa myös vanhemmille ja keskustella heidän kanssaan?

Tapoja huomioida maalivahtien perheet ja muu ulkourheilullinen ympäristö on varmasti yhtä monta kuin valmentajia. Toteutin Kiekko-Vantaa ry:ssä kaudella 2024–2025 pilotin, jossa pidin vanhempainvartit jokaisen U11-U14 ikäluokan maalivahtien vanhempien kanssa. Jatkossa pyrkimys on ulottaa vanhempainvartit ainakin U16 ikäluokan kilpajoukkueisiin saakka

Havaitsin vanhempainvarteista seuraavia hyötyjä:

- Elämönhallinnallisista asioista, etenkin ravinnosta keskusteleminen.
- Pystyin keskustelemaan vanhempien kanssa lapsen innokkuudesta ja motivaatiosta jääkiekkoa kohtaan.
- Varusteasioista keskusteleminen.
- Vanhemmat pystyivät esittämään kysymyksiä maalivahtipelistä, valmentamisesta ja seurasta, joita ei välttämättä muuten tullut esitettyksi.

Yleisellä tasolla koin, että vanhempainvarttien jälkeen olimme vanhempien kanssa yhdensuuntaisessa käsityksessä lapsen jääkiekkoharrastuksesta ja koen, että valmentajien ja vanhempien **odotusten johdonmukaisuus** lisääntyi.

Työn loppuun on liitetty muistilista asioista, joita voi käsitellä vanhempainvarteissa, sekä esimerkkilomake, mihin voi kirjata ylös vanhempainvarteissa käsitellyt asiat. Käytämme Kiekko-Vantaassa hieman erilaista pohjaa dokumentointiin vanhempainvarttien jälkeen, jonka tulen esittelemään seuraavassa luvussa.

Ympäristön kehityksen huomioiminen valmentajana

Kuten teoriapohjustuksessa todettiin, ympäristön muutos vaikuttaa maalivahdin kehitysympäristöön, siinä missä nykyhetkikin. Mennyt määrittää sitä millaisia olemme nyt. Mitä haluamme tulevaisuudelta määrittää sen, miten toimimme nykyhetkessä.

Yksi konkreettinen askel, jonka käyttöönottoa olemme Kiekko-Vantaassa vaiheittain aloittaneet, on systemaattinen tiedon kerääminen maalivahtien valmentamisesta. Tavoittelemme, että

tulevaisuudessa meillä on sähköisessä muodossa jokaisesta U11-U18 ikäluokkien maalivahdista ylhäällä tieto siitä, miten heidän pelaajapolkunsu on edennyt seurassamme kausittain.

Tavoitteena on, että vuosittain vanhempainvarttien jälkeen täytän [seuran mv-koordinaattorina] yhdessä maalivahtivalmentajan kanssa liitteenä olevan lomakkeen maalivahdista, jonka jälkeen lomake liitetään sähköiseen tietokantaan (Microsoft Office 365), josta pystymme seuraamaan maalivahdin pelaajapolun etenemistä seurassamme.

Lomakkeesta löytyvät seuraavat tiedot:

- Maalivahdin vahvuudet ja kehityskohteet
 - o Lajitaidot ja pelikäsitys
 - o Fyysiset ominaisuudet
 - o Psyykkiset taidot
- Tavoitteet maalivahtina (kuluva kausi – tuleva)
- Kehityskohteiden tarkempi avaaminen, sekä konkreettiset askelmerkit niiden kehittämiseen
- Muut huomiot
 - o Nämä voivat olla mitä tahansa tietoa, mikä on koettu hyväksi kirjata ylös. Esimerkiksi elämänhallinnalliset asiat, kuten ruokailutottumuksien kehittäminen.

On hyvä huomioida, että jos halutaan kirjata ylös geneettisiä, biometrisiä tai terveydellisiä tietoja on pyydettävä Euroopan Unionin yleisen tietosuojan asetuksen mukaisesti tähän suostumus. Esimerkkejä em. tapauksista voivat olla mm. pituus -ja paino, kasvuennuste tai ADHD-diagnosi.

