

Development of psychological character of an ice hockey player : Handbook for coaches

Juuso Laakso

Bachelor' s thesis

Degree programme in sports and
leisure management

December 2015



Degree programme

<p>Author or authors Juuso Laakso</p>	<p>Group or year of entry DP 11</p>
<p>Title of report Development of psychological character of an ice hockey player : Handbook for coaches</p>	<p>Number of report pages and attachment pages 36+20</p>
<p>Teacher(s) or supervisor(s) Markus Arvaja</p>	
<p>Ice hockey is one of the fastest sports in the world. It requires a lot from the athlete physically mentally and sport spesifically. Ice hockey coaching has taken more and more holistic approach in players development. Individual development and practice of own strengths and weaknesses is common feature in practising. However, child and youth players don't always understand the mental prinseples of practising.</p> <p>This thesis concentrates on development of ice hockey players character. In Finnish ice hockey community the importance of players character has been put on the pedestal. There are lots of physically and sport spesifically talented players in Finland but their mental strengths often slow down their entry to elite level.</p> <p>The objectives of this thesis is to create a model how to develop ice hockey players character in different age groups. The aim is to produce instrinsically motivated, autonomus and passionate players. To support the model a handbook for coaches was created. The handbook introduces the characteristics of each age group and methods to handle the players.</p> <p>The handbook is intended to help coaches. It presents developmental phases of players in different age groups, preparedness of ice hockey players mental characteristics and ways to affect them. Lastly it brings out a model to develop players characteristics. The handbook is ment to help coaches that are at the beginning of their coaching career but it also helps to update the knowledge of more experienced coaches.</p>	
<p>Keywords Player's character, motivation, athlete pathway, coaching,</p>	

Table of contents

1	Introduction.....	1
2	Athlete pathway models.....	3
2.1	Istvan Balyi's long term athlete development model.....	3
2.2	Abbott et al's Psychological Characteristics of Developing Excellence.....	5
2.3	Bailey and Morley's Model of Talent Development in Physical Education.....	5
2.4	Jean Côté's Developmental Model of Sport Participation.....	6
2.5	Athlete talent development environment and environment success factor models.....	10
3	Psychological and social requirements of ice hockey in different age groups.....	13
3.1	Psychological requirements.....	13
3.1.1	Ages 6-12.....	13
3.1.2	Ages 13-15.....	14
3.1.3	Ages 16 and older.....	14
3.2	Social requirements.....	14
3.3	Mental qualities, mental skills and mental techniques.....	15
3.3.1	Motivation.....	16
3.3.2	Goal setting.....	16
3.3.3	Arousal and anxiety.....	17
3.3.4	Concentration.....	18
3.3.5	Imagery and self-talk.....	18
4	Environment supporting development.....	20
4.1	Motivational climate.....	20
4.2	Self-determination theory.....	22
4.3	Interaction.....	23
4.4	Grit mindset.....	24
5	Project planning.....	26
6	Implementation.....	28
7	Discussion.....	29
8	References.....	32
	Attachments.....	36

1 Introduction

Ice hockey has become one of the fastest sport in the world. The demands to be a professional ice hockey player are huge and athletes are required to develop themselves physically and mentally and sport has to be a lifestyle. Coaching in professional levels have taken a holistic approach but young developing athletes and especially their mental qualities hasn't been taken into consideration (Holland, Woodcock, Cumming & Duda 2010, 19).

The purpose of this thesis is to create a development model and instructions to develop characteristics of an ice hockey player. Characteristics and personality are the foundation of development as an athlete. Attitude, own values and intrinsic motivation are crucial for growing as a human. Developing personality and characteristics have a huge impact also on athletic development. The earlier athlete and coach understand the importance of mental side of sports the better chances players have to become elite athletes and team players.

Other objective for this thesis was to provide clear tools for coaches to enhance players' mental strengths. For this purpose a handbook for coaches was created. The handbook consists characteristics of human growth in different age groups, examples how to enhance player's motivation and responsibility and a model to support the development of ice hockey player's character. The data for the thesis was collected primarily from sport literature. The literature review of this thesis works as a background research for the handbook for coaches

Motivation and player's responsibility are a vital for the development of player's character. The goal in junior ice hockey coaching is to produce players that are intrinsically motivated and interested in their own development. When the background work is done well and player's character is reinforced player has better possibilities to perform well in adult levels. Player's own responsibility and self-determination are factors that reinforce intrinsic motivation.

The thesis covers the most common talent development and sport participation models Such as Long Term Athlete Development model and Athlete Talent Development Environment model. These models include physiological and psychological aspects of development as a player as well as schools knowledge and strategies supporting development. The thesis covers also psychological requirements and coaching environment crucial in order to become successful ice hockey player. In order to have an effect on players coach has to understand and recognize the growth phase kids are and know how to handle kids properly. Also coach's own behaviour has an effect on players. High amount of interaction, letting player's to participate in planning and implementing practicing and getting players engaged in long term goals regardless of failure are the signs of a good and athlete centered coach.

Often coaches know what kind of physical and sport specific practising is needed to become a successful ice hockey player but developing mental qualities and players characteristics is forgotten. In the end if the athlete isn't mentally ready, practising isn't as effective as it could be and a chance of drop out is increasing. The role of mental qualities as important components of development is evident and the challenge is to incorporate these in development processes (Bailey, Collins, Ford, MacNamara, Toms & Pearce 2010, 64).

2 Athlete pathway models

There are four most influential models of sport participation and talent development. They are Istvan Balyi's Long term athlete development model (LTAD), Jean Côté's Developmental Model of Sport Participation, Abbott et al's Psychological Characteristics of Developing Excellence and Bailey and Morley's Model of Talent Development in Physical Education. (Bailey et al. 2010, 19.)

These programs are created first and foremost for coaches to develop the athletes and making their dreams to be a professional athletes true (Bailey et al. 2010, 12). Wall and Côté's (2007, 77-87) study on drop out show that junior sport programs that focus on deliberate play, sport specific activities, fun and enjoyment has smaller dropout rates than early specialization programs. On the other point of view as Fraser-Thomas, Côté and Deakin (2005, 19) stated "youth sport programs actively work to assure positive outcomes through developmentally appropriate designs and supportive child-adult relationships." As a conclusion these programs are not only for developing top athletes but to help coaches to develop their knowledge.

2.1 Istvan Balyi's long term athlete development model

Istvan Balyi's long term athlete development model focuses more on physical and biological side of athlete development (Bailey et al. 2010, 24). The model is created to ensure a long term development path throughout athlete's career (Balyi 2001, 1). It also provides coaches guidelines to plan their athletes practise in long term. Table 1 presents all the stages and their objectives.

The model divides sports to two categories: early and late specialisation sports. The stages vary a little between early and late specialization sports (Table 2). For example figure skating and gymnastics require early sport-specific specialisation in training. Sports such as cycling, track and field and all team sports are included in late specialisation sports. In these sports the emphasis of training in the beginning of the sport is in general motor skills and technical-tactical skills. (Balyi, Hamilton 2010, 16.)

Table 1. LTAD stages and objectives (Balyi, Hamilton 2010)

Stage	Age	Objective
FUNDamental	Males 6 - 9 / Fe- males 6 - 8 years	Learn all fundamental movement skills (build overall motor skills)
Learning to train	Males 9-12/ Fe- males 8-11	Learn all fundamental sport skills (Build overall sport skills)
Training to train	Males 12-16/ Fe- males 11-15	Build the aerobic base, build strength towards the end of the phase and further develop sports- specific skills (build the "engine" and consolidate sport specific skills)
Training to compete	Males 16 - 18 / Females 15-17 years	Optimize fitness preparation and sport, individual and position- specific skills as well as performance (optimize "engine", skills and performance).
Training to win	Males 18 years and older / Females 17 years and older	Maximize fitness preparation and sport, individual and position specific skills as well as performance (maximize "engine", skills and performance)
Retaining		Retain athletes for coaching, administration, officials, etc.

Table 2. LTAD stages (Bailey et al. 2010)

Early Specialisation	Late Specialisation
FUNdamental	FUNdamental
Training to Train	Learning to Train
Training to Compete	Training to Train
Training to Win	Training to Compete
Retaining	Training to Win
	Retaining

2.2 Abbott et al's Psychological Characteristics of Developing Excellence

Angela Abbot's and colleagues' model of psychological characteristics of developing excellence differs from the other formal development models. It doesn't provide straight description on psychological and physical assets that are important for individual to develop as an athlete. This model concentrates on psychological factors between developmental stages throughout athlete's pathway (Bailey et al. 2010, 26). Abbot's and Collin's article (2004, 395-408) highlight the importance of psychology in the ability of individuals to fulfil their sporting potential.

According to Abbot and Collins (2004, 396-397) the nature of talent development is multidimensional and dynamic. Factors that allow children to become successful and mature performers has to be highlighted. Abbot and Collins state that athletes' personalities have very little effect on athlete being an elite performer. The factors that differ medal and non-medal winners are psychological assets such as goal setting, realistic performance evaluation and commitment. These attributes can be trained and developed unlike personality traits (Abbot & Collins 2004, 397).

2.3 Bailey and Morley's Model of Talent Development in Physical Education

Bailey and Morley concentrated in their studies on talent development on school physical education. The aim for them was to find out what kind of strategies schools had for students and what were the perceptions of students and teachers on a point of view

of talent identification and development. The model has three main hypotheses that are important for adequate talent development. (Bailey et al. 2010, 27.)

The first conclusion based on the hypotheses was that current performance isn't the best way to evaluate athletes' talent and giftedness. Performance is affected for example by training, support, parental investment and societal values and therefore true talent and performance may not necessarily correlate. (Bailey et al. 2010, 27.)

Second conclusion was that development is multidimensional. Success in sports and in physical education is more than physical prowess. Understanding Physical, intrapersonal, interpersonal, cognitive and creative abilities can make athletes more successful. (Bailey et al. 2010, 27.)

Third conclusion was the importance of practicing. Ericsson, Krampe and Tesch-Römer concluded in their study that elite performance is a product of a high amount of deliberate practice. High amount of practice is needed to become a successful athlete but quality of the practising can't be ignored. (Ericsson, Krampe and Tesch-Römer 1993, 400.)

2.4 Jean Côté's Developmental Model of Sport Participation

Jean Côté's Development model of sport participation is concentrated more on psychological side of athlete development. It represents three major stages of development: Sampling phase, specialising phase and investment phase (Bailey et al. 2010, 24). The main idea in the model is how early or late specialization and the role of deliberate play and deliberate practise affect athlete's chances becoming elite athlete or not (Côté, Baker, Abernathy. 2007, 191).

Another important point in Côté's model is between deliberate play and deliberate practise (Bailey et al. 2010, 25). Table 3 presents characteristics of deliberate play and deliberate practice. Ericsson, Krampe and Tesch-Römer (1993) defined deliberate practise as an activity that have been specially designed to improve the current level of performance. In deliberate practise there are no external prizes or rewards. In deliber-

ate practise athletes are motivated because practise improves athletic performance. Because engagement in deliberate practice is not inherently motivating it requires involved commitment from the performers (Côté 1999, 398).

Deliberate play is defined as physical activities that are enjoyable, intrinsically motivating and lots of fun (Côté et al. 2007, 185-186). Backyard hockey or basketball games are good examples of deliberate play that encourages children to improvise and develop their game sense and anticipation. Deliberate play should have bigger role in early years of sport participation and the older the player becomes the more deliberate practice should occur (Figure 1).

