

Developing intrinsic motivation in junior ice hockey

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Abstract

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<p>Getting to a top level in ice hockey requires tremendous amount of effort. It is often those who have strong desire that can go all the way. Not everyone has a strong desire from begin with and that is ok, everyone is not meant to become professional hockey players. Still, there are lots of players who have the fire inside them. Problem is that it is not always nurtured properly but rather suffocated.</p> <p>This report will focus on motivational theories and practical implementations. Goal is to find effective and practical ways to increase intrinsic motivation, and educate parents and coaches how to use them. Having coaches and parents to value same principles helps the overall development of an athlete. That is why the product is not only meant for coaches, but for parents too.</p> <p>Improving intrinsic motivation not only helps to avoid drop out phenomenon but makes practicing more efficient. Imagine team practicing passing with same enthusiasm than when shooting penalty-shots. Having players to practice because they want to rather than just following coaches orders will lead to happier environment.</p> <p>This project is for Heinolan Kiekko Ry (HeKi) ice hockey club. The author of this report is a head of juniors and a coach of E juniors in HeKi. E juniors will serve as a platform for this study.</p>	
Keywords Intrinsic motivation, Ice hockey, Coaching	

Table of contents

1	Introduction.....	1
2	Motivation.....	2
2.1	Motivation in sports.....	2
2.2	Intrinsic motivation.....	3
2.2.1	Types of Intrinsic motivation.....	3
2.2.2	Autonomy.....	3
2.2.3	Competence	4
2.2.4	Cohesiveness.....	4
2.2.5	Flow.....	4
2.3.1	Extrinsic Motivation.....	5
2.3.2	Types of extrinsic motivation.....	5
2.3.3	Rewards.....	6
2.3.4	Feedback.....	8
2.3.5	Goal setting.....	9
3	Coaching.....	10
3.1	Holistic coaching.....	11
3.2	Authoritarian leader	11
3.3	Democratic leader.....	11
4	Environment and team spirit.....	12
4.1	Team spirit.....	12
4.2	Parents and family.....	12
4.3	Peer group.....	13
5	Coaching style, environment and intrinsic motivation.....	14
5.1	Customizing environment.....	14
5.2	Parent behaviour.....	15
6	Empirical part.....	16
6.1	Project planning.....	16
6.2	Project implementation.....	17
6.3	Project assessment.....	18
7	Discussion.....	19

References.....22

Attachments.....28

1 Introduction

Ice hockey has maintained its status as a most popular sport in Finland. It can be played outside or in many of the indoor rinks. It has a wide audience and it can be followed on the spot or by television, magazines etc. These are one of the reasons children are getting into the sport and loving the game. (Sponsor Navigator tutkimus 2014)

Nevertheless of the popular status, ice hockey is still under constant competition against other sports, movies, video games etc. The quality in a club must be high so that the players come to, and stay with the club. Demands are growing all the time and having "just ok" practices is not enough anymore. Parents are willing to pay for ice-time and quality coaching.

Having motivation is a corner stone for achieving anything. For example, sports requires thousands of hours of work, and rarely anyone is able to pull that through without motivation. This motivation might come or not naturally to some people, but in a pig picture those teams that can increase and nurture motivation are often successful.

Theories of motivation, intrinsic and extrinsic, have been out there for years. Even though intrinsic motivation has been proved to be more effective, sports and our society still works mostly around extrinsic motivation. It is not easy to change methods that have been used for generations in schools, sports clubs and everywhere. New winds will meet objection, but with reasoning and careful execution there lies enormous potential behind intrinsic motivation implementations.

2 Motivation

From behavioral point of view motivation has two goals. In order to do thousands of repetitions people need energy, and motivation is what gives that energy. Motivation also guides what we do and narrows our focus into things that will help us to achieve certain goals.

Those who have good motivation are trying harder and choose challenges where limits can be pushed even further. (Jaakkola, 2001, 118)

Motivation differs from emotion as it has some goal and emotion necessarily does not. Emotion created by interaction of people can lead to a urge to explore and learn new. Emotions and social atmosphere can increase intrinsic motivation. (Yli-Luoma, 2003, 40)

2.1 Motivation in sports

The most important factor is sport itself, love for the game. Athletes are enjoying athletic lifestyle. Other important factors are challenge, autonomy and receiving recognition. (Heino 2000, 53).

Children on the other hand values social aspects more and friends are number one motivator. (Puhakainen 2001, 37).

According to Turpeinen (2012, 63) urge to develop, joy and love for game are ranked as top reasons for intrinsic motivation. Family, success and friends are most common factors for extrinsic motivation. Three most negatively affecting factors for intrinsic motivation are injuries, illness, unsatisfying practicing and failing. Negative extrinsic factors are money issues, problems with school, and balancing between athletic life and personal life.

Motivational level is not constant as it can alter during lifespan. There are ups and downs and athlete must work for his motivation. When athlete feels his training is important and leading somewhere he is more likely to be motivated. (Vallerand et al. 1993; Weinberg & Gould 2003, 52-59.)

2.2 Intrinsic motivation

Intrinsic motivation means that something is done because the action itself is fun and rewarding. The will to do is coming from inside. Intrinsic motivation plays a huge part of how children are committed into sports. Extrinsic motivation might get children started but intrinsic motivation is what keeps them going forward. It will automatically drive children to move on their own, and has only positive effects. (Jaakkola, 2009, 333; Deci & Ryan 1985, 11- 66)

Those who have intrinsic motivation are usually trying to perform as good as possible in tasks they are interested in. They want to be qualified in what they do and reach their goals. Athletes with high intrinsic motivation are enjoying competition and excitement. Improving their own performance is more important than extrinsic rewards. Intrinsic motivation is correlated with such things as creativity, flexibility and spontaneity. (Deci & Ryan 1985, 29-35.)