Ajatuksena on maalivahdin kehityksen monitoroinnin lisäksi helpottaa uusien maalivahtivalmentajien tuleamista seuraan. Kun uusi maalivahtivalmentaja aloittaa ikäluokan mukana, hänelle pystytään antamaan nopeasti ja helposti olennaiset tiedot maalivahdeista, sekä heidän valmennustaustastaan. Tämä auttaa maalivahtivalmentajia saamaan alkuun tarpeellisen pohjatiedon maalivahdeista, sekä perustason ymmärryksen heidän kehitysympäristöstään.

On myös hyvä huomioida, että malli on geneerinen, eikä huomioi kontekstia. Lapsivaiheen maalivahdilla ei ole välttämättä kovin suuria tavoitteita jääkiekkoilijana tai hänen kanssaan ei ole käyty sen suuremmin läpi psyykkisiä taitoja. Tällöin on helppo kirjata tavoitteenasettelukohtaan esimerkiksi ”ei tavoitteita” tai ”pelaa jääkiekkoa koska jääkiekko on kivaa ja kaveritkin pelaavat”. Olennaista on kerätä tietoa ympäristönmuutoksesta ja jos maalivahdille herää tulevaisuudessa kunnianhimo kilpakiekkoa kohtaan, se pystytään dokumentoimaan, jonka jälkeen tulevaisuudessa on mahdollista nähdä läpi tämänkin kehityskaari osana maalivahdin pelaajaprofiilia.

Työkaluja maalivahtivalmentajille

Seuraavalla sivulle hyperlinkistä löydät muistilistan – ja tietolomakkeen vanhempainvartteja varten, esimerkkipohjan maalivahtien kehityksen seurantaan, sekä opinnäytetyön aiheeseen liittyen. Kolmesta ensin mainitusta löydät myös kuvat liitteinä työn lopusta (liitteet 2,3,4).

[Kehitysympäristö Dropbox](#)

Lähteet

Alla opinnäytetyön lähdeluettelo, johon tuotos perustuu:

Aalberg R.R., Saether, S.A. 2016. The Talent Development environment in a Norwegian top-level football club. *Sport Science Review*, 25, 3-4, s. 159–182.

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Suomen jääkiekkoliitto 2022. Strategy for Finnish ice hockey 2022-26. Helsinki. Luettavissa: https://www.dropbox.com/scl/fi/7xetlr1e59nl9iknofs1j/Strategy_FinnishIceHockey_2022-26.pdf?rlkey=ia0lqrt41fnlc3ter2evhxnaq&e=1&dl=0. Luettu: 19.4.2025.

Henriksen, K., Stambulova, N. and Roessler, K.K. 2010. Holistic approach to Athletic Talent Development Environments: A successful sailing milieu. *Psychology of Sport and Exercise*, 11, 3, s. 212–222.

Li, C., Wang, C., K., J, Pyun, D., Y. 2015. Further development of the talent development environment questionnaire for sport. *Journal of Sports Sciences*, 3, 17, s. 1831-1843.

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Morris, R., Tod, D., Eubank, M. 2017. From youth team to first team: An investigation into the transition experiences of young professional athletes in soccer. *International Journal of Sport and Exercise Psychology*, 15, 5, s. 523–539.

Schinke, R.j., Stambulova, N., Trepanier, D., Oghene, O. 2015. Psychological support for the Canadian Olympic Boxing Team in metatransitions through the National Team Program. *International Journal of Sport and Exercise Psychology*, 13, 1, 74–89

Stambulova, N. 2012. Working with athletes in career transitions. In Hanton, S., Mellalieu, S. (eds.). *Professional practice in sport psychology : A review*, s. 165–194. Taylor & Francis group. Milton Park.

Stambulova, N.B., Pehrson, S., Olsson, K. 2017. Phases in the junior to-senior transition of Swedish ice hockey players: From a conceptual framework to an empirical model. *International Journal of Sports Science & Coaching*. 12, 2, s. 231–244.

Stambulova, N.B., Ryba, T.V., Henriksen, K. 2021. Career Development and transitions of athletes: The International Society of Sport Psychology Position Stand Revisited, *International Journal of Sport and Exercise Psychology*. 19,4, s. 524–550.