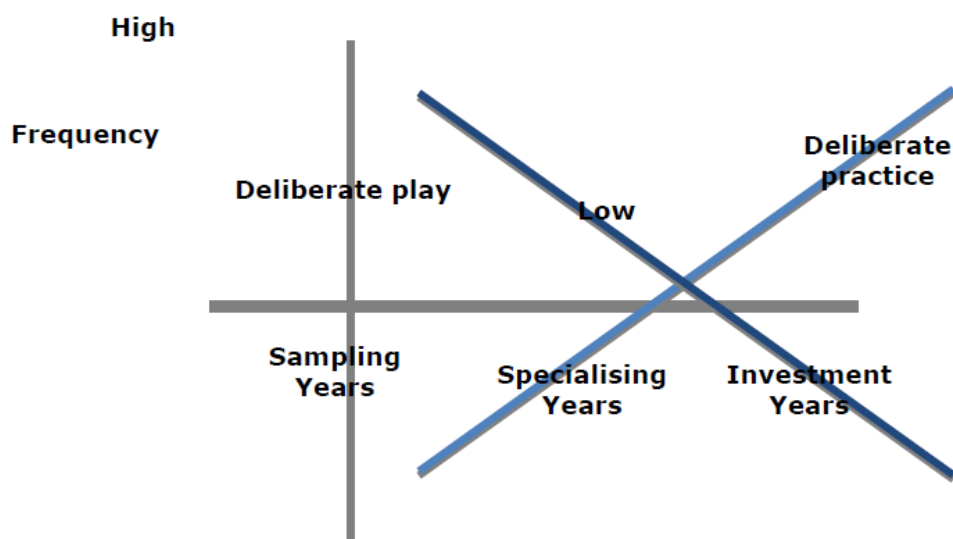


Figure 1. The relationship between deliberate play and deliberate practice and Côté's levels of sport participation. (Bailey et al. 2010)

Deliberate Play	Deliberate Practice
Done for its own sake	Done to achieve a future goal
Enjoyable	Not the most enjoyable
Pretend quality	Carried out seriously
Interest on the behaviour	Interest in outcome of the behaviour
Flexibility	Explicit rules
Adult involvement not required	Adult involvement often required
Occurs in various settings	Occurs in specialised facilities

Table 3. Differences between deliberate play and deliberate practice (Côté, Baker and Abernathy, 2007)

In **sampling** phase (ages 6-12) the main goal is to get children excited in sport (Côté 1999, 401). Bailey et al. (2010, 24) added that during sampling years children develop a foundation of fundamental movement skills and experience sport as a source of fun and excitement. The main idea in this phase is that activities are intrinsically motivating, satisfying and enjoyable. These activities highlight deliberate play activities. From here athletes can proceed to recreational sport participation that highlights still deliberate play and internal interests. If the athlete is more interested in performance oriented path he proceeds to specialization phase. (Côté et al 2007, 196.)

In sampling years kids are supposed to try out a range of sports. After sampling child starts to narrow down the number of sports and sport-specific practising becomes an important characteristic of sport engagement. (Bailey 2010, 24.) This phase is called **specialisation** (ages 13-15). Even though sport becomes more serious, fun and excitement must be a vital part of sport experience (Côté 1999, 404). Deliberate play and practise both are vital parts of specialisation phase. Quantity of deliberate practise increases but it is not the only form of practising. (Côté et al. 2007, 196.)

In **Investment** phase (ages 16 and older) athletes commit to only one sport (Fraser-Thomas & Côté 2005, 27). Bailey et al. (2010, 24) suggest when athlete becomes committed to achieve elite level in certain sport, concentrating on strategic, competitive, and skill development must be the characteristics highlighted. High amount of deliberate practise is engaged in this phase and deliberate play occurs rarely during investment years (Côté et al. 2007, 196).

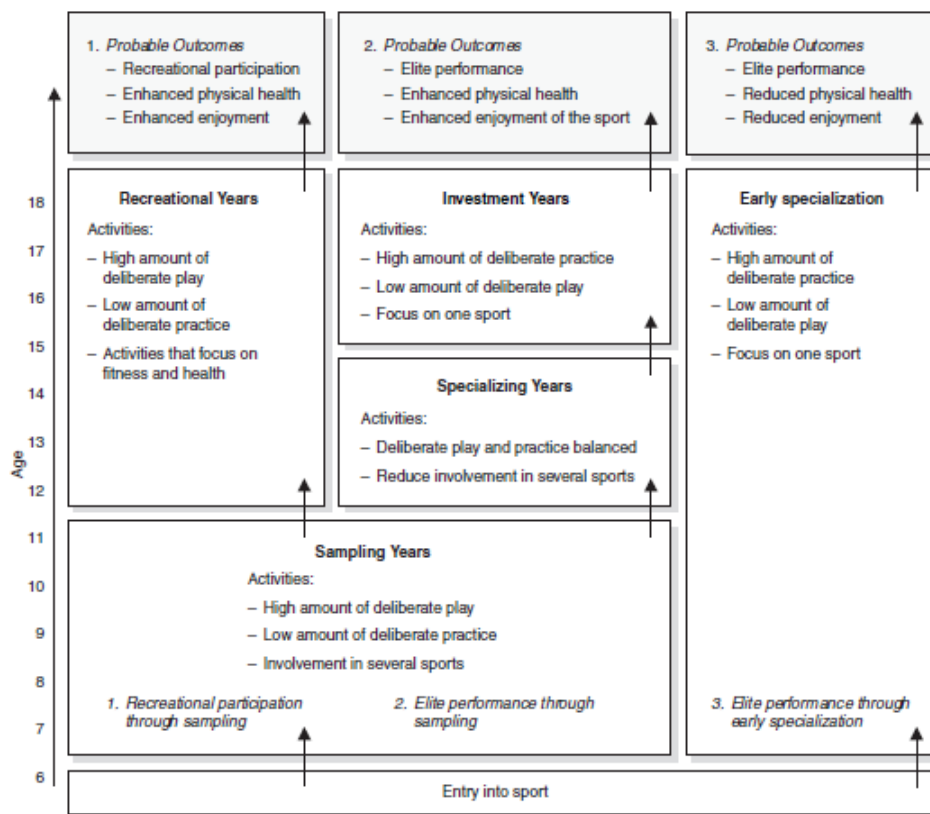


Figure 2. Development model of sport participation (Côté et al 2007 p. 197)

The issue of early and late specialization is discussed in Côté and colleagues study. Even though there have been studied evidence that practise quality and quantity separates future elite performers and non-elite performers there is also evidence that shows that these differences occur later in development, between ages 13-20. Côté and colleagues point out that for some sports, such as figure skating, early specialization is a working solution. However, it can cause reduced enjoyment and increase the chance of drop out. Figure 2 shows the possible athlete pathways in Côté's, model. Deliberate practice is needed in order to reach elite level regardless of the sport but the amount of it in early stages of sport participation should be quite small. Figure 3 show that the amount of deliberate practice should increase along age and intensity of performance. (Côté et al. 2007, 192-197.)

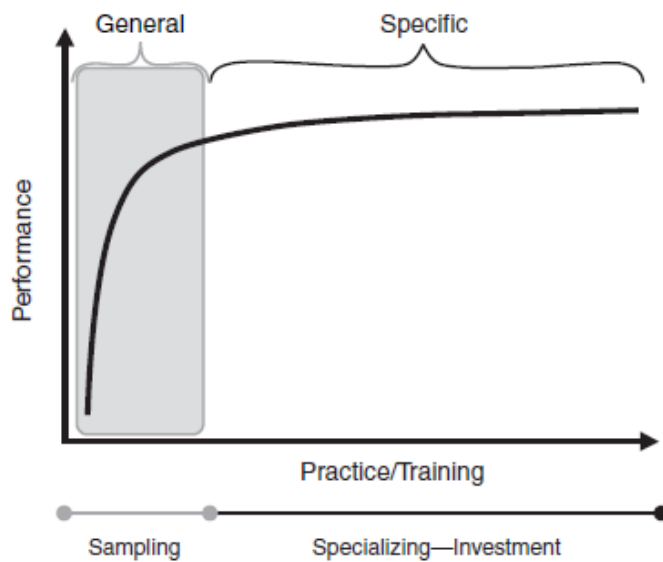


Figure 3. Proposed role of diversified early involvement in the development of sport expertise. (Côté et al. 2007, p. 193)

2.5 Athlete talent development environment and environment success factor models

Athlete talent development environment (ATDE) model is a product, based on Henriksen, Stambulova and Roessler's studies (2010, 122-132; 2011, 341-362). The view in this model is broader since it doesn't concentrate only on athlete's actions but also the developing environment in team or club. The model has holistic ecological approach to talent in sports. (Henriksen et al. 2010, 122; Henriksen et al. 2011, 341.) ATDE (Figure 4) is consisting of micro- and macro-levels, athletic and non-athletic domain, related cultural contexts and a time frame (Henriksen et al. 2010, p. 122).

Athlete's immediate surroundings are comprised at the micro-level. Athletic and personal development happen also on that level. Macro-level is a larger context where the immediate surroundings and their interrelations are embedded. Organizational culture of the sport club or team is a combining factor of the model. Together these help

young talented athletes to develop themselves elite athletes. (Henriksen et al. 2011, 343.) In this model young athlete is in the centre of the model and micro and macro levels and their relations create the environment for the athlete.

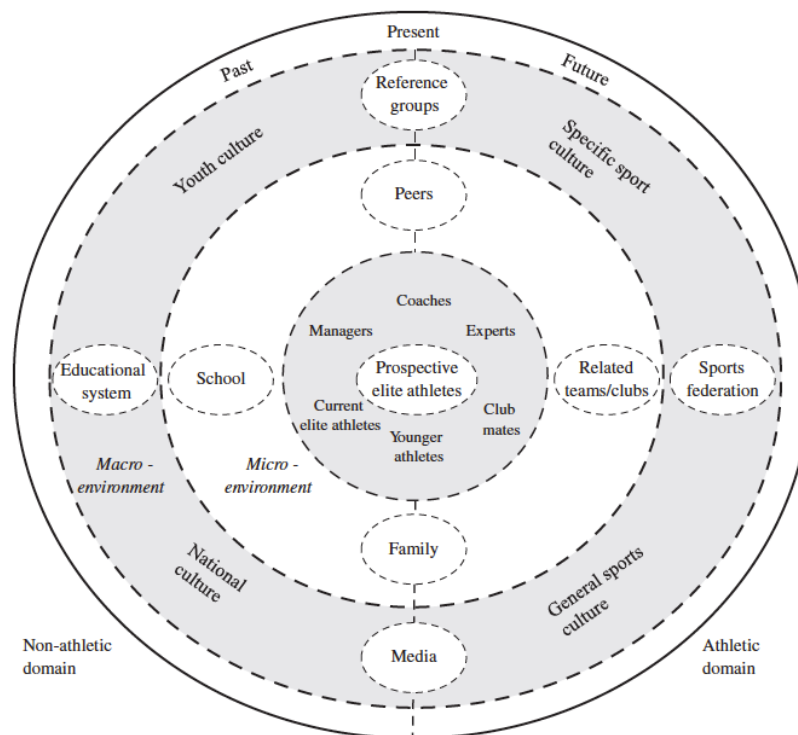


Fig. 1. The athletic talent development environment working model.

Figure 4. Athlete talent development environment model (Henriksen et al. 2010, 123).

Environment success factors model (ESF) provides factors that are helping talented athletes to move on to senior elite athlete in their sport. The factors include conditions, such as human, material and financial; the processes, for example practices, camps and tournaments; organizational culture, including artefacts and basic assumptions, and the individual and team development and achievements (figure 5). ATDE and ESF models complement each other so that ATDE provides a framework to describe the environment and ESF helps to summarize factors influencing its effectiveness. Henriksen et al. 2010, p 122

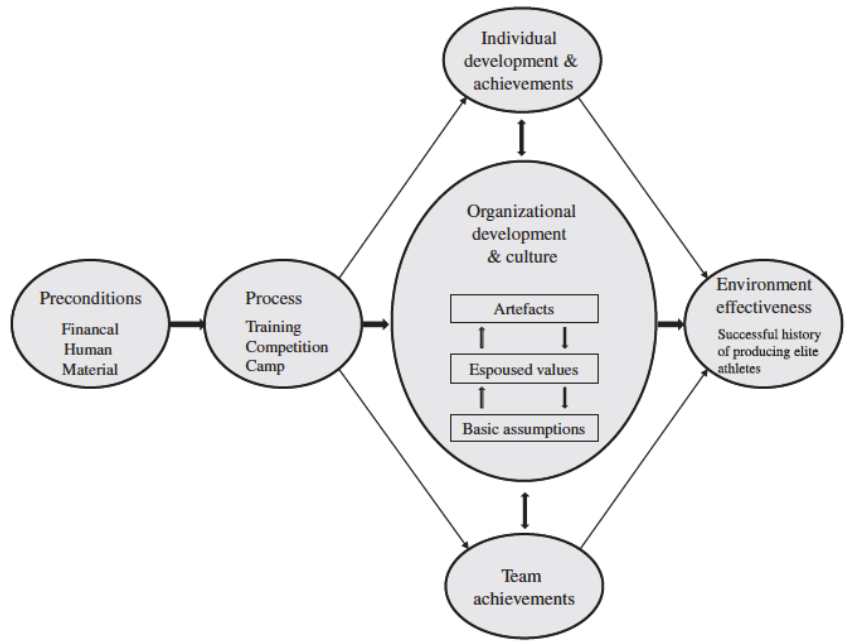


Fig. 2. The environment success factors working model.

Figure 5. Environment success factors model (Henriksen et al. 2010, 123).

3 Psychological and social requirements of ice hockey in different age groups

Ice hockey isn't just being physically better and tougher than the opponent. In order to win a game and being a professional you have to be strong mentally. The players aren't just competing against other team, they are also competing against own team mates, who has certain role and who get to play the most. According to Bailey et al. (2010, 64) Goal setting, realistic performance evaluations, imagery, planning and organisational skills, commitment, focus and distraction control, coping with pressure and self-awareness are the key factors for successful sport performance and developing excellence. It is also important to know in which phase of growth kids and young athletes are. In the following chapters psychological and social requirements and mental skills, qualities and techniques are reviewed applying sampling, specializing and investment years from Jean Côté's model of sport participation.

3.1 Psychological requirements

3.1.1 Ages 6-12

Kids between ages 6-12 are becoming more responsible and interested in own life. Children's personality is bright and they want to learn a lot. Imagination plays a vital role for kids. Kids feel joy for being a part of group. Rules of being a part of the group can be unclear since the situation is new. In general this age group is good time to learn to work in group. Children think mostly what happens at the moment, not what happened yesterday or what will happen tomorrow. Kids at this age are quite obedient which shows as higher level of learning motivation. The main developmental task for kids aged 6-12 is feeling of capability and prowess among adults and particularly with peers. If the child feels repeatedly that he cannot do something well that can cause reduction of self-esteem and inferiority. That's why kids need lots of praise and encouragement. It is important that the child can develop himself and feels that he is listened

and taken seriously. Children in this age group search actively new information and are eager to ask lots of questions. Adults should be straightforward and honest to children. Kids are also enjoying physical plays and they want to do physical activities for instance run, jump, climb, ski and skate. (Vasarainen & Hara 2005, 33-36; Hakkarainen, Jaakkola, Kalaja, Lämsä, Nikander & Riski 2009, 114-119.)

3.1.2 Ages 13-15

This age group is extremely challenging. Puberty starts for all children at this age and youngsters' thoughts change a lot and become more mature. This occurs as rebelliousness towards parents and authorities. The main developmental task for children aged 13-15 is to find their own identity. Youngsters try to learn who they are and what they want. Learning and trying own boundaries is essential for kids in puberty. They also strive to define what's right and what's wrong. Coach has to handle his athlete in puberty as an individual that needs help and acceptance to find himself. (Vasarainen & Hara 2005, 38-39; Hakkarainen et al. 2009, 120-122.)

3.1.3 Ages 16 and older

In this age group young athlete is forming his identity and emotions are getting steadier. End of puberty is really challenging time for young individual since they are expected to behave like adults but are treated like children. In this phase open relationships form easier. Youth in this age group can be categorised to two groups concerning their behaviour. Individuals that like to be at home are usually the most eager in practises and are committed to team's common goals. Individuals that want to hang out with friends are often absent and more passive than other athletes. Individuals become more and more responsible and independent. (Vasarainen & Hara 2005, 40-41; Hakkarainen et al. 2009, 120-122.)

3.2 Social requirements

Kids are starting their social life between **ages 6-12** within own age individuals. Practically it means that kids start going to school and attending to sport club activities. Usually kids need active interaction and discussions with adults and especially activity of

parents has an impact on children starting and continuing sport hobby. As children aged 6-12 start to learn cooperation skills, role of friends and social relationships increases. In Puberty (**ages 13-15**) youngsters are prone to effects of group of friends as the social relationships are taking a bigger role in child's life. Adolescent can break rules if they experience that the rules are unfair. At the **age of 16 and older** independence plays a huge role in adolescents' life. Youngsters create their own opinions and open social relationships with adults and other adolescents. Interest in other sex increases and sometimes it has an effect on sport. Dating relationships become more common which is a clear sign of social maturation. (Vasarainen & Hara 2005, 38-41.)

3.3 Mental qualities, mental skills and mental techniques

Achievements in sports need more than good physical and technical and tactical skills. Results from studies show that psychological and mental attributes are key factors for sport performance, especially in elite level (MacNamara, Button & Collins 2010, 52). Psychological aspect is always involved in coaching whether the coach is thinking it or not.

Mental skills, qualities and techniques are factors that define the psychological characteristics of the sport. Mental qualities are psychological characteristics that facilitate athlete's performance (Holland, Woodcock, Cumming & Duda 2010, 20). Vealey defined (1988, 326) skills as qualities that athletes acquire and with techniques athletes remain the attained skills. Important mental skills and techniques can differ between sports. For example Holland et al. showed, in their study (2010, 19) psychological qualities, including enjoyment, responsibility, adaptability, squad spirit, self-aware learner, determination, confidence, optimal performance state, game sense, attentional focus, and mental toughness and mental techniques such as personal performance strategies, reflection on action, taking advantage of a supportive climate, and team-based strategies, to be important for male youth rugby players. Whereas Barbour and Orlick characterised commitment, belief, full focus, positive images, mental readiness, distraction control, constructive evaluation, and ability to embrace fun and enjoyment key mental skills for elite NHL players (Barbour & Orlick 1999, 33).

Ryan Gelinas & Krista Munroe-Chandler listed important mental skills for ice hockey goaltenders in their study. These skills are concentration, arousal control, imagery and self-talk. These skills can be highlighted also for other players. Motivation is also a big factor for successful sport performance. (Gelinas & Munroe-Chandler 2006, 65-69.)

3.3.1 Motivation

Motivation represents one of the most important variables in sports. Internal and external forces that affect direction and intensity of athlete's performance is called motivation (Vallerand 2004, 428). Athlete is motivated when he gets satisfaction on what he is doing. For example a child wants to play ice hockey because it's fun. Different people are motivated in different things and from different reasons. For example former experiences define what makes individuals motivated. Social environment can also shape motivation by creating environment where everyone feel important and meaningful. (Närhi & Frantsi 1998, 55; Vasarainen & Hara 2005, 86)

Motivation can appear two ways: intrinsically and extrinsically. Intrinsically motivated athlete engages in activity because of internal interest. Athlete finds activity interesting and satisfying. Individual development and task mastery satisfies and drives the athlete to better performances. Extrinsically motivated athlete doesn't engage activities to get the satisfaction from the performance but is motivated by rewards or other separable outcomes. The rewards can simply be money from parents for children or fame, fortune and gold medal for elite athletes. Avoiding punishments by performing well enough is also extrinsic motivation. Therefore external motivation can come from positive and negative reinforcements. (Vallerand 2004, 428-430; Deci & Ryan 2000a, 54-56.)

3.3.2 Goal setting

Setting specific and difficult goals lead to better sport performance than easy goals. They also have an effect on sport performance by affecting effort and persistence. (Locke & Latham 1985, 205.) From these two things we can conclude that goal setting

can have a vital and positive effect on sport performance. It is an effective mental technique to improve skill and confidence of athletes.

Locke and Latham (1985, 206-209) listed following concepts from psychological research literature as key points of goal setting:

1. Specific goals direct activity more effectively and reliably than vague or general goals
2. Difficult or challenging goals produce better performance than moderate or easy goals; the higher the goal, the higher the performance
3. Short-term goals can be used as a means of attaining long-range goals
4. Goal setting only works if there is timely feedback showing performance or progress in relation to the goal
5. Goals must be accepted in order to be effective
6. Goal attainment is facilitated by a plan of action or strategy
7. Competition, a key element in sports, can be viewed as a form of goal setting

3.3.3 Arousal and anxiety

Arousal is a mix of psychological and physiological activity in person. Arousal is involved in every athlete's sport activities. Every athlete have optimal level of arousal which facilitates achieving peak performance. Too high or too low level of arousal affects oppositely to performance. The optimal level of arousal is individual and can change between athletes greatly. In order to reach right arousal level and peak performance individuals need to identify the mental and emotional states important to reach that level. (Gelinias & Munroe-Chandler 2006, 66.)

Anxiety is negative emotional side of arousal. It consists mental, physical and behavioural components. Anxiety occurs as nervousness and worry that may have an influence on arousal of the body. The better athletes can control anxiety the better they can perform in sport. Athletes need to learn to control feelings like fear of failure, negative social evaluation, injury or physical danger, and the unknown to reduce anxiety. Useful methods to reduce anxiety are relaxation and breathe control. (Gelinias & Munroe-Chandler 2006, 66-67.)

3.3.4 Concentration

Concentration means that athlete has an ability to pay attention and focus on present task despite distractions. Concentration is rather multidimensional psychological skill and different sports situations require different attention. Concentration can be divided to two dimensions: width and direction. Width aspect of concentration can be yet divided to broad and narrow attention. Broad attention means that athlete need to concentrate on perceiving on several procedures at the same time. A well concentrated athlete is able to do that. This kind of situations can be for example odd man rushes in ice hockey. On the other hand athlete has to pay attention only on one or two cues in narrow attention. External concentration directs focus only to object such as puck or ball and internal concentration directs attention to feelings and thoughts. Due to multidimensional nature of concentration many athletes have difficulties to stay concentrated on the task at the moment. Concentration is also quite dependant on the athlete's motivation to maintain it. (Gelinas & Munroe-Chandler 2006, 65-66.)

3.3.5 Imagery and self-talk

Imagery is a skill where athlete creates or recreates an experience such as game situation or successful performance. It fits for every athlete in every age and skill group from young to old and novice to expert. Imagery needs to be practised or the effectiveness of the skill suffers. (Gelinas & Munroe-Chandler 2006, 67.) Munroe, Giacobbi, Hall and Weinberg found out in their study that even though athletes use imagery more in competition and to enhance performance, it can also be useful tool in practises. Imagery is present particularly in pre-competition situations. It helps athletes to prepare to competition, raises their self-confidence and helps to control arousal and anxiety. (Munroe, Giacobbi, Hall & Weinberg 2000, 131-132.)

Motivational and instructional covert or overt statements that are addressed to self are called self-talk. In general self-talk should concentrate more on achievement than abil-

ity. Self-talk should emphasize constructive criticisms and positive emotions and experiences rather than negative. Self-talk works quite the same than imagery. Purpose is to enhance performance positively, increase self-confidence and concentration and is used as a pre-game and inter-game routine. Negative statements should occur as less as possible. Effective self-talk can enhance athletes concentration and performance greatly. (Gelinas & Munroe-Chandler 2006, 68-69.)

4 Environment supporting development

Närhi and Frantsi (1998, 55) stated that athlete is motivated when he gets satisfaction on what he is doing. Experiences in the past are defining what motivates athlete. These are things why it is extremely important for coaches to create an environment that supports the development of the athlete.

4.1 Motivational climate

Motivational climate means coaching climate on a point of view of developing motivation. Motivational climate is implemented for example on how athletes are assessed or how coaches give feedback and it is particularly important in athletes learning. It can be divided in two categories: task or ego oriented climate. Task oriented climate is defined as a climate that supports athlete and promotes learning. It is also an atmosphere where effort is important for improvement. In task oriented climate athlete is supported to do the best in every situation without the fear of failure. On the contrary, ego oriented climate highlights competition and comparison of athletes. Pointing mistakes and unequal recognition occurs often and experiencing inferiority is quite usual feeling. (Hallgeir, Knut & Tor 2011, 80; Hakkarainen et al. 2009, 355.)

Several studies (Hallgeir et al. 2011, 79-104; Hassan & Morgan 2015, 487-503; Checchini J.A, Fernandes-Rio, Mendez-Gimenez, Checchini C & Martins 2014, 1325-1340; Curran, Hill, Hall, & Jowett 2015, 193-198) consider task oriented climate more positive and supportive for the athlete. It creates more enjoyment, satisfaction and positive attitude. In mastery climate athlete adopts more efficient behavioural models. Athlete isn't discouraged after failed performance but encouraged to try again harder and try to learn from the mistake. When coach can create task oriented climate athlete feels himself as an important part of the team. (Hakkarainen et al. 2009, 355.)

As ego oriented climate highlights athlete's comparison to others, athlete usually mirrors own performance to other athletes' performances and skills. In this kind of mind set athlete can sometimes feel himself failed since everyone cannot be the best or the

winner every time. (Närhi & Frantsi, 1998, 58.) If the athlete isn't ready to social comparison failure is a common feeling in competitive situations. Ego oriented climate is very harmful for this kind of athletes. Athlete sees competition situations as a threat and chooses too easy tasks where he performs well or too hard tasks so that explanation for failure is secured. (Närhi & Frantsi 1998, 58; Hakkarainen et al. 2009, 355.)

Coaches have a huge responsibility to create, effect and develop motivational climate constantly (Närhi & Frantsi 1998, 57). TARGET model provides tools for coaches to create task oriented motivational climate. The acronym TARGET comes from words task, authority, recognition, grouping, evaluation and time. (Checchini et al. 2014, 1326.) Checchini et al's study on TARGET framework and motivational climate proved that coaching climate can be manipulated by the coaches using TARGET model as a tool Same study proved that task oriented climate produced positive effect on athletes' cooperative learning, improvement and decision, in their basic psychological needs such as social relations, competence and autonomy, their self-determined motivation, as well as several consequences such as persistence, effort and boredom. (Checchini et al. 2014, 1337.)

Versatile and constantly changing **tasks** that take individual's needs in consideration promote mastery climate. The diversity of the tasks between athletes reduces need to compare each other. Giving **authority** and possibility to have an influence on decision making adds athlete's motivation. When athlete can decide the most interesting and the most useful task for himself, practising is more efficient. Individual **recognition** motivates athlete more than public recognition which involves social comparison. Individual feedback also adds satisfaction to own performance. When **grouping**, coaches should think how athletes are recognized the best. Creating small groups supports athletes' equal recognition and offers more successful emotions, possibilities to affect and repetitions. The foundation of **evaluation** should be learning which motivates athletes to evaluate themselves task oriented. This also reduces comparison to other athletes. By creating learning schedules or in other words setting goals athletes can determine the **time** used in practising. This way athletes get enough instructions and support. (Hakkarainen et al. 2009, 355-356.)

4.2 Self-determination theory

Most athletes have desire to direct their effort to their own skills and interests. They have will to search optimal challenges for themselves at the same time trying to control new experiences. (Hakkarainen et al. 2009, 356.) This kind of thinking is called Self-determination theory (SDT). The theory is an approach that highlights motivation and personality. Theory concentrates on athletes inner resources for personality development and behavioral self-regulation. Outcome of successful use of SDT should be intrinsically motivated, autonomous and positively thinking athlete. (Ryan & Deci 2000, 68.)

SDT suggests that human beings have three essential psychological needs: autonomy, competence, and relatedness. These psychological needs are considered sort of psychological nutriment, important for constant psychological growth, social development, integrity and wellbeing. (Ryan & Deci 2000b, 68; Silva, Marques, & Teixeira 2014, 172.) Autonomous athlete is eager to start working on his own and being the origin of one's own behaviors. Competent athlete is feeling effective and concrete results are reinforcing competent feeling. Relatedness is appearing as athletes feeling being understood and cared by others. (Hakkarainen et al. 2009, 356-357; Silva et al. 2014, 172.)

Key issue in SDT is the quality of motivation rather than quantity of motivation (Figure 6). Edward Deci and Richard Ryan consider intrinsic motivation as the most important form of motivation in terms of learning new skills and perform well in competition. Intrinsic motivation needs a climate that enhances motivation and it can be easily disrupted by non-supportive conditions. (Deci & Ryan 2000b, 70.) Extrinsically motivated athlete does the performance only to get for example a prize that is extrinsically interesting. Extrinsic motivation can also implement different ways. Deci and Ryan give an example of two students who don't do their homework for their satisfaction. Other student does them to please his parents and other because it grasps its value for his chosen career. Both are extrinsically motivated but other student has chosen to do the homework to enhance his abilities in the future. Amotivation is a state where athlete is just on the scene but do not act or acts without an intent. Amotivation is a result

from not valuing an activity, not feeling competent to do it, or not expecting it to create a desired outcome. (Deci & Ryan 2000b, 71-72.)

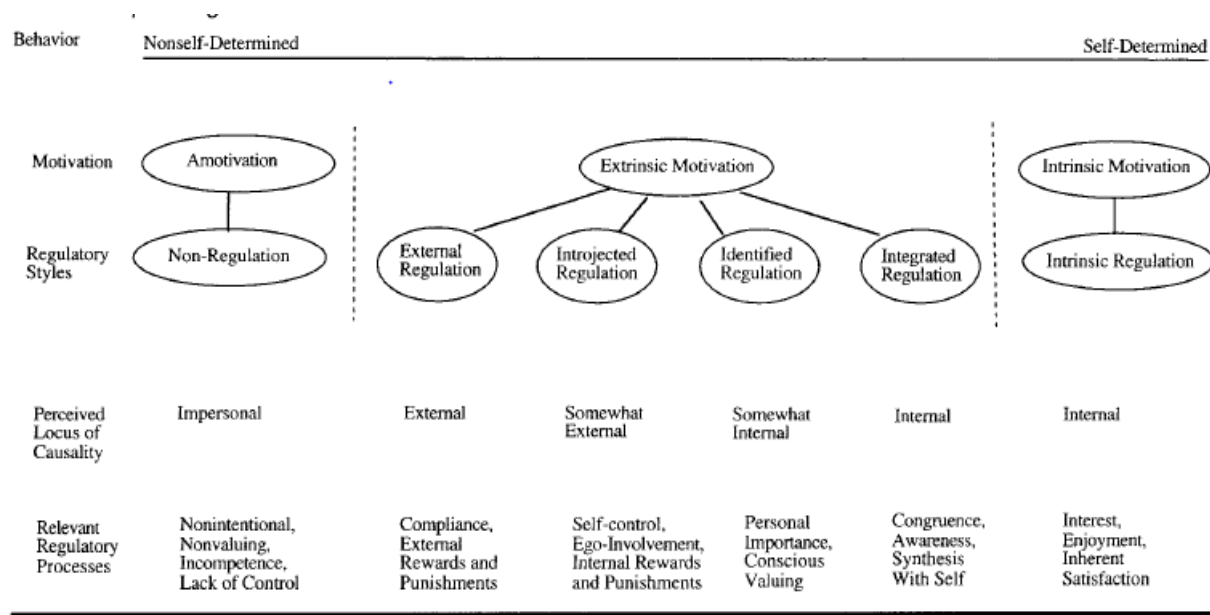


Figure 6. The Self-Determination Continuum Showing Types of Motivation With Their Regulatory Styles, Loci of Causality, and Corresponding Processes (Ryan & Deci 2000b, 72).

Supporting athlete's autonomy offers the athlete a possibility to make different decisions without high pressure. This encourages athlete to be initiative. Coach can contribute autonomy of his athletes by listening athletes' needs and offering them opportunities to make their own choice to match the needs. (Hakkarainen et al. 2009, 358.)

4.3 Interaction

Interaction is defined as a two-way communication that tries to have an effect on other person. Interaction occurs always between two human beings by talking to other person and listening to other person. Interaction can also occur as non-verbal communication. Facial expressions, movement of eyes, body positions, gestures, body movement, distance between two persons, volume and rhythm of voice and form of expression are considered as non-verbal communication. (Vasarainen & Hara 2005, 53-55.)

Key to successful interaction is authentic interest to other person (Närhi & Frantsi 1998, 40).

According to Olympiou, Jowett and Duda (2008, 424) coach's leadership behaviors have an effect on athlete's satisfaction, performance, self-esteem, confidence and anxiety. That's why it is important for coaches to think about their behavior in practices and games. Coach that interacts strongly with his athletes, listens what athletes have to say and tries to get athletes involved in decision making cares for his athletes and is interested in individual development. This enhances development since everyone learn from each other. (Närhi & Frantsi 1998, 40.)

Coaches' and athletes' interaction should lead to athletes' involvement in coaching process. Both parties can bring out their own thoughts considering practicing and development. This way coach –athlete relationship is most effective. When interaction works well between coach and athlete problems concerning athlete's performance can be discussed effectively. (Hakkarainen et al. 2009, 158.)

4.4 Grit mindset

Grit is defined by Duckworth, Peterson, Matthews and Kelly (2007, 1088) as “perseverance and passion for long term goals”. Idea in grit is to overcome challenges and failures and maintaining interest over the years. Duckworth et al. (2007, 1088) compare gritty individual to a marathon runner: his strength is stamina. Grit is held as a stable quality that doesn't require immediate positive feedback (Ali & Rahman 2012, 33). Disappointment and boredom can make athlete to quit or move to other interests but gritty athlete stays on course.

Duckworth et al. proved in their study (2007, 1090-1093) that grittier individuals can reach higher level of education within the same age. Other interesting finding was that individual get grittier during their life span (Duckworth et al. 2007, 1098). Justy Reed from Chicago state university examined correlation between grit and exercise behavior and found out positive and significant connection between grit, conscientiousness, in-

dustriousness and exercise score (Reed 2014, 397). These findings show that grittier athletes have better possibilities to develop themselves more efficiently.

5 Project planning

The purpose of this thesis was to create structured plan to develop ice hockey players' character. After reviewing literature and finding the key components considering psychological development in ice hockey, a handbook for coaches was created. The handbook is intended to help coaches to develop players' psychological character. The handbook helps to pay attention to players' character throughout their whole career. The objective in creating the model and handbook was to give coaches every day tips and tools to support own behaviors and mindset considering development of players' character. Other objective was to create guidelines to handle the player.

Idea for this kind of project woke up in my mind during my work placement year, season 2014-2015. My main responsibility during my work placement was to coach KooKoo D-02 juniors. I found out surprising features during the season in my players. They were quite motivated to attend the practices but they didn't understand entirely the requirements of ice hockey, especially mental requirements. I wanted to learn to reinforce my players understanding on why they come to practices every day, how they have to perform in order to develop themselves and teach them the requirements to be professional and live like one. In the end these are the factors that separate two physically and sport specifically equal players, regardless their level of performance. In the beginning of the project the purpose was to create an athlete pathway model for ice hockey player but due to large scope of that kind of project the model was limited to development of psychological character.

The thesis process has lasted almost a year since the idea emerged in my mind in November 2014. At the same time I contacted my supervisor and together we started the planning process. After the first meetings I started to review literature and find the key components important to develop player's mental strengths. Even though there was lots of time for me to figure what to include in the work I struggled to delimit the useless information. It took me couple months to figure out what to include to my work but after I started to create table of contents I found out how to structure the work

and what to include in it. Writing process started during summer and first chapter was quite easy to write. When starting the next chapters I struggled to find proper sources but a meeting with my supervisor and the help of local library in Kouvola and student library in Vierumäki helped with the problem. After finding proper sources the writing process was quite fluent and it didn't took much time to finish the report.

Theoretical part of the thesis presents common and widely known athlete pathway models as the cornerstones of the development. Each model represents a certain view in athlete and talent development. They concern physical and mental sides of sport development as well as schools' strategies and environmental aspects of talent development. Second part of the report processes children's psychological and social development phases in different ages it also covers important mental skills, qualities and techniques for ice hockey player. Aim here was to go through how children behave and what are their needs. Knowing how children behave and what are their needs in different ages help coaches to handle them. The last chapter of theoretical part covers theories and examples, useful in developing motivation, autonomy and long term development of psychological skills. Theoretical part and literature review work as a background research and source to handbook for coaches.

6 Implementation

One of the objectives of my theses was to create a development model and instructions to coaches to develop players' mental features. The theses product turned out to be a handbook for coaches. With the handbook my aim is to present my findings from the literature review and give practical examples to everyday coaching work.

The handbook is divided in three major chapters. The first part is covering psychological and social developmental phases of children. Developmental phases are divided to three categories according to age. These age groups are 6-12 year old kids, 13-15 year old kids and 16 year and older kids. This part offers coaches basic knowledge how kids in different age groups behave and how to operate with them. Second part goes through preparedness of ice hockey players mental characteristics and provides examples to affect to them. This section covers issues such as self-determination motivation and interaction. One objective in this part is to make the coach to understand how big impact he have in players' development. It also gives examples how to create more independent players and how to enhance positive atmosphere inside the team and between players. Lastly the handbook brings out a model to develop ice hockey players character. The model highlights the importance of quality of motivation. When players are intrinsically motivated they are easier to handle and they will develop themselves more efficiently. The model covers almost the whole life span and indicates what kind of practice and skills should be highlighted.

The handbook has been assessed by local junior ice hockey organization's Pohjois-Kymen Liikunta ry (Pokli) head of juniors and skills coach. The feedback that I got from the club was positive. The handbook was held comprehensive and well-structured basic guide that has value in practice and where the coach can pick up the things concerning his players' age group. I tried to make the handbook's appearance as interesting as possible using tables and figures to highlight the important parts of the product.

7 Discussion

The objective of this work was to learn to develop ice hockey players' character. As a result I created a handbook for coaches on the subject. The handbook is supposed to provide information on player's character and its development. It also provides guidance how to practically develop ice hockey player's character. The project idea was born from my own interest to learn from the subject and will to improve my own players' understanding on what it demands mentally to be a professional ice hockey player.

If two players are equal concerning physical skills and sport specific skills mental side is the one that separates these two players. As Holland et al. (2010, 19) point out mental side of coaching, especially with young athletes, hasn't had as much attention as it should and this side of talent development should be studied more and taken more into consideration. This is one reason why I took the challenge to work with psychological side of coaching. I have been coaching now couple of years and the emphasis in local sport clubs and general sport culture have focused more on physical and sport specific traits. I have found it important that I must be able to affect my players' understanding in order them to become successful ice hockey players. I have to be able to assure them a possibility to become professional athletes.

High level of motivation is crucial to good athletic performance and pursuit of professionalism. That is the reason why my theses highlights motivation and its meaning. There are different ways to enhance the quality of motivation and I think that I managed to gather the most efficient methods to affect them. However, the effects of the methods may suffer if the practicing and everyday work isn't structured. I studied different athlete pathway models and found that Jean Côté's development model of sport participation offers a great framework to develop players' character. The model concerns and gives examples on how to inspire players in different age groups.

I think that the handbook I created provides useful and practical information for coaches that are interested in their players' mental character and developing it. As men-

tioned before in the report, mental side of coaching has been taken into consideration in oldest junior teams and elite levels of coaching but not in junior levels. I think that the handbook is useful particularly to those coaches who are coaching smaller juniors and are involved in coaching mostly because their own child plays. These coaches can easily check the key points of character development from the handbook. If their actions are not in line with the model and suggestions in handbook they should think if they could act in some other way. The handbook isn't of course planned only to coaches that are involved in ice hockey coaching because of their own children. More experienced coaches can also reflect their actions and update their knowledge with it. Holistic and individual approach in coaching is nowadays the foundation of success in sports. I think that every coach, regardless of the level of coaching, is responsible to ensure the best possibilities for the players to develop and pursue their dreams. For some athletes they are more modest whereas other dream to make their living out of sports.

Next step in developing athletes' character could be enhancing coaches' education and monitoring their coaching behaviors. For coaches that feel they need more guidance there could be held educations that supports the ideas and methods presented in my thesis. The report and guidebook could work as educational material for lectures or other forms of education held. This way the knowledge would reach those coaches that feel they want to learn more on mental side of coaching. Other development form could be monitoring coach's actions regarding the themes, theories and methods concerning player's character development. Video recordings of coach's behavior from games and practices could be a vital part of this kind of assessment. Also some kind of mentoring and coach assessment tools could be procedures in developing effective talent development regarding player's character.

The theses project has been a good challenge for me. I had never planned and implemented written project that is this extensive. The motives for selecting this theme and topic came from own lack of knowledge. The working process of the theses has been difficult but rewarding and it has required full concentration and proper time management. The projects final form has changed during the project phases. At first the idea

was to create a whole athlete pathway model for ice hockey player but then narrowed to development of player's character. This decision was good since the subject was extremely interesting in my opinion and I wanted to learn more about it.

Due to this project I have expanded my knowledge on psychological coaching and I believe that my coaching has now a more holistic approach. I have coached only two and a half years and I learn something new every day. This project was a challenge but also a great possibility to learn to handle my players better. I hope that the handbook I created could help other coaches as much as it helps me. I have learned important theoretical and practical ways to enhance both my players' character and my own behaviors when developing them. I have become more confident during the process and I'm sure this will drive me to be a better coach for my players.

8 References

Abbot A., & Collins D. 2004. Eliminating the dichotomy between theory and practice in talent identification and development: considering the role of psychology. *Journal of Sports Sciences*, 22, pp. 395–408.

Ali J. & Rahaman A. 2012. *Shield: Research Journal of Physical Education & Sports Science*, 7, pp. 32-36.

Bailey R., Collins D., Ford P., MacNamara Á., Toms M. & Pearce G. 2010. Participant development in sport: An academic review. Sports coach UK, Sport Northern Ireland.

Balyi I. 2001. Sport system building and long-term athlete development in British Columbia. Canada: SportsMed BC

Balyi I. & Hamilton A. 2010. Long-Term athlete development. Trainability in childhood and Adolescence. *American Swimming*, 2, pp.14.

Barbour S. & Orlick T. 2010. Mental skills of National Hockey League players. *Journal Of Excellence*, 2, pp. 16-36.

Checchini J.A., Fernandes-Rio J., Mendez-Gimenez A., Checchini C. & Martins L. 2014. Epstein's TARGET framework and motivational climate in sport: Effects of a field-based, long-term intervention program. *International Journal of Sports Science & Coaching*, 9, 6, pp. 1325-1340.

Côté J. 1999. Influence of the family in development of talent in sport. *The Sport Psychologist*, 13, pp.395-417.

- Côté J., Baker J. & Abernathy B. 2007. Practice and play in the development of sport expertise. In R. Eklund & G. Tenenbaum (Eds.), *Handbook of sport psychology* 3rd edition. pp. 184-202.
- Curran T., Hill A., Hall H., & Jowett G. 2015. Relationships between the coach-created motivational climate and athlete engagement in youth sport. *Journal of Sport & Exercise Psychology*, 37, pp. 193-198.
- Duckworth A., Peterson C., Matthews M. & Kelly D. 2007. Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92, 6, pp. 1087–1101.
- Ericsson K..A., Krampe R. & Tesch-Römer C. 1993. The role of deliberate practice in the acquisition of expert performance. *Psychological Review* 1993, 100, 3, pp. 363-406.
- Fraser-Thomas J., Côté J., Deakin J. 2005. Youth sport programs: an avenue to foster positive youth development. *Physical Education and Sport Pedagogy*, 10, 1, pp. 19-40.
- Gelinas R. & Munroe-Chandler K. 2006. Psychological skills for successful ice hockey goaltenders. *Athletic insight – The online journal of sport psychology*, 8, 2, pp. 64-71.
- Hakkarainen H., Jaakkola T., Kalaja S., Lämsä J., Nikander A. & Riski J. 2009. Lasten ja nuorten urheiluvalmennuksen perusteet. VK-Kustannus Oy.
- Hallgeir H., Knut S. & Tor E.B. 2011. Motivational climates, achievement goals, and physical education outcomes: A longitudinal test of achievement goal theory. *Scandinavian Journal of Educational Research*, 55, 1, pp. 79–104.
- Hassan M.F.H., Morgan K. 2015. Effects of a mastery intervention programme on the motivational climate and achievement goals in sport coaching: A pilot study. *International Journal of Sports Science & Coaching*, 10, 2+3, pp. 487-503.

Henriksen K., Stambulova N. & Roessler K.K. 2010. Successful talent development in track and field: considering the role of environment. *Scandinavian Journal of Medicine & Science in Sports*, 20, 2, pp. 122-132.

Henriksen K., Stambulova N., Roessler K.K. 2011. Riding the wave of an expert: A successful talent development environment in kayaking. *The Sport Psychologist*, 25, pp. 341-362.

Holland M., Woodcock C., Cumming J. & Duda J.L. 2010. Mental qualities and employed mental techniques of young elite team sport athletes. *Journal of Clinical Sport Psychology*, 4, pp. 19-38.

MacNamara Á., Button A. & Collins D. 2010. The role of psychological characteristics in facilitating the pathway to elite performance part 1: Identifying mental skills and behaviors. *The Sport Psychologist*, 24, pp. 52-73.

Munroe K., Giancoggi P., Hall G. & Weinberg R. 2000. The four Ws of imagery: Where, When, Why and What. *Sport Psychologist*, 14, pp. 119-137.

Närhi A. & Frantsi P. 1998. *Psyykkinen valmennus – Järkeä ja sydäntä*. Kustannusosakeyhtiö Otava

Olympiou A., Jowett S. & Duda J.L. 2008. The Psychological interface between the coach-created motivational climate and the coach-athlete relationship in team Sports. *the sport Psychologist*, 22, pp. 423-438.

Reed J. 2014. A Survey of grit and exercise behavior. *Journal of Sport Behavior*, 37, 4, pp. 390-406.

Ryan R. & Deci E. 2000a. Intrinsic and extrinsic motivations: classic definitions and

new directions. *Contemporary Educational Psychology*, 25, pp. 54–67.

Ryan R. & Deci E. 2000b. Self-Determination Theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 1, pp. 68-78.

Silva M., Marques M., & Teixeira P. 2014. Testing theory in practice: The example of self-determination theory-based interventions. *The European Health Psychologist*, 16, pp. 171-180.

Vallerand R. 2004 Intrinsic and extrinsic motivation in sports. *Encyclopedia of applied psychology*, 2, pp. 427-435.

Vealey, R. 1988. Future directions in psychological skill training. *The Sport Psychologist*, 2, 4, pp. 318-336.

Vasarainen J. & Hara A. 2005. Nuorten valmennus joukkuelajeissa – jalkapallo, jääkiekko ja salibandy. Edita publishing Oy

Wall M., Côté J. 2007. Developmental activities that lead to dropout and investment in sport. *Physical Education and Sport Pedagogy*, 12, 1, pp. 77-87.

Attachments

Attachment 1. Handbook for coaches



Jääkiekkoilijan luonteen kehittäminen – Opas valmentajalle



Juuso Laakso
Haaga-Helia ammattikorkeakoulu
DP 11

SISÄLLYS

Johdanto	2
Lasten ja nuorten psyykkisen ja sosiaalisen kehityksen vaiheet	3
Jääkiekkoilijan henkisten valmiuksien tukeminen ja kehittäminen ...	6
Motivaatio ilmasto	6
Pelaajan itsemäärääminen	9
Vuorovaikutus	11
Malli jääkiekkoilijan henkisten valmiuksien kehittämiseen	12
Lähteet	16

JOHDANTO

Jääkiekosta on tullut yksi maailman nopeimmista ja haastavimmista lajeista maailmassa ja sen suosio on jatkuvassa nousussa. Pärjääminen ja huipulle pääseminen jääkiekkoilijana ei ole itsestään selvyys. Pelaajan fyysisten ja psyykkisten ominaisuuksien tulee olla huippuluokkaa. Pelaajien on myös pystyttävä päivä toisensa jälkeen säilyttämään ja jopa ylittämään oma tasonsa sekä pystyttävä kehittämään omaa toimintaansa systemaattisesti. Tämän takia pelaaja tarvitsee tukea uransa jokaisessa vaiheessa. Huipputasolla valmennus on kokonaisvaltaista mutta nuorten ja lasten kokonaisvaltainen valmennus ja erityisesti heidän henkisten valmiuksiensa huomioiminen ovat jääneet taka-alalle.

Valmentajan rooli pelaajan tukijana on huomattava. Hänen vastuullaan on päivittäinen urheilullinen toiminta ja sen laatu. Useimmiten valmentajat ovat tietoisia miten harjoittelu tulee suunnitella ja toteuttaa fyysisten- ja lajitaitojen osalta. Pelaajan henkisen puolen ja huonteen kehittäminen taas on monella valmentajalla puutteellista. Vaikka pelaaja olisi fyysisesti ja lajitaidoiltaan lahjakas muttei ole henkisiltä ominaisuuksiltaan valmis tai halukas, voi lahjakkuus mennä hukkaan. Urheilun henkinen puoli on lopulta todella merkityksellinen lahjakkuuksien ja tavoitteellisten urheilijoiden kehittämisessä.

Tämän oppaan tarkoituksena on tarjota jääkiekkovalmentajalle päivittäin käytettäviä työkaluja pelaajan henkisten valmiuksien ja huonteen kehittämiseen eri ikävaiheissa. Opas sisältää, katsauksen lasten ja nuorten kehitysvaiheista psyykkisten ja sosiaalisten ominaisuuksien osalta, koonnin yleisimmistä urheilijan urapolkumalleista sekä teorioita ja esimerkkejä joilla edistetään pelaajan motivaatiota, itsemääräämistä ja pitkäaikaista henkisten ominaisuuksien kehittämistä.

LASTEN JA NUORTEN PSYYKKISEN JA SOSIAALISEN KEHITYKSEN VAIHEET

Huippujääkiekkoilijaksi pääseminen vaatii muutakin kuin hyvät valmiudet fyysisten ominaisuuksien sekä laji- ja pelitaitojen osalta. Moni lahjakas pelaaja ei ole saavuttanut unelmaansa ammattilaisuudesta puutteellisten henkisten valmiuksien seurauksena. Monesti urheillessa keskitytään vain voittamaan vastustaja, eikä keskitytä siihen miten pelaajat kehittyisivät kokonaisvaltaisesti paremmiksi urheilijoiksi ja saavuttaisivat unelmansa ammattilaisuudesta.

Valmennettaessa tulee tietää ja tunnistaa missä kehitysvaiheessa lapsi on ja miten urheilijaa tuetaan mahdollisimman tehokkaasti. Eri-ikäiset lapset käyttäytyvät eri tavoin, koska he ovat eri kehitysvaiheessa. Seuraavissa kappaleissa tarkastellaan lasten eri kehitysvaiheita urheilupsykologi Jean Côtén luoman mallin mukaan, jossa pelaajan kehitys on jaettu kolmeen osaan: kokeilemisen (sampling), erikoistuminen (specialisation) ja panostukseen (investment).

- Kokeilemisen vuodet (6-12 vuotiaat)

6-12 vuotiaalle lapselle tärkeintä on tuntea itsensä kykeneväksi erityisesti oman ikäisten keskuudessa. Lapsi on perusluonteeltaan reipas ja innostunut ja alkaa olla kiinnostunut omasta elämästä ja ottamaan siitä vastuuta.



6-12 vuotias lapsi

On luonteeltaan

- reipas ja innostunut
- Pohdiskelee asioita
- Tottelevainen
- Kiinnostunut omasta elämästä
- Aloittaa sosiaalisen elämänsä
- Luo ensimmäisiä kavereita
- Elää heikosti

Vaatii aikuiselta

- Kannustusta
- Huomiointia
- Rohkeutta
- Avoimuutta
- Rehellisyyttä
- Vuorovaikutusta ja keskustelua

Silti mielikuviutus on tämän ikäisellä lapsella vilkas. Tässä ikäryhmässä lapset aloittavat toden teolla sosiaalisen elämänsä aloittamalla koulun ja osallistumalla ensimmäistä kertaa urheiluseurojen toimintaan. Tämä ikäryhmä onkin hyvää aikaa opetella ryhmätyöskentelyä. Muiden huomiointi ja ystävien merkitys kasvaa. Aikuisten tulee keskustella paljon lastensa kanssa ja totuttaa heitä vuorovaikutukseen. Aikuisten merkitys urheiluharrastuksen aloittamisessa ja jatkumisessa on hyvinkin suuri. Lapset ovat melko tottelevaisia ja etsivät paljon uutta tietoa pohdiskelevat ja kyselevät eri asioista mielellään. Aikuisten tulee olla rehellisiä ja avoimia lapsille. Samalla lapset tarvitsevat paljon kannustusta ja rohkaisua. Lapset keskittyvät vain nykyhetkeen eikä heille ole niin suurta merkitystä mitä tapahtui eilen tai mitä huomenna tulee tapahtumaan.

- Erikoistumisen vuodet (13-15 vuotiaat)

Lapset siirtyvät tässä ikäryhmässä murrosikään. Nuorten ajatukset muuttuvat radikaalisti ja ne saattavat muuttua nopeastikin. Henkinen kypsyminen näkyy useimmiten kapinointina erityisesti vanhempia, mutta joskus myös valmentajia ja muita auktoriteetteja kohtaan. 13-15 vuotiaat nuoret opettelevat keitä he ovat ja mitä he haluavat elämältään. He etsivät omaa identiteettiään ja tässä valmentajalla on hieno mahdollisuus auttaa nuorta. Valmentajan täytyy käsitellä nuorta yksilönä, joka tarvitsee apua ja hyväksyntää. Omien rajojen kokeileminen ja niiden löytyminen on oleellinen osa murrosikäisen nuoren elämää. Koska nuoret etsivät

13-15 vuotias nuori

- Murrosikä alkaa tässä ikäryhmässä
- Ovat entistä itsenäisempiä ja kypsempiä
- Etsivät omia rajoja
- Nuoret etsivät identiteettiään
- Samaistuvat omiin ikäisiin moriin
→ Kaveripiiriin merkitys on suuri

Vaatii aikuiselta

- Tukea
- Oikeudenmukaisia ja reiluja sääntöjä
- Hyväksyntää

16 vuotiaat ja vanhemmat

- Ovat itsenäisiä
- Muodostavat vielä identiteettiään
- Ovat selkeästi kypsempiä
- Sosiaaliset suhteet ovat avoimempia
- Kiinnostus vastakkaiseen sukupuoleen kasvaa

Vaatii aikuiselta

- Tasavertaista kohtelua
- Tukea
- Tilaa ja vapautta
- Opastusta

vielä omaa identiteettiään, heidän on helppo samaistua omanikäisiin ystäviinsä. Tästä syystä kaveripiirin ja sosiaalisten suhteiden merkitys nousee. Nuoret ovat alttiita kaveriporukan positiivisille ja negatiivisille vaikutuksille. Nuoret myös rikkovat asetettuja sääntöjä helpommin jos he kokevat että ne ovat epäreiluja.

- Panostamisen vuodet (16 vuotiaat ja vanhemmat)

Nuori on vielä murrosiässä tämän ikäryhmän alkuvaiheessa ja muodostaa edelleen omaa identiteettiään. Nuoren tunteet alkavat kuitenkin jo tasaantua. Haasteita tänä ikäisille tuo aikuisten odotukset: nuorelta odotetaan kypsää ja aikuismaista käyttäytymistä mutta osittain nuorta itseään kohdellaan kuin pientä lasta. Nuoret ovat entistä itsenäisempiä ja osa voi alkaa jo opettelemaan omaa elämäänsä omassa kodissa. Nuorilla on jo omia mielipiteitä ja sosiaaliset suhteet ovat usein avoimempia sekä aikuisten että omanikäisten kanssa. Kiinnostus vastakkaista sukupuolta kohtaan kasvaa ja vakituisemmat seurustelusuhteet yleistyvät. Tässä ikävaiheessa nuoret usein jakautuvat kahteen ryhmään käyttäytymisen perusteella. Kotona olevat nuoret ovat usein innokkaimpia harjoittelijoita ja ovat sitoutuneita urheilullisiin tavoitteisiinsa. Nuoret, jotka vastaavasti viettävät aikaa kavereidensa kanssa eivät aina ilmesty harjoituksiin eivätkä ole aina aktiivisia. Toki poikkeuksiakin löytyy.



JÄÄKIEKKOILIJAN HENKISTEN VALMIUKSIEN TUKEMINEN JA KEHITTÄMINEN

Valmentaja rooli jääkiekkoilijan kehityksessä on suuri. Koska valmentaja toimii lähes päivittäin pelaajansa kanssa, vaikutus pelaajan persoonaan ja urheilulliseen minään ovat suuret.

Valmentajan toimista on paljon kiinni kokeeko pelaaja harrastuksen mielekkäänä ja hauskana. Valmentaja pystyy myös helposti



tukahduttamaan ilon pelaajalta ja aikaa myöten tämä saattaa lopettaa harrastuksen. Vaikka valmentajan vastuu on suuri, muutkin tekijät vaikuttavat harrastuksen mielekkyyteen. Tällaisia tekijöitä ovat muun muassa vanhempien tuki,

kaverit, koulun suhtautuminen urheiluun ja muut urheiluseurat. Jopa medialla ja paikallisella urheilukulttuurilla on vaikutuksensa.

Mitä paremmin edellä mainitut asiat pystyy valmennuksessa ottamaan huomioon, sitä paremmat mahdollisuudet jääkiekkoilijaa on kehittää kohti unelmaa ja päämäärää ammattilaisuudesta. Tämä vaatii, että urheilija on sitoutunut ja motivoitunut. Harrastuksen alkuvaiheessa vastuu motivoinnista ja sitouttamisesta jää valmentajalle. Kun pelaajan ajatusmaailmaa ohjaa sinnikkyys ja intohimo, urheilija pysyy oikealla kehityksen tiellä vaikeuksista huolimatta. Henkinen lujuus, kestävyys ja vaikeuksien voittaminen ovat tavoiteltavia ominaisuuksia. Seuraavassa osiossa kuvataan teorioita sekä tekniikoita jääkiekkoilijan henkisten valmiuksien kuten motivaation ja sitoutumisen kehittämiseen.

MOTIVAATIO ILMASTO

Motivaatio ilmastolla tarkoitetaan valmentajan luomaa ilmapiiriä, joka tukee urheilijan kehittymistä. Motivaatio ilmaston tunnuspiirteitä ovat esimerkiksi tavat, joilla urheilijoita arvioidaan ja kuinka heille annetaan palautetta. Motivaatio ilmasto voidaan jakaa

kahteen osaan: tehtäväsuuntautuneeseen ja kilpailusuuntautuneeseen motivaatioilmastoon.

MOTIVAATIO

Motivaatiolla tarkoitetaan ulkoisia ja sisäisiä voimia, jotka ohjaavat urheilusuorituksen suuntaa ja intensiteettiä. Motivoitunut urheilija saa mielihyvää hyvistä suorituksista. Eri ihmiset motivoituvat eri asioista ja aiemmilla kokemuksilla on tässä suuri merkitys.

Tehtäväsuuntautunut motivaatioilmasto korostaa urheilijan tukemista ja edistää oppimista. Parhaansa yrittäminen jokaisessa tilanteessa ilman epäonnistumisen pelkoa on myös erittäin tärkeää. Urheilijaa ei moitita epäonnistuneen tai huonon suorituksen jälkeen, vaan virheistäkin yritetään etsiä aina positiiviset puolet. Urheilijan käyttäytymisessä korostetaan virheistä oppimista ja uudelleen yrittämistä. Tehtäväsuuntautuneessa ilmapiirissä urheilija tuntee itsensä tärkeäksi ja osaksi joukkuetta.



Kilpailusuuntautunut motivaatio taas korostaa kilpailua ja urheilijoiden vertailua keskenään. Tällaisessa ilmapiirissä urheilijat usein vertaavat itseään muiden taitoihin ja suorituksiin. Tällaisessa ilmapiirissä urheilija tuntee itsensä helpommin epäonnistuneeksi, joka taas voi vaikuttaa urheilijan motivaatioon. Kilpailullinen ilmapiiri voi toimia joidenkin urheilijoiden kanssa, mutta ei sovellu useimmille yksilöille. Epävarma pelaaja voi tällaisessa ilmapiirissä valita

itselleen joko liian helppoja tehtäviä, jolloin menestys on taattu, tai liian haastavia tehtäviä, jolloin selitys huonolle menestyksellä löytyy jo.

Tehtäväsuuntautunutta motivaatioilmastoa pidetään näistä kahdesta tehokkaampana ja parempana, kun halutaan kehittää yksilöitä. Sen positiivinen ja urheilijoita tukeva luonne synnyttää enemmän

Tavoitteen asettelu

Luo tarkkoja
tavoitteita,

Mitä vaikeampi
tavoite, sitä
parempi tulos,

Lyhyen ajan
tavoitteet tukevat
pitkän ajan
tavoitteita,

Palautteenanto
tehostaa
tavoitteiden
saavuttamista,

Pelaajan tyyty
hyväksyä tavoite

Tavoitteen
saavuttamiseksi
luodaan
suunnitelma,

pelit ovat
eräänlaisia
tavoitteita

omistajuuden tunnetta positiivista asennetta ja tyytyväisyyttä. Valmentajan vastuulla on millaisen ilmapiirin hän luo joukkueeseen ja miten hän haluaa pelaajiensa toimivan ja ajattelevan. Seuraavassa kuvioissa on käytännön ohjeita tehtäväsuuntautuneen ilmapiirin rakentamiseen.

Tehokä

- Yksilölliset ja toiminnan erottavat osat mahtuvat harjoitukset edesauttavat tehokkuusmuutosta

Välittömien mahdollisuuksien

- Pelaaja saa päätellä mikä on hänelle hyödyllisin, paras ja mielekkäin tekijä tai harjoitus. Osaamisen ja päätöksenteon osittain myös tehtäväsuuntautuneesta

Ilmapiiri

- Henkilökohtainen palautteen anto motivoi pelaajaa enemmän kuin yleisen ja muiden osien saatu palaute. Vältä vertaamista muihin

Ryhmittely

- Pienryhmittely harjoittelu on tehokkaampaa ja jokainen pelaaja tulee huomioitua paremmin

Arviointi

- Korosta arvioinnissa urheilijan omaa parasta. Miten tämä on oppinut uusia asioita ja suorittanut henkilökohtaisesti. Vältä vertaamista toisiin.

Aika

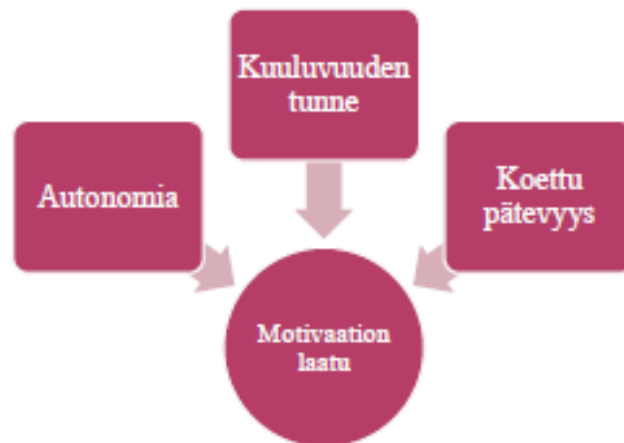
- Anna pelaajalle aikaa oppia. Täällä hän saa riittävästi ohjeita ja tukea. Yhteisesti laaditut suunnitelmat ja tavoitteet voivat auttaa ajanhallinnassa.

PELAAJAN ITSEMÄÄRÄÄMINEN

Pelaajan motivaatiota ja sitoutumista voidaan edistää myös lisäämällä pelaajan itsemääräämistä. Pelaajilla on usein halu ohjata omaa toimintaa ja keskittyä niihin asioihin, jotka ovat heidän mielestään omalle kehitykselle tärkeitä. Tämän kaltainen toiminta edistää motivaation ja persoonan kehittymistä. Itsenäisen pelaajan tunnistaa autonomisesta sisäisesti motivoituneesta ja positiivisesta ajattelutavasta ja olemuksesta.

Ihmisellä on kolme psykologista perustarvetta: autonomia, yhteenkuuluvuuden tunne ja koettu pätevyys. Näitä tarpeita pidetään tärkeinä osina pelaajan henkisessä kasvussa, sosiaalisessa kehityksessä, eheydessä ja hyvinvoinnissa.

Autonominen pelaaja osaa aloittaa harjoittelun omatoimisesti ilman valmentaja käskyjä tai valvovaa silmää. Tällainen pelaaja haluaa ja osaa määrittellä itse mitä tekee ja millaisella käytöksellä pääsee haluttuihin tuloksiin. Kykenevä ja pätevyyttä kokeva pelaaja tuntee itsensä tehokkaaksi onnistuen harjoittelussaan hyvin. Konkreettiset tulokset vahvistavat kyvykkyyden tunnetta. Pelaaja tuntee kuuluvansa joukkoon, kun häntä ymmärretään ja hänet otetaan huomioon. Sekä valmentajilla että joukkueovereilla on iso vaikutus kuuluvuuden tunteeseen.



Kun kaikki kolme perustarvetta täyttyvät pelaajan motivaation laatu paranee. Motivaation laadulla tarkoitetaan, että urheilija on sisäisesti motivoitunut ja keskittyy omaan kehittymiseensä. Harjoitteluun ja pelaamiseen korkea taso ei siis selity ulkoisilla palkinnoilla, kuten rahapalkinnoilla vanhemmilta tai maineella ja kunnialla. Kun pelaajan itsemääräämistä tuetaan, mahdollistetaan urheilijalle erilaisten ratkaisuiden tekeminen ilman paineita. Urheilijasta tulee näin ollen aloitteellinen. Valmentajalta tämä vaatii taitoa kuunnella omaa pelaajaa sekä oman auktoriteetin höllentämistä, jotta urheilijalla on mahdollisuus tehdä omia valintoja oman kehityksen vuoksi.



VUOROVAIKUTUS



Vuorovaikutuksella tarkoitetaan kahden keskeistä keskustelua, jolla haetaan vaikutusta toiseen ihmiseen. Pääsääntöisesti vuorovaikutus tapahtuu suullisesti keskustellen mutta myös erilainen käyttäytyminen kuten ilmeet, eleet, vartalon asennot ja ihmisten väliset etäisyydet lasketaan myös vuorovaikutukseksi. Siksi valmentajalle onkin tärkeää ottaa huomioon sekä omat puheensa ja sanomisensa että oma käytöksensä ja ulkoinen olemuksensa. Avain onnistuneeseen vuorovaikutukseen ja vuorovaikutussuhteeseen pelaajiin on aito halu tuntea toinen ihminen.

Onnistuessaan vuorovaikutus vaikuttaa pelaajan tyytyväisyyteen, itseluottamukseen ja rauhallisuuteen positiivisesti. Onnistuakseen valmentajan on kuunneltava pelaajiensa mielipiteitä ja tarpeita ja otettava heidät mukaan päätöksentekoon. Vuorovaikutteinen valmentaja välittää pelaajistaan ja on kiinnostunut heidän yksilöllisestä kehitymisestä. Hän tuntee pelaajansa, heidän tarpeensa ja keskustelee pelaajien kanssa säännöllisesti eikä keskustelu ole vain yksipuolista.

MALLI JÄÄKIEKKOILIJAN HENKISTEN VALMIUKSIEN KEHITTÄMISEEN

Urheilu tieteessä on kehitetty monia erilaisia malleja kuvaamaan urheilijan urapolkuja. Istvan Balyin urheilijan pitkän ajan kehitysmalli, eli Long Term Athlete Development (LTAD), keskittyy fyysiseen ja biologiseen puoleen valmennuksessa. Angela Abbottin ja kollegoiden psychological characteristics of developing excellence (PCDE) painottaa psykologisten tekijöihin merkitystä urheilijan ja ihmisen kehitysvaiheiden välillä. Bailey ja Morley taas tutkivat koulujen strategioita sekä oppilaiden ja opettajien käsityksiä liikunnallisen kehityksen näkökulmasta. Jean Côtén Development model of sport participation (DMSP) keskittyy valmennukseen ja urheilijan kehitykseen henkisestä näkökulmasta.

Côtén malli on hyödyllinen, kun mietitään urheilijoiden luonteen kehitystä. Sen päämäärät ovat selvittää miten aikainen ja myöhäinen erikoistuminen vaikuttavat urheilijan kehitykseen ja huippu-urheilijaksi tulemiseen. Lisäksi malli tarkastelee tarkoituksellisen harjoittelun (Deliberate practise) sekä vapaamuotoisen pelaamisen (Deliberate play) vaikutusta kehitykseen eri ikäryhmissä. Malli on kolmijakoinen jakautuen kokeilemisen, erikoistumisen ja panostamisen vaiheisiin.

Vapaamuotoinen pelaamiseen kuuluvat liikuntamuodot, usein pelit, jotka ovat sisäisesti motivoivia, hauskoja sekä tuovat nautintoa pelaajalle. Esimerkiksi pihapelit lasketaan vapaamuotoiseksi pelaamiseksi. Tällaiset pelit kehittävät urheilijoiden ja erityisesti lasten, peli- ja pelinlukutaitoja sekä ennakointia. Tarkoituksellisella harjoittelulla tarkoitetaan toimintaa, joka on suunniteltu parantamaan nykyistä suorittamisen tasoa. Esimerkkinä tästä on jääkiekko laukauksen harjoittelu ennalta suunnitellulla tavalla. Tarkoituksellinen harjoittelu ei ole kaikista miellyttävistä harjoittelumuotoista. Se vaatiikin pelaajalta asiaankuuluvaa sitoutumista

Vapaamuotoinen peli

- Erilaiset pelit
 - pihapelit
 - Ulkojää pelit
 - Höntsä jalkapallo ym.
- Sisäisesti motivoivia
- Hauskaa
- Nautinnollista
- Kehittävät
 - Pelinlukutaitoja
 - ennakointia

Tarkoituksellinen harjoittelu

- Parantaa yksittäistä suorituskykyä
- Ennalta suunniteltua toimintaa
- Vaatii
 - Sitoutumista
 - Omistautumista
 - Sisäistä motivaatiota



ja pelaaja onkin sisäisesti motivoitunut suorittamaan harjoituksia, jotta kehitystä tapahtuisi. Ulkoiset palkinnot eivät myöskään ohjaa tarkoituksellista harjoittelua.

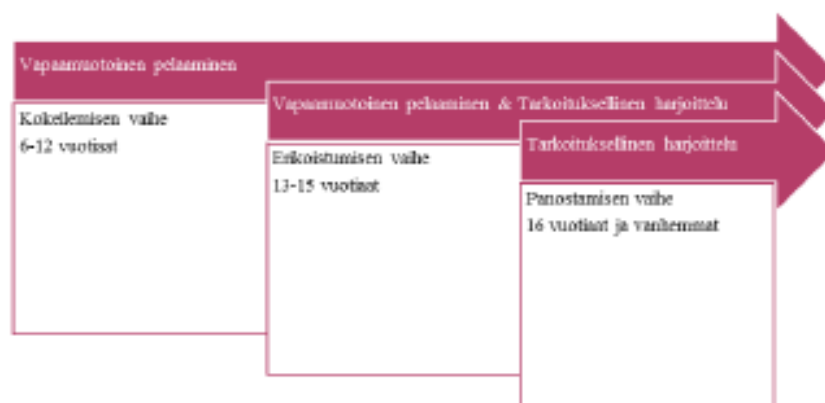
Tarkoitukselliselle harjoittelulle ja vapaamuotoiselle pelaamiselle on omat paikkansa pelaajan eri kehitysvaiheissa. Hauskasta ja nautittavasta luonteesta johtuen vapaamuotoista pelaamista tulisi suosia varsinkin varhaisessa kehitysvaiheessa. Kyseisessä kokeilemisen vaiheessa päämääränä on saada lapset innostumaan urheilusta kokemalla sen mielenkiintoisena, jännittävänä ja motivoivana. Useiden eri lajien kokeileminen ja varsinkin pelaaminen tai muu mielekäs ja vapaamuotoinen tekeminen tuo mielihyvää lapsille ja edesauttaa sisäisen motivaation syntyä. Nämä taas edesauttavat lasta jatkamaan urheiluharrastuksen parissa. Tarkoituksellista harjoittelua tulisi tapahtua tässä vaiheessa vielä melko vähän.

Erikoistumisen vaiheessa tarkoituksellisen harjoittelun määrä ja merkitys kasvaa unohtamatta vapaamuotoista pelaamista. Hauskanpito ja urheilusta saatava nautinto täytyy säilyä edelleen tärkeänä osana. Liian suuri määrä tarkoituksellista harjoittelua voi johtaa nuoren pelaajan motivaation laskuun. Harjoittelussa tulisikin löytää kultainen keskitie suunnitellun harjoittelun ja vapaan pelaamisen välille, jotta pelaajan motivaatio pysyisi korkeana ja harjoittelu olisi tehokasta ja kehittävää. Mitä paremmin pohjatyöt pelaajan sisäisen motivaation kehittämiseksi on tehty, sitä helpompaa häntä on motivoida toimimaan ja lisäämään tehoja omaan harjoitteluun.

Panostamisen vaiheessa pelaaja keskittyy enää vain yhteen lajiin. Tässä vaiheessa pelaaja keskittyy kehittämään taitojaan sekä kilpailullisia kykyjään. Tarkoituksellinen harjoittelu on todettu tähän tehokkaimmaksi keinoksi, eikä vapaamuotoista pelaamista esiinny kovin usein. Toisaalta kun pelaaja on motivoitunut harjoittelemaan,

suoriutuu hän aina paremmin ja paremmin. Korkea motivaation taso juontaa juurensa jo kokeilemisen vaiheessa koettuun mielihyvään ja hauskuuteen, joita on ruokittu myöhemmissä kehitysvaiheissa oikealla tavalla.

Tarkoituksellisen harjoittelun suhde kasvaa verrattuna vapaamuotoiseen pelaamiseen mitä vanhemmaksi urheilija kasvaa.



Harjoittelun määrän ja laadun merkitys pelaajan kehityksessä huippu-urheilijaksi on kiistanalainen. Harjoittelun määrä ja laatu erottavat tehokkaasti huippu- ja harrasteurheilijän. Nämä erot tulevat kuitenkin esiin vasta myöhemmissä kehitysvaiheissa 13-20 ikävuoden vaiheilla. Ennen tätä aikainen erikoistuminen voi aiheuttaa pelaajalla motivaation ja nautinnon laskemista ja voi edesauttaa uran lopettamispäätöstä. Tarkoituksellista harjoittelua tarvitaan jokaisessa urheilulajissa jos tavoitteena on tulla huippu-urheilijaksi. Kokeilemisen vuosien aikana tärkeintä on antaa lasten kokeilla eri urheilulajeja sekä antaa heidän pelata mahdollisimman paljon. Erikoistumisen vuosien aikana tarkoituksellisen harjoittelun merkitys ja määrä kasvaa pelejä unohtamatta ja panostuksen vuosien aikana harjoittelu on pääsääntöisesti ennalta suunniteltua ja tarkoituksellista.

Côtén malli toimii erityisen hyvänä viitekehyksenä kun mietitään jääkiekkoilijan luonteen kasvatusta ja kehitystä. Tavoite on synnyttää sisäinen innostumisen ja hauskuuden tunne pienessä jääkiekkoilijassa ja jalostaa siitä sisäisesti motivoitunut ja intohimoinen jääkiekkoilija. Lopputuloksena jääkiekkoilija on henkisesti valmis kehittämään itseään jatkuvasti ja systemaattisesti tullakseen huippu-urheilijaksi ja ammattilaiseksi. Lisäksi pelien ja harjoitusten sisällä tulevat odottamattomat tilanteet eivät pelota tai hämmästytä urheilijaa vaan hän selviytyy niistä kunnialla.



LÄHTEET

Abbot A, Collins D. 2004. Eliminating the dichotomy between theory and practice in talent identification and development: considering the role of psychology. *Journal of Sports Sciences*, 2004, 22, p.395–408

Ali J and Rahaman A. 2012. *Shield: Research Journal of Physical Education & Sports Science*, Vol. 07. p. 32-36

Bailey R , Collins D, Ford P, MacNamara Á , Toms M, Pearce G. 2010. Participant Development in Sport: An Academic Review. Sports coach UK, Sport Northern Ireland.

Balyi I. 2001. *Sport System Building and Long-term Athlete Development in British Columbia*. Canada: SportsMed BC

Balyi I, Hamilton A. 2010. Long-Term athlete development. Trainability in childhood and Adolescence. *American Swimming*, Vol. 2010 Issue 2, p.14

Barbour S & Orlick T. 2010. Mental Skills of National Hockey League Players. *Journal Of Excellence*, Issue No. 2, p. 16-36

Checchini J.A, Fernandes-Rio J, Mendez-Gimenez A, Checchini C & Martins L. 2014. Epstein's TARGET Framework and Motivational Climate in Sport: Effects of a Field-Based, Long-Term

Intervention Program. *International Journal of Sports Science & Coaching* Vol. 9 Issue 6, p. 1325-1340

Côté J. 1999. Influence of the family in development of talent in sport. *The Sport Psychologist*, 13, p.395-417

Côté J, Baker J & Abernathy B. 2007. Practice and play in the development of sport expertise. In R. Eklund & G. Tenenbaum (Eds.), *Handbook of sport psychology* 3rd edition. p. 184-202.

Curran T, Hill A, Hall H, & Jowett G. Relationships Between the Coach-Created Motivational

Climate and Athlete Engagement in Youth Sport. 2015. *Journal of Sport & Exercise Psychology*, 37, p. 193-198

Duckworth A, Peterson C, Matthews M and Kelly D. 2007. Grit: Perseverance and Passion for Long-Term Goals. *Journal of Personality and Social Psychology*, Vol. 92, Issue 6, 1087-1101

Ericsson K.A, Krampe R & Tesch-Römer C. 1993. The Role of Deliberate Practice in the Acquisition of Expert Performance. *Psychological Review* 1993, Vol. 100. Issue 3, p.363-406

Fraser-Thomas J, Côté J, Deakin J. 2005. Youth sport programs: an avenue to foster positive youth development. *Physical Education and Sport Pedagogy* Vol. 10, Issue 1, p.19-40.

Gelinas R. & Munroe-Chandler K. 2006. Psychological Skills for Successful Ice Hockey Goaltenders. *Athletic insight – The online journal of sport psychology*. Volume 8, Issue 2, p. 64-71.

Hakkarainen H, Jaakkola T, Kalaja S, Lämsä J, Nikander A & Riski J. 2009. Lasten ja nuorten urheiluvalmennuksen perusteet. VK-Kustannus Oy.

Hallgeir H, Knut S & Tor E.B. 2011. Motivational Climates, Achievement Goals, and Physical Education Outcomes: A Longitudinal Test of Achievement Goal Theory. *Scandinavian Journal of Educational Research* Vol. 55, Issue. 1, p. 79–104

Hassan M.F.H, Morgan K. 2015. Effects of a Mastery Intervention Programme on the Motivational Climate and Achievement Goals in Sport Coaching: A Pilot Study. *International Journal of Sports Science & Coaching* Volume 10. Issue 2+3. p. 487-503

Henriksen K, Stambulova N, Roessler K.K. 2010. Successful talent development in track and field: considering the role of environment. *Scandinavian Journal of Medicine & Science in Sports*. Vol. 20. Issue 2.p. 122-132.

Henriksen K, Stambulova N, Roessler K.K. 2011. Riding the Wave of an Expert: A Successful Talent Development Environment in Kayaking. *The Sport Psychologist*, 2011, 25, p.341-362

Holland M, Woodcock C, Cumming J, Duda J.L. 2010. Mental qualities and employed mental techniques of young elite team sport athletes. *Journal of Clinical Sport Psychology*, 4, p.19-38

MacNamara Á, Button A & Collins D. 2010. The Role of Psychological Characteristics in Facilitating the Pathway to Elite Performance Part 1: Identifying Mental Skills and Behaviors. *The Sport Psychologist*, 24, p. 52-73

Munroe K, Giancoggi P, Hall G & Weinberg R. 2000. The four Ws of imagery: Where, When, Why and What. *Sport Psychologist*, 14, p. 119-137

Närhi A & Frantsi P. 1998. *Psyykinen valmennus – Järkeä ja sydäntä*. Kustannusosakeyhtiö Otava

Olympiou A, Jowett S & Duda J.L. 2008. The Psychological Interface Between the Coach-Created Motivational Climate and the Coach-Athlete Relationship in Team Sports. *The Sport Psychologist*, 22, p. 423-438

Reed J. 2014. A Survey of Grit and Exercise Behavior. *Journal of Sport Behavior*, Vol. 37. Issue. 4, p. 390-406

Ryan R and Deci E 2000a. Intrinsic and Extrinsic Motivations: Classic Definitions and

New Directions. Contemporary Educational Psychology 25, p. 54–67

Ryan R. & Deci E. 2000b. Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*. Vol. 55, Issue 1, p. 68-78

Silva M, Marques M, & Teixeira P. 2014. Testing theory in practice: The example of self-determination theory-based interventions. *The European Health Psychologist*, 16, p. 171-180

Vallerand R. 2004 Intrinsic and extrinsic motivation in sports. *Encyclopedia of applied psychology*. Vol 2, p. 427-435

Vealey, R. 1988. Future directions in psychological skill training. *The Sport Psychologist*. Vol 2, Issue 4, p. 318-336.

Vasarainen J & Hara A. 2005. Nuorten valmennus joukkuelajeissa – jalkapallo, jääkiekko ja salibandy. Edita publishing Oy

Wall M, Côté J. 2007. Developmental activities that lead to dropout and investment in sport. *Physical Education and Sport Pedagogy* Vol. 12, Issue. 1, p. 77-87.