There are theories explaining what the corner stones of intrinsic motivation are. For example, autonomy, competence and cohesiveness are said to be what intrinsic motivation is built of. (Jaakkola, 2009, 333).

2.2.1 Types of intrinsic motivation

Intrinsic motivation can be divided in three different types. First is pleasure of learning process as athlete experiences, studies and understands new things. Second is when athlete gains new skills after solid effort. Third one is graving of stimulus such as joy, anger or other feelings athlete wants to feel. (Vallerand et al. 1992; Vallerand et al. 1993, 159-172; Weinberg & Gould 2003, 136-14.)

2.2.2 Autonomy

Autonomy/freedom is achieved when athletes have a feeling they are part of decision making and have a say over their actions. (Deci & Ryan, 1985). Järvillehto (2012) says in his blog that having people to do whatever they want whenever they want is not what freedom is about. Idea is that everyone has a chance to act what is best for them. This

could be related to hockey too. For example, absolute freedom in practice might not serve the team's needs, but letting them have a say over key things could have a positive effect. At younger ages there may not be as much freedom but as athletes grow older and gain experience they can take more responsibility over their training. (Jaakkola, 2009, 333-334). Even when coach decides exactly what they are going to do in practice, he can give athletes an illusion of free choice. Even ostensible choices has been proven to have positive impact on learning motivation in school, and it could be assumed it works in hockey too. (Kansanen & Uusikylä, 30-31)

2.2.3 Competence

Athletes should feel competence in what they are doing. When a coach is planning practices where athlete's skill level and demand of the drill meet, player feels that he is good in what he does. This mixed with positive feedback can boost athletes feeling of competence. (Jaakkola, 119). Järvillehto (2012) says flow means that things get done. Life is in control. This does not mean that challenges needs to be easy.

2.2.4 Cohesiveness

Feeling of being part of a group is powerful sensation. Cohesiveness is often what gathers players practice together. Having friends with mutual interests can help one another to practice even better and harder. Looking after each other is making the bond even stronger. (Jaakkola, 120). Responsibility means individual understands that his actions have impact on others and he is dependent of others. Studies indicate that feeling of being part of a group is one of the most important factors for sustainable wellbeing. (Järvillehto, 2012)

2.2.5 Flow

Flow is optimal experience where person forgets all unnecessary things and is completely involved in an activity. (About Education. What is flow?)
Intrinsic motivation is crucial when pursuing flow feeling. Flow can be achieved when skill level of an athlete and challenge of a task goes hand in hand. Extrinsic motivation

is detrimental as extrinsic factors are distracting and flow will not occur. Turpeinen (2012, 31).

2.3.1 Extrinsic motivation

Extrinsic motivation means that motives are coming somewhere else than person himself. The task itself might not be as important as the reward. Factors such as penalties, rewards and fear of losing are part of extrinsic motivation. Around the age of 12-13 these reasons are coming more important. Money, fame, rewards, fear etc. can be a powerful tools and boost short time motivation significantly. On the other hand it has negative effects on a long run as it weakens intrinsic motivation. (Jaakkola, 2009, 333;Deci & Ryan 1985, 48-66). Extrinsic rewards are creating pressure and athlete might feel that he is being controlled. This causes anxiety. (Deci & Ryan 1985, 49-112).

Deci (1971) noticed that extrinsic motivation decreases intrinsic motivation as persons who got rewards spent less time on tasks compared to those who did not receive anything. (Deci 1971; Deci & Ryan 1985, 112) There are other studies that are contradicting these findings. Some extrinsic rewards have increased intrinsic motivation. This means that relation of intrinsic and extrinsic motivation is not unequivocal (Eisenberger & Cameron. 1996). With mutual planning extrinsic motivation can become part of self-determination because extrinsic factors are accepted and absorbed as part of self. More autonomy parts of extrinsic motivation have positive effect on school commitment, success and quality of learning. (Kansanen & Uusikylä, 2005, 35)

2.3.2 Types of extrinsic motivation

Extrinsic motivation can be divided in three types, extrinsic regulation, self-regulation and identified regulation. Extrinsic regulation occurs when decisions are not made by own free will but someone else pressures one to do something. This often occurs when athlete is doing something that a coach is making him to do even when an athlete does not like it. For example, a coach is making players to stretch after a practice.

Self-regulation means that pressure is coming from the person itself. It is not intrinsic motivation because true reasons are coming from outside. Reason to exercise might be

to look good for opposite sex. Identified regulation is when person is doing something just because he decided so, even if it is not fun. It is based on free choice but person realizes it is not fun. (Vallerand et al. 1992; Vallerand et al. 1993.)

2.3.3 Rewards

Negative effect of a reward is that reward is the target of desire. It has been conditioned that something is achieved if a certain thing is done. If reward is the only goal subject will only do what is necessary to achieve it, nothing more. Promising rewards means that the task itself is not meaningful enough. It may seem that lot is achieved when there is a pursuit of rewards, but actually the subject might not care about the task at all if he could only get the reward without doing nothing. Having a limited amount of rewards seems to be most disadvantageous as part of the learners are quitting at the beginning as they think they have poor chances. (Yli-Luoma. 2003, 43-44). Rewards work best in short term mechanical tasks, but are detrimental in complex tasks requiring cognitive thinking. (Mikä ihmisiä motivoi? Keppi – porkkana, vai jokin muu? 2013)

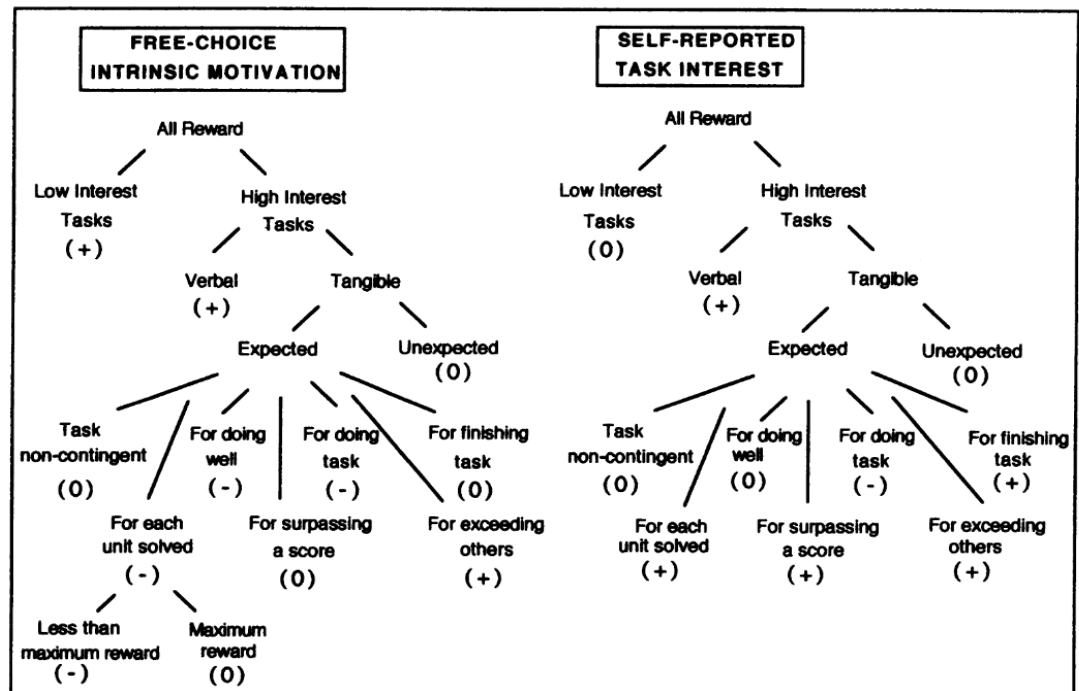


Figure 5. A summary of the meta-analysis comparing free-choice intrinsic motivation and self-reported task interest. 0 = no reliable effect; - = statistically significant negative effect of reward; + = statistically significant positive effect of reward.

Figure 1: Judy Cameron et al. Pervasive Negative Effects of Rewards on Intrinsic Motivation: The Myth Continues (2001)

Other studies show that rewards do not deserve such a bad reputation as seen on many writings. As seen from the figure 1 there are several different cases whether rewards work or not. Expected tangible rewards seem to have mostly negative or neutral impact on free choice intrinsic motivation. For task interest expected tangible rewards are mostly positive or neutral. (Judy Cameron et al. 2001, 21-27)

In figure 1 it can be seen when rewards work or not. Expected reward for exceeding others seems to be beneficial to the person. On the other hand is it beneficial for the rest of the team? As Yli-Luoma (2003) mentions, limited amount of rewards is detrimental to those who think they probably will not receive it. Rewarding someone for being better than others means that many are left without a reward.

2.3.4 Feedback

Verbal feedback is commonly used as a punishment or a reward. That is why it is wise to take a closer look how feedback effects intrinsic motivation. In big picture positive feedback increases and negative feedback decreases intrinsic motivation. There are certain frames when this statement is true. Negative feedback can be beneficial also. For positive feedback to work task must be challenging enough. Experiments reveal that with optimally challenging tasks those who received positive feedback were more motivated in a subsequent free-choice period compared to those who did not receive feedback. Self-administered positive feedback of being inherent in the task resulted in higher levels of intrinsic motivation than positive feedback that came from someone else. Tasks require some self-determination to be intrinsically motivating. With children, those who received verbal feedback signifying competence enhanced intrinsic motivation compared to those who received no feedback at all. Children preferred activities in which they had received positive feedback. In some studies, group having verbal rewards had the same results than no reward group, but verbally rewarded group had more intrinsic motivation than group that had tangible rewards. In other words, positive feedback left intrinsic motivation intact while tangible rewards undermined it. Negative feedback is detrimental for intrinsic motivation when it implies incompetence. All negative feedback is not detrimental as there are several cases where people stay highly motivated even when they receive negative feedback. When negative feedback is facilitating one`s future competence it is not detrimental. (Deci & Ryan 1985, 59-61)

People tend to remember bad things better than good things. Negative feelings have a greater impact and studies say that most people feel more upset about losing 50 euros than they are happy about winning 50 euros. There should be limited amount of criticism and it should be spread to longer time span because most people can only take in one critical comment at a time. On the other hand receiving only positive feedback does not build up resilience. For example, only praising our children could lead them being vulnerable to future negative feedback. (Praise Is Fleeting, but Brickbats We Recall, 2012)

2.3.5 Goal setting

Setting goals seems to be double-edged sword. Whether they are useful or not depends on different factors. Goals can be divided into two categories, performance and mastery focused goals. Performance achievement goals focus to demonstrate ability and define competence normatively. Mastery achievement goals focus on skill and ability development, and competence is defined self-referentially. Personality of the individual is correlated how he perceive different type of goals. In the study individuals were either achievement orientated (type A) or low achievement orientated (type B). Being type A means that person wants results whether it is pursuing excellence or being better than others. They set high standards and are looking new ways to improve. That kind of person acquires diagnostic ability information, while type B dislike such competence feedback. Type B tend to stay in their comfort zone. Type A respond well to performance mastery goals while mastery goals raised intrinsic motivation for type B. Performance goals seems to be detrimental for type B as they seem to enjoy less this kind of situations (anxiety). Mastery goals does not boost type A, but is neither detrimental. In Pinball experiment both goal settings decreased free-choice period compared to no goal group. However, performance goals had more negative effect than mastery goals. Overall mastery-focused goals have more positive effects on intrinsic motivation compared to performance goals. (Elliot & Harackiewicz, 1994, 968-980; Kenttä & Lehti, 196)

3 Coaching

There are several areas that coach need to cover while coaching an athlete. Skill development is probably the most visible one but there are also physical and mental areas including attitude, competing and overall life control (Mero et al.1997, 337; Forsman & Lampinen 2008, 24.). According to Kantola (1989) professional coach is built from following factors:

- Basic information of coaching
- Sport specific knowledge
- Control of coaching situations
- Developing skills
- Developing physical qualities
- Ability to inspire
- Ability to develop
- Commitment and committing
- Presentation skills
- Common sense
- Leadership

Coach need to have wide basic knowledge over sports and also sport specific know-how. Basic sports knowledge should cover physiology, biomechanics and psychology. Important sport specific things to know are techniques, rules, tactics and physical development. Book wisdom is not enough alone but coach need to know their athletes and how they behave and react to certain things. (Mero et al. 1997, 337.)

With children positive experiences are important. Practices should be safe and challenging enough. High amounts of repetitions are crucial for children to develop their skills. Coach should be the one who keeps the rules and limitations in check but children can be given freedom to practice creativity. (Forsman & Lampinen 2008, 26.)

3.1 Holistic coaching

Holistic coaching means that individuals are seen as whole human beings, a psycho-physical-social entity. Athlete is not only important when he is at the competition but also in everyday life. (Vepsäläinen, 2012)

Coach is trying to support athlete's life control, and the project is athlete centered. Developing cognitive skills of an athlete and creating positive, respecting and open environment is what coaches want to do when approaching holistic coaching. (Forsman & Lampinen, 2008, 24-26.)

3.2 Authoritarian leader

Authoritarian leader makes all the decisions and he expects athletes to do everything as he says. Communication is mostly going one way. Explanations are insufficient and questions discouraged. Players may feel powerless and creativity is often weak as they are used to do what they have been told. Goals are also set by the coach and athletes may not relate to them. Authoritarian style has also benefits as it teaches structure and discipline. Decision making is fast and tasks usually gets done. It is also very sufficient when athlete has low skill or knowledge level. Clear directions can be more suitable in this kind of situation as the person can focus on the given task and practice. (Gilbert and Trudel, 2004; Echtermeyer; Educational business articles). Jaakkola (2009, 333-334) says that at younger ages there may not be as much freedom but as athletes grow older and gain experience they can take more responsibility over their training

3.3 Democratic leader

Democratic leader allows and encourages everyone to share ideas and opinions. Still, leader has the final say over decisions. Because everyone is involved in decision making they feel more engaged in the process, making them more likely to care about the results. As ideas can fly freely there is more creativity. There are also downsides with democratic leading. Decision making is slow, roles might be unclear and communication insufficient. It requires that group members has the know-how and enough skills to make best decisions for the group. (About education)

4 Environment and team spirit

4.1 Team spirit

According to Jaakkola (2009) and Järvillehto (2012), being part of a group is powerful sensation. Therefore it is justified to take closer look on team spirit when talking about intrinsic motivation.

Team spirit is important because good team is best environment for training as teammates inspires one another at practices and competitions. Players feel safe, have better self-confidence and are enjoying each other's company. Each individual has a role in a team and responsibility of the team spirit. Team spirit is built of having a common goal and everyone knows what is expected from them. In a good group an athlete is motivated to work for his goal. Anxiety is reduced as an athlete is focusing on his own good doing. Relaxed state makes it easier to be creative. Bad team spirit on the other hand makes players to focus on negative things such as failure. This will lead to avoiding mistakes because fear of coach and others. Coming to practices feels involuntary and sport itself is easily being quitted. (Gardin, 2009, 2)

4.2 Parents and family

Studies say that parents have great impact on sport activities of the children. Parents are often making the decisions about the sport and they are responsible of transportation, finance and social support. (Côté 1999; Stroot 2002) In a way children are mimicking their parents. That is why children often inherit values, attitudes and behavior. These traits are passed down naturally, but parents also make conscious decisions to pass on some wanted traits. (Hurme 2001, 148-149) Parents that have active lifestyle tend to transfer this to their children. Families that are active offer better opportunities to do sports and are more supportive. (Karvonen, Siren-Tiusanen & Vuorinen 2003, 16; Heinilä 2010, 23).

4.3 Peer group

Peers of the children are about the same age and mentally, socially and cognitively equal (Salmivalli 2005, 15; Laine 2005, 195). Children most often gravitate to groups where they are doing well and are similar to other group members. What it comes to child's mind and values they are often "blank slates" and groups can have great effect on individuals (Nurmi et al. 2006, 149). As time goes by children diverges more and more from parents as friends and groups gain importance. (Laine 2005, 206). Among social skills and safety groups are creating mutual meanings and social understanding. (Poikkeus 2001, 122). Sports are great way for children to meet and bond with others. (Puhakainen 2001, 36)

5 Coaching style, environment and intrinsic motivation

Now that differences between authoritarian- and democratic coach has been defined and it is clear that environment has effect on intrinsic motivation it can be discussed what actions coach should do to ensure development of intrinsic motivation. As Jaakkola (2009, 333-334) says age and skill level of a group is a critical factor how much freedom can be given. Also, as mentioned before, democratic style requires time and unfortunately ice time is often very limited. Therefore, considering the young age of E-juniors there is likely a place for some authoritarian coaching and discipline. Nevertheless, letting players to have a say in some things would definitely have positive effects. Freedom and taking responsibility could be practiced first at the off-ice, and as the players realize how to act according to what is best for them it could be transferred to ice. For example, coach could teach players to analyze their own strengths and weaknesses and after that tell them to choose the most suitable drill for them. Coach could split the ice and tell players to go certain areas to improve things they feel most important for themselves. As realized from the school world (Kansanen & Uusikylä, 30-31), even ostensible choices has been proven to have positive impact on learning. In hockey this could mean that even when coach has decided that team is going to have hard forward skating session he could ask the players would they want to do it by skating laps (relay race), doing backcheck penalty shots or some other drill where hard forward skating comes automatically. Whatever players decide there will be hard forward skating, but they still feel they have a say over things.

5.1 Customizing environment

Challenge of the task is crucial for if the athlete is motivated or not. (Deci & Ryan 1985, 59). Finding a suitable challenges for athletes is one of the most important things for coaches. There are several factors that can be altered when planning a drill. A coach can modify time, accuracy demands and change the environment to meet athlete's needs. (Taitojen oppimisesta, opettamisesta ja valmentamisesta, 2012-2014).

Having all the players to do same drills could lead to a situation where drill is too easy or hard for some players. According to Suomen Palloliitto, dividing players into skill groups ensures proper challenges to everyone and increases feelings of success.

Skill groups and drill modifications could be brought to hockey too. For example, breakout drill could be done with different difficulty levels. Easiest way to do it could be drawing simple lines to follow including one pass. Next step could be adding more players and coach could work as a half-active opponent. Final step being 5vs5 breakout with full pressure.

Having optimized drills and adding positive competence feedback would boost the drills. It is easy to choose negative approach as it is part of human nature. By saying negative things coach could try to seem more believable. Coach should try to keep his feedback positive, and when negative comments are in place they should be constructive and limited to one thing at a time. (Deci & Ryan 1985, 59-61; Praise Is Fleeting, but Brickbats We Recall, 2012).

5.2 Parent behavior

Parents are playing a key role in children's sports. (Côté 1999; Stroot 2002). Coaches are spending only some hours a week, during few seasons, with these kids while parents are involved with them everyday for their whole childhood. Therefore significant amount of feedback comes from parents and as Deci & Ryan (1985, 59-61) says, bad feedback can be detrimental for intrinsic motivation. That is why it is justified to focus also in parents. There are several bad examples found in youth sports involving parents, as the article by Gillis (2014) "How parents (and their lawyers) are killing minor hockey" reveals. Because of this it is not enough that coaches know how to give feedback or set goals, it is the whole entity that affects children's intrinsic motivation. The author believes that usually all parents want best for their children but they sometimes do not know proper ways how to give feedback or set goals. This leaves parents easily taken by their feelings depending on old habits such as yelling, over demanding or blaming. Educating parents might lessen this as they would have tools to work better with children in sports.

6 Empirical part

6.1 Project planning

The goal of this project was to help Heinolan Kiekko to improve player development and secure the player base. Happier the players are more likely they are to stay in the club. Satisfied customers are also helpful when recruiting new members. These were the keypoints that the product would need to help.

This issue could be approached from many directions but in the end developing intrinsic motivation seemed to fit best. At the beginning the main focus was at the structure of a practice, but while getting deeper in the topic it was clear that for improving intrinsic motivation there is no single “magic” trick but rather it is about the entity. For that being said, there are plenty of things that this project is targeting. Including individual players, team, coaches and parents. The goal is that wherever this product is taken it will help coaches and parents to help the players.

As the project went on there started to come new perspectives to intrinsic motivation. It was bit like a snowball effect. More new areas seemed to come one after another and it felt they are so strongly connected to intrinsic motivation that they could not be left out. So truth to be said, at the beginning the vision was not that clear but then again it has been a great learning experience.

It seems intrinsic motivation is not that common term in everyday coaching. There is some discussions about it with professional hockey persons but other than that the concept is not that common. Then again things that intrinsic motivation includes are not that unfamiliar. For example, team spirit and involving players into decision making have been there for a long time but they have not been labelled under the intrinsic motivation. This product helps parents and coaches to see the entity.

6.2 Project implementation

This report started with the introduction considering state of hockey as a sport and then narrowed into what are the demands in a club. Motivation is also related to hockey and viewed in the introduction. The next step was to explore motivation as a entity, what it is about. Motivation was then split into intrinsic and extrinsic motivation. Separating these two was crucial for this project. Explaining motivation in general was referred to several authors but intrinsic motivation was mostly based on Deci & Ryan. Even the other authors quite often based their views on Deci & Ryan. Some of the conclusions in the reports were made by combining small parts from different authors and therefore some claims should be viewed critically.

After it was clear what intrinsic and extrinsic motivation are it was time to look deeper into what effects them. Theories of autonomy, competence, cohesiveness, feedback, rewards and goal setting are all either effecting motivation directly or can be used as tools.

Next step was to take a look into coaching and leadership theories. It is important for coaches to realize what kind of coaches they are. When own actions are recognized it is easier to adapt into new situations. Also, clubs can pay attention to coaches and their behavior before making contracts. There is no absolute right or wrong way to be a coach, but having a right coach for a right job is important. For example, hiring a very authoritarian coach and then demanding him to be democratic is probably bad idea from begin with.

Including whole environment became very obvious while doing the report. Having best practices in the world is not enough if players' surroundings are not in order. At the young ages parents are most important to the kids and their influence is unrivaled. That is why it is important to help parents and give them tools.

6.3 Project assessment

The end product includes a presentation for parents and coaches, manual for coaches, challenge chart for players and few handouts to support those. The presentation is made by using PowerPoint slides. Handouts are given to audience so that they are able to follow and understand the key concepts in presentation. For example, what freedom means in this context. Powerpoint is made so that not only the author is able to present it. Slides include notes that will help the presenter to present the slides.

Coaching manual is also made in Powerpoint but it is not meant to be a presentation but rather info-package with tips and tools how to implement these things in practice. Challenge chart is a paper players can put on the wall of their room. When players are learning new things they can mark them up in the challenge chart. It is based on a questionnaire that reveals what equipment kids have and what they like to do on their free-time. For example, trampoline was found out to be popular amongst the children so challenge chart includes trampoline challenges. These are the main products and there are few supporting handouts that goes with them. There is a guide how to use these products so that clubs can make most out of them.

7 Discussion

Tapping into a power of intrinsic motivation has been very interesting. It has huge potential. Who would not like to have their players practicing passing with a same feeling and intensity as they have while jumping on a trampoline. There could be several different interpretations of these theories and how to implement them. The end product is the author's personal view how the intrinsic motivation should be tamed to serve the needs of a player and a team.

Ice time is often very limited and that requires (if there are competitive goals) everything is done efficiently on the ice. It is said that giving players freedom over their practices would boost their intrinsic motivation, but how much could be given? Maximum amount of freedom would be when coach says "do whatever" but with 20 or more kids on the ice could everyone really do whatever they want? Freedom of ten strong minded persons could easily diminish freedom of rest of the players. For example, if these strong personalities would decide to do full ice penalty-shots that would mean everyone else would have to do the same, or stay at the sides. Freedom of few could cut down the freedom of others, so the actual maximum amount of freedom is probably achieved with some guidance from the coach. Next step, instead of absolute freedom, could be giving options. For example, splitting the ice in two and asking players to choose between shooting and skating. This would give players freedom of choice, but what if twenty-five players were to choose shooting and only five skating? This could be managed by experienced coach who could think through different scenarios (what if 5/10/15/20 players choose shooting) and then instantly modify the drills/ice fitting to those numbers. With inexperienced coach not being able to react would most likely lead to a situation where 20 players are standing in line while couple are skating. Adding freedom can be detrimental for efficiency if not planned carefully.

Ice hockey has become very competitive at young ages too. The author predicts that having lots of freedom is detrimental for short term development. Fun and player development are more important in our club, but the reality is that if parents are not satisfied with the results they may take their children to play elsewhere. From experience it

can be assumed that results do matter. That being said, choosing only slow long term development patterns might be detrimental also, even in a long run. Feeling of competence is also important and cannot be totally sacrificed for pursue of freedom. With this reasoning the author will not try to approach intrinsic motivation by pursuing excessive amounts of freedom but rather balancing between, increasing the dose step by step.

To implement freedom the coach much decide what is the minimum level of “success” that the team should aim on, and on what time span. The author has determined “success” in kids hockey so that on average team should work hard enough so that when the players become age of 12-15 they have a fair chance to reach for their dreams if they decide so. That means players and the team does not need to pursue absolute success at the early ages. That also means some standards are set from the coach so that efficiency is secured. Every kid dreams playing in the NHL but at the age of 8-10 they do not really know what it takes. They might say they want to play in the NHL but if you give them alternatives to play Angry Birds or to do 50 push-ups they may not choose the one taking them closer to their dreams. That is why the author thinks some amounts of pushing is needed so that when a player turns around 12-15 he does not need to think back and wish he had worked hard enough.

Most challenging in this project was to figure out how to balance everything right so that it would work in real situations. Having ideologies and theories are still long way from implementing them. Time available is also ruling how much can be done. Educating players and involving them into decision making is taking hefty amount of time. It is much faster to say “go there and shoot” than discuss with the players how the shooting should occur. Total time at the rink with players is quite fixed so how much time can be used? Of course things are not black and white but the truth is that even this product is aiming to help coaches, some of these implementations require large amount of effort and knowhow from the coach.

Despite previous comments that may sound reserved the author feels very positive about the subject. The point of cautious comments is to ensure reader understands that a functional entity is always better than forcing in smaller components.

With careful planning these things can be implemented without sacrificing efficiency. Big part of intrinsic motivation is coming from elsewhere than just actual training methods. For example, smaller things as greetings, asking how it was in school and team logos on a wall are easier to implement yet may have great effect. In a long run positive effects should rise increasing also the development speed. Having happy players will more likely keep them in the sport and lessen drop out phenomenon.

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Attachments

Attachment 1. Materiaalin tarkoitus ja käyttöohjeet.

Attachment 2. Keskeiset käsitteet

Attachment 3. Omaehtoisen liikunnan kysely

Sisäisen motivaation kehittäminen

Materiaalin tarkoitus ja käyttöohjeet



Keijo Ohtonen

Tarkoitus

Tämä tuote on tarkoitettu seurojen avuksi. Sen on määrä antaa valmentajille ja vanhemmille eväitä pitää jääkiekko raikkaana harrastuksena lapsille. Sisäisen motivaation kehittäminen pitää lapset jääkiekon parissa, ja edesauttaa harjoittelua ja oppimista.

Tuote

Tuote sisältää eri osia joita käytetään eri tilanteissa. Alla kuvaelma jokaisesta sekä niiden käyttöohjeet.

Sisäisen motivaation kehittäminen

Sisältää powerpoint esityksen joka on tarkoitettu pelaajien vanhemmille ja valmentajille. Esitys on luotu siten, että myös muut kuin tekijä voi sen esittää. Jokaiseen diaan on lisätty muistiinpanot alle, jotka saa esiin kun laittaa powerpointista muistiinpanot näkyväksi. Muistiinpanoista huolimatta aiheeseen kannattaa tutustua etukäteen ennen esitystä. Mitä paremmin vanhemmat tietävät mitä seurassa yritetään tehdä, sitä vähemmän on käytävillä jupinaa.

Esityksen tueksi jokaiselle yleisössä jaetaan ”Keskeiset käsitteet” materiaali, joista vanhemmat voivat esityksen edetessä lukea tarkempaa tietoa mitä esim ”vapaus” tässä yhteydessä tarkoittaa.

Esitys sisältää myös yhtenä diana palautteen ”check-listin”, josta seura voi tehdä esim. käyntikortin kokoisia muistilappuja mitä tulisi ottaa huomioon palautetta antaessa.

Käytännön toiminta ja suunnittelu

Suunnattu valmentajille tarjoamaan työkaluja käytännön toimintaan ja suunnitteluun.

Materiaali on tehty Powerpointtiin, mutta sitä ei ole varsinaisesti tarkoitettu esitysmuotoon. Materiaali on tarkoitettu valmentajille luettavaksi.

Mukana on myös muutama esimerkkiharjoite joista näkee kuinka jään/oheisen voi jakaa. Esimerkit ovat hyvin pintapuolisia joten valmentajien tulee suunnitella omat harjoitteet.

Harva jaksaa kuitenkaan lukea kerralla isoja pätkiä, eikä pelkkä lukeminen välttämättä johda mihinkään. Tästä syystä materiaali kannattaa käydä läpi pienemmissä osissa. Valmentajille jaetaan ensin luettavaksi diat x-y joihin valmentajien tulee tutustua itsekseen. Sen jälkeen valmennusryhmä kootaan yhteen jossa aiheesta jutellaan ja asetetaan käytännön tavoitteet seuraavien viikkojen harjoituksille. Esim. kuinka vapauselementtejä lähdetään tuomaan harjoittelutapahtumaan. Seuraavina viikkoina valmentajat jalkauttavat käsiteltyä aihetta harjoituksiin.

Ensimmäisen istunnon jälkeen heille jaetaan jo seuraavan istunnon diat joihin he tutustuvat ennen toista istuntoa. Toisessa istunnossa käydään läpi ensimmäisellä kerralla asetetut tavoitteet, ja kuinka niiden toteutus onnistui. Samalla taas uusi asia käydään läpi ja sen suhteen asetetaan käytännön tavoitteet.

Suosittelen jakamaan materiaalin kolmeen osaan, esim niin että vapaus, pätevyys ja yhteisöllisyys ovat omia kokonaisuuksiaan.

Haastetaulukko

Haastetaulukko jaetaan pelaajille jotka laittavat sen esim. huoneensa seinälle. Pelaajat harjoittelevat eri taitoja omaehtoisesti, ja uutta opittuaan he voivat merkitä taitonsa ylös haastetaulukkoon. Valmentaja voi myös pelaajalähtöisesti sopia pelaajan kanssa mitä haasteita yritetään tavoitella. Haastetaulukko perustuu ”Omaehtoisen liikunnan kyselyyn” jossa selvitetään mitä välineitä ja mahdollisuuksia joukkueen lapsilla on, ja mitä he tykkäävät tehdä. Esim. selvisi että trampoliini löytyy monelta ja se on suosittu, joten esimerkki haastetaulukkoon laitettiin trampoliinihaasteita.

Haastetaulukko on pelkkä esimerkki, jokainen joukkue voi muokata siihen omat tavoitteensa. Esim. vanhemmille junioreille voi olla enemmän fysiikka tavoitteita, kuten ”kyykky 100kg”

Sisäisen motivaation kehittäminen

Keskeiset käsitteet



Keijo Ohtonen

Motivaatio

Motivaatio antaa energiaa ja ohjaa sen tiettyyn kohteeseen. Sen avulla ihminen jaksaa tehdä tuhansia toistoja saavuttaakseen tavoitteensa. He joilla on korkea motivaatio yrittävät kovempaa ja valitsevat haasteita joissa pystyy haastamaan itsensä.

Motivaatio urheilussa

Tärkein motivoiva tekijä on rakkaus lajiin. Itse tekeminen on niin hauskaa että urheilijat haluavat tehdä sitä, ja nauttivat urheilullisesta elämäntavasta. Muita tärkeitä tekijöitä ovat haasteet, vapaus ja tunnustuksen saaminen. Lapsilla sosiaaliset suhteet ja kaverit ovat tärkein tekijä.

Negatiivisia sisäisiä tekijöitä ovat loukkaantumiset, epätydyttävä harjoittelu ja epäonnistuminen. Ulkoisista syistä raha, kouluongelmat ja muun elämän kanssa tasapainoilu tuottavat eniten haasteita.

Sisäinen motivaatio

Sisäinen motivaatio tarkoittaa että halu toimia tulee itsestä koska toiminta on hauskaa ja palkitsevaa sellaisenaan. Sisäisellä motivaatiolla on suuri merkitys lasten sitoutumisessa liikuntaan. Ulkoiset tekijät voivat edesauttaa liikunnan aloittamista, mutta sisäinen motivaatio on se joka automaattisesti ajaa lapset harrastamaan. Sisäisellä motivaatiolla on vain positiivisia vaikutuksia.

Sisäisesti motivoituneet yrittävät parhaansa ja haluavat saavuttaa tavoitteensa. He nauttivat kilpailutilanteista ja jännityksestä. Kehittyminen on tärkeämpää kuin ulkoiset palkinnot. Luovuus, joustavuus ja spontaneisuus on myös liitetty sisäiseen motivaatioon.

Sisäiseen motivaatioon voidaan sanoa vaikuttavan kolme tekijää: Vapaus, pätevyys ja yhteisöllisyys.

Vapaus

Autonomia on olennainen osa sisäistä motivaatiota. Ihmiset sitoutuvat sekä panostavat enemmän asioihin joihin he kokevat pystyvänsä vaikuttamaan. Vapaus tarkoittaa sitä että henkilö pystyy toimimaan kuten hänelle on parhaaksi. Näin ollen vapaus ei tarkoita sitä että saa tehdä mitä vain päähän pälkähtää. Nuoremmissa ikäluokissa vapautta on vähemmän, mutta iän karttuessa vastuuta voi lisätä.

Pätevyys

Koettu pätevyys vaikuttaa haluun toimia. Ihmiset tekevät yleensä mieluummin asioita joissa kokevat olevansa hyviä, ja vaikeita tehtäviä voidaan jopa vältellä. Kun henkilö suorittaa tehtävää jossa hänen oma taitotasonsa sekä tehtävän haastavuus kohtaavat henkilö kokee itsensä päteväksi. Saatu palaute vaikuttaa suuresti siihen kuinka tehtävään ja omaan pätevyYTEEN suhtaudutaan.

Yhteisöllisyys

Yhteisöön kuuluminen on voimakas tunne, ja yksi tärkeimmistä kestäväen hyvinvoinnin tekijöistä. Kaverit ovat iso syy miksi porukka kokoontuu yhteen harjoittelemaan. Ryhmässä harjoittelu saa pelaajat harjoittelemaan paremmin ja kovempaa. Yksilöt tiedostavat oman merkityksensä yhteisössä. Heidän oma tekemisensä vaikuttaa ryhmään, ja toisaalta ovat riippuvaisia muista ryhmän henkilöistä.

Joukkuehenki on tärkeää turvallisuuden tunteen, itseluottamuksen ja nautinnollisuuden kannalta.

Ulkoiset motivaatio

Ulkoiset motivaatio tarkoittaa että tekemisen syinä ovat ulkoiset tekijät kuten raha, maine, pelko tai toisten ihmisten määräykset. 12-13 vuoden iästä lähtien nämä tekijät tulevat entistä tärkeämmäksi. Ulkoiset motivaatio voi olla tehokasta lyhyellä aikavälillä, mutta pitkällä tähtäimellä se heikentää sisäistä motivaatiota. Ulkoiset tekijät aiheuttavat painetta. Ahdistuneisuus kasvaa kun henkilö kokee olevansa ulkoa kontrolloitu.

Palkinnot

Palkinnoilla voi olla negatiivinen vaikutus mikäli ne nousevat tärkeämpään rooliin kuin itse tekeminen. Palkinnon lupaaminen voi kertoa ettei tehtävä itsessään ole tekemisen arvoinen. Henkilö ei myöskään tee mitään ylimääräistä kuin mitä palkinnon saaminen edellyttää. Tehtävästä ei välttämättä välitetä ollenkaan, mikäli palkinto on mahdollista saada muuta kautta. Rajallinen määrä palkintoja on todettu olevan vahingollisin, koska osa luovuttaa jo alussa koska ajattelee omaavansa huonot mahdollisuudet.

Palkinnot toimivat erilailla riippuen tilanteesta. Yleisesti ottaen palkinnot toimivat hyvin epäkiinnostavissa tai mekaanisissa asioissa, ja niillä voi saada toiminnan aloitettua. Parhaiten aineelliset palkinnot toimivat kun tehtävä suoritetaan kokonaan, pärjätään paremmin kuin muut tai ylitetään tietty taso. Aineelliset palkinnot toimivat huonoiten pelkässä tehtävän tekemisessä (ei valmistu) ja hyvin pärjäämisessä ilman että vaadittu taso on tiedossa. Luovuutta vaativissa tehtävissä palkinnot toimivat huonosti.

Palaute

Isossa kuvassa positiivinen palaute parantaa, ja negatiivinen heikentää sisäistä motivaatiota. Tehtävän täytyy olla riittävän haastava jotta positiivinen palaute toimisi. Varsinkin positiivinen pystyvyyteen kohdistuva palaute lisää sisäistä motivaatiota. Negatiivinen palaute on haitallista kun se kyseenalaistaa pystyvyyden tunteen. Kaikki negatiivinen palaute ei ole haitallista, mikäli se rakentaa tulevaa pätevyyttä. Palaute tulisi antaa kun asia on tuoreessa muistissa.

Tavoitteet

Tavoitteet voidaan jakaa kahteen osaan. Suorituskyky tavoitteet ja taidon oppimisen tavoitteet. Suorituskyky tavoitteissa keskitytään suorituksen tasoon ja sitä vertaillaan muihin. Taidon oppimisen tavoitteessa päämääränä on kehittää ja oppia uusia taitoja. Pätevyys määritellään itse tekemisen kautta, ei vertailemalla muihin.

Riippuen persoonasta tavoitteet toimivat eri tavalla. Korkean saavutus tarpeen omaavat pitävät kilpailemisesta ja haluavat saavuttaa tuloksia. Korkeat tavoitteet ja halu kehittyä ovat tyypillisiä ominaisuuksia. He haluavat osaamiseen kohdistuvaa palautetta. Matalan saavutus tarpeen omaavat henkilöt pyrkivät välttelemään tilanteita missä he joutuvat vertailun kohteeksi, eivätkä halua osaamiseen liittyvää palautetta.

Suorituskyky tavoitteet ovat hyödyllisiä korkean saavutus tarpeen omaaville henkilöille, ja taidon oppimisen tavoitteet matalan saavutus tarpeen omaaville.

Kokonaisvaltainen valmennus

Kokonaisvaltaisessa valmentamisessa urheilijat nähdään kokonaisina ihmisinä, ja heidän tarpeitaan pyritään ottamaan huomioon muuallakin kuin urheilukentällä. Valmentajakeskeisyyden sijaan pelaaja on keskiössä. Tavoitteena ajatteleva urheilija joka osaa ottaa vastuuta harjoittelustaan. Pelaajat osallistuvat päätöksen tekoon.

Omaehtoisen liikunnan kysely

1. Kuinka paljon lapsi liikkuu päivässä, ja mistä se yleensä koostuu?
(Koulussa tapahtuvaa liikuntaa tai matkoja ei lasketa tähän)
2. Mitkä aktiviteetit on suosituimpia? (Esim. Hiihto, kiipeily, jalkapallo)
3. Mitä välineitä kotoa/lähistöltä löytyy mitä lapsi käyttää tai on aiemmin käyttänyt. Mitkä välineet on tällä hetkellä suosittuja? (esim. trampoliinit, rullalaudat, jojot, pallot)
4. Tapahtuuko liikunta useimmiten yksin, pienryhmässä vai isolla porukalla?
5. Tuleeko halu liikkua useimmiten luonnostaan, vai joutuuko patistelemaan pihalle?