Wylleman, P., Alfermann, D., Lavallee, D. 2004. Career transitions in sport: European perspectives. *Psychology of Sport and Exercise*, 5, 2004, s. 7–20.

Tämän lisäksi suomenkilisessä tuotoksessa on käytetty seuraavaa lähdettä:

Euroopan Unioni 2025. Yleinen tietosuojasetus. Luettavissa: https://europa.eu/youreurope/business/dealing-with-customers/data-protection/data-protection-gdpr/index_fi.htm#inline-nav-6. Luettu: 4.5.2025

Liitteet

Liite 1. Pohjola-leirin TDEQ-5 vastaukset

nro	Pohjola-leiri 2023 - TDEQ-5 Kyselyn yhteenveto	keski-arvo	keski-hajonta
1	Harjoitteluni on suunniteltu erityisesti auttamaan kehittymistäni tehokkaasti pitkällä aikavälillä	1,58	0,64
2	Valmentajani korostavat, että tekemiseni harjoituksissa ja peleissä on voittamista tärkeämpää	1,58	0,49
3	Käytän suurimman osan ajastani taitojeni ja ominaisuuksieni kehittämiseen, joita valmentajani kertovat minun tarvitsevan pystyäkseni menestyksekkäästi suoriutumaan kilpa- ja huipputasolla	1,83	0,37
4	Valmentajani antavat minun oppia virheiden kautta	1,50	0,50
5	Saisin hyviä mahdollisuuksia, vaikka kokisinkin suoritustason laskun (esimerkiksi heikosti mennyt peli/pelit)	1,92	0,49
6	Valmentajani löytävät aikaa puhua vanhempieni kanssa minusta ja, siitä mitä yritän saavuttaa	2,58	0,95
7	Vanhempieni neuvot ovat yhdenmukaisia valmentajieni ohjeiden kanssa	2,58	0,86
8	Kehitystäni ja henkilökohtaista suoritustasoani arvioidaan säännöllisesti	1,75	0,83
9	Olen mukana suurimmassa osassa päätöksissä liittyen kehittymiseeni urheilijana	1,58	0,49
10	Asetan säännöllisesti tavoitteita valmentajani kanssa, jotka auttavat kehitystäni	2,00	0,58
11	Keskustelen valmentajani kanssa säännöllisesti asioista, joita minun täytyy tehdä, edetäkseni huipputasolle (esim. asenne harjoittelua kohtaan, suoriutuminen peleissä, fyysiset-, henkiset-, tekniset -ja taktiset ominaisuudet)	1,67	0,47

12	Keskustelen valmentajani kanssa siitä, mitä nykyiset tai entiset huippumaalivaahdit ovat tehneet ollakseen menestyksekkäitä	3,08	1,11
13	Yritän valmentajani kanssa tunnistaa, mikä on seuraava iso testi minulle ennen sen tapahtumista (esim. pre camp, pohjoleiri, tärkeä sarjaottelu)	1,92	0,76
14	Valmentajani kertoo, kuinka harjoitusohjelmani ja peliohjelmani yhdessä auttavat minua kehittymään (Miksi jotain harjoitellaan, minkä takia pelaan/en pelaa)	1,83	0,80
15	Valmentajani keskustele kanssani harvoin hyvinvoinnistani	3,92	1,26
16	Valmentajani ei vaikuta olevan kiinnostunut elämästäni jääkiekon ulkopuolella	5,00	0,58
17	Valmentajani ei juurikaan puhu minusta muiden valmentajieni kesken, jotka työskentelevät kanssani	4,50	0,87
18	En saa juurikaan apua henkisen vahvuuteni kehittämiseen maalivahtina tehokkaasti	4,75	0,92
19	Minua kannustetaan harvoin suunnittelemaan, miten käsittelisin asioita, jotka voivat mennä pieleen (esim. epäonnistuminen tärkeässä pelissä)	4,50	1,12
20	Minulle ei ole kovin selvää, mitä minun täytyisi tehdä kehittyäkseni maalivahtina	5,17	0,55
21	Minua ei ole juurikaan opetettu kuinka pitää jääkiekko ja vapaa-aika tasapainossa	4,50	1,38
22	Minulla on pääsy monipuolisesti eri ammattilaisten luokse, jotka auttavat kehittymistäni urheilijana (esim. fysioterapeutti, urheilupsykologi/psykykinen valmentaja, fysiikkavalmentaja)	2,50	1,19
23	Pääsen näkemään valmentajiani ja tukiryhmääni silloin, kun minulla on siihen tarve (esim. fysioterapeutti, psykykinen valmentaja jne)	2,00	0,71

24	Valmentajani keskustelevat säännöllisesti tukiryhmäni kanssa siitä, mitä yritän saavuttaa (fysioterapeutti, psyykinen valmentaja jne.)	3,25	1,42
25	Minua jääkiekkoilijana auttavat tahot vaikuttavat olevan samalla aaltopituudella siitä, mikä on parasta minulle	1,92	0,64



=käänteisesti muotoillut kysymykset. 1="täysin samaa mieltä", 5= "

Liite 2. Pohja vanhempainvarttien dokumentointiin

Pohja maalivahtien vanhempainvartteja varten**PVM:** _____**Maalivahti:** _____**Paikalla:** _____

Osa-alue	Maalivahti	Valmentaja
Vahvuudet		
Tärkeimmät kehityskohteet		

Kuluvalle kaudelle asetetut tavoitteet: _____

Tavoitteenasettelun tilanne: _____

Vanhempien huomiot: _____

Liite 3. Muistilista vanhempainvartteihin

Muistilista vanhempainvartteihin

1. Kulunut kausi: Mitä olemme harjoitelleet. Asetetut tavoitteet, missä on kehitytty ja mitkä ovat tämän hetken suurimmat kehityskohteet

2. Sisäinen motivaatio: Onko harjoituksiin mukava lähteä. Millä mielin lähdetään harjoituksiin ja mikä on yleisilme harjoitusten jälkeen

3. Elämänhallinta: Kokonaisvaltainen urheilijan elämäntavan toteutuminen (kuten ruokailu, nukkuminen, itsenäinen lihashuolto)

4. Elämäntilanne yleisesti: Onko jotain, minkä vanhemmat kokevat tarpeelliseksi kertoa? Esimerkiksi koulunkäyntiin liittyen

5. Tuleva: Odotuksia ja ajatuksia loppukautta ja tulevaisuutta kohtaan? Mitä halutaan saavuttaa?

6. Muut ajankohtaiset asiat, kuten tarpeelliset varustehankinnat

7. Palautteen kysyminen: Mitä olemme tehneet (vanhempien näkökulmasta) hyvin ja missä voisimme kehittää toimintaamme?

Esimerkkirunko:

1. Alkuun paikalla maalivahti, 1-2 vanhempaa, maalivahtivalmentaja ja seuran mv-vastaava

2. Käy kohta kohdalta asialista läpi. Esitä asiat kysymysmuodossa ensin maalivahdille, joka pyrkii vastaamaan kysymyksiin. Vanhemmat kuuntelevat ja kommentoivat halutessaan

3. Päästä maalivahti lähtemään. Kysy vanhemmilta, onko heidän näkökulmastaan vielä jotain, mistä he haluaisivat keskustella. Tämän jälkeen voit päättää vanhempainvartin.

4. Tee muistiinpanot tapaamisen aikana. Kirjaa tiedot jälkikäteen ylös talteen jatkoseurantaa varten

Liite 4. Maalivahdin kehittymisen seuranta

Pohja maalivahtien kehityksen seuraamista varten

PVM: _____

Maalivahti: _____

MV-valmentaja: _____

Osa-alue	Vahvuudet	Kehityskohteet
Lajitaidot ja pelikäsitys		
Fyysiset ominaisuudet		
Psyykkiset taidot		
Tavoitteet maalivahtina		

Kehityskohteiden tarkempi avaaminen, sekä konkreettiset askelmerkit kehittämiseen:

Muut huomiot:
