Sustaining a Team Culture – A Case Study Follow-Up of the Finnish Women's National Ice Hockey Team

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Abstract

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Being autonomy supportive means that an individual in a position of authority (e.g., an instructor or a coach) takes the other's (e.g., a student's or an athlete's) perspective, acknowledges the other's feelings, and provides the other with relevant information and opportunities for choice while minimizing the use of pressures and demands. Conversely, controlling behaviours are defined as pressures to think, feel or behave in specified ways, thereby ignoring the person's needs and feelings. Taken as a whole, this body of research strongly suggests that autonomy-supportive behaviours are essential for the nurturing of athletes' intrinsic and self-determined extrinsic motivation.

The aim of this study is to evaluate if the Finnish Women's National Ice Hockey Team (FWN) has been able to sustain the autonomy-supportive environment established during the last Olympic project 2014-2018.

Participants in this study filled out a questionnaire and were interviewed. The questionnaire structure was built on the tenets of self-determination theory (SDT). Interviews were conducted over Teams/Zoom/WhatsApp meetings. The sample group was 28 persons. Participants consisted of 21 players and 7 staff members. The first hypothesis in this study was that the environment had sustained the autonomy-supportive climate since the last Olympic project. The second hypothesis was that the three psychological needs (Autonomy, Competence, and Relatedness) are fulfilled in the FWN.

The evaluation is based on the SDT, and the coach-athlete motivational model. Using the SDT framework, this study evaluates the satisfaction or thwarting of the three basic psychological needs, competence, autonomy, and relatedness. When these basic needs are supported within a context, intrinsic motivation is facilitated. By contrast, whenever the social context thwarts or neglects one of these needs, intrinsic motivation, as well as a positive experience, diminishes. The coach-athlete motivational model is based on the tenets of SDT and is aimed at satisfying the three psychological needs of athletes.

The main result of this study shows that the working culture in the FWN from 2014 until 2020 has sustained the autonomy-supportive environment. The results also indicate that the 3 basic psychological needs are satisfied in the environment by the team members. The team members perceived the current working culture guidelines as necessary for success and a culture that has to be sustained even if the team members would change in the team. Situational thwarting factors have been reported in individual needs. The questionnaire and interview results support each other because similar conclusions can be found. Empirical findings are presented with illustrative examples of the theory in this case study follow-up. To increase the well-being of the FWN working culture, the thwarts in individual differences must be examined to avoid diminishing factors and allow the psychological needs of the team members to be satisfied.

Keywords
Self-determination theory, autonomy-supportive coaching, sustaining working culture

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1 Introduction

This study evaluates if the Finnish Women's National Ice Hockey Team (FWN) has sustained the autonomy-supportive environment established during the last Olympic project 2014-2018. (Andler, 2017.) The research evaluation is based on the self-determination theory (SDT), and the coach-athlete motivational model. Within the SDT framework, this study evaluates the satisfaction or thwarting of the three basic psychological needs, competence, autonomy, and relatedness. The coach-athlete motivational model is based on the tenets of SDT and is aimed at satisfying the three psychological needs of athletes. When these basic needs are supported within a context, intrinsic motivation is facilitated. By contrast, whenever the social context thwarts or neglects one of these needs, intrinsic motivation, as well as a positive experience, diminishes. (Deci & Ryan, 2000.)

The model makes a distinction between controlling and autonomy-supportive coaching. Being autonomy supportive (Deci and Ryan, 1985.) means that 'an individual in a position of authority (e.g., an instructor or a coach) takes the other's (e.g., a student's or an athlete's) perspective, acknowledges the other's feelings, and provides the other with relevant information and opportunities for choice while minimizing the use of pressures and demands. Conversely, controlling behaviours are defined as pressures to think, feel or behave in specified ways, thereby ignoring the person's needs and feelings. (Deci and Ryan, 1985.) Controlling behaviours can be seen as placing value on control and employing power-assertive techniques that pressure others to perform. (Grolnick and Ryan, 1989.)

Taken as a whole, this body of research strongly suggests that autonomy-supportive behaviours are essential for the nurturing of athletes' intrinsic and self-determined extrinsic motivation, hence supporting this aspect of the present motivational model of the coach–athlete relationship. (Mageau & Vallerand, 2003.)

The FWN attempts to sustain culture through an autonomy-supportive environment. Cultural sustainability is primarily concerned with the continuity of cultural values linking all of the past, present, and future. (Piparsania & Kalita, 2021.) Culture is an accepted and understood "way" of doing things. In particular, related to the team itself, culture can be explained as the behavioural application of the core values of the program as determined by the coach and his staff and perhaps input from the players. (Andrian, 2016.)

The hypothesis in this study was that the environment had sustained the autonomy-supportive climate since the last Olympic project. The hypothesis was also that the three psychological needs (Autonomy, Competence, and Relatedness) are fulfilled in the FWN.

A theory-based questionnaire was developed to work as a structure for interviews that were held after participants returned the theory-based questionnaire. 28 persons within the Finnish Women's National Ice Hockey Team were invited to participate in the study. The randomly picked groups were young players who joined the team after 2017 (7), players who are part of the players' leadership group (7) older players who are not part of the players' leadership group (7) on the Finnish Women's National Hockey Team and members of the team staff (7). The interviews functioned as support for the questions in the questionnaire and were transcribed to text and further analysed with the guidance of theory. All 28 questionnaires were returned. 20 players and 7 staff members were interviewed. Out of the 28 participants answering the questionnaire, 27 were interviewed. One player was not reached for the interview; no effort was made to reach this player. Thus the final sample constituted 28 participants for the questionnaire and 27 for the interviews. 8 more participants for the questionnaire and 9 more participants for the interview were participating than in the case study on the 2014-2018 Olympic project. (Andler, 2017.)

Investigative questions	Theoretical framework (chapter)	Results (chapter)	Questionnaire questions
How do team members perceive the current working culture?	4	6.1, 6.2	1-11
Do individuals perceive autonomy support over their actions in the team? (Autonomy)	2, 3	6.1, 6.2.1,6.2.2	12-17
How cohesive is the team according to the team members? (Relatedness)	2, 3	6.1, 6.2.5, 6.2.6	18-25
Does the environment provide competence support for the team members? (Competence)	2, 3	6.1, 6.2.3, 6.2.4	26-32
What is the environment like in terms of well-being in the working culture?	2, 3, 4	6.1, 6.2	33-36

Figure 1. Overlay matrix (adapted from Peltonen 2017, 3.)

Figure 1. contains a model of the overlay matrix, the investigative questions of which are used to solve the research problem. With an overlay matrix, its showed and demonstrated to the reader that the report forms a logical whole. (adapted from Peltonen 2017, 3.)

2   Self-determination theory (SDT)

At least two reasons can be advanced for why SDT is a useful theoretical framework in sports: SDT provides a nuanced understanding of human motivation, SDT provides different perspectives for understanding coaching. (Gordon B. Spence, 2011.) Self-determination theory (SDT) began with two strong assertions:

Firstly, that motivation differs not only in amount, but also in its quality. Motivation can thus be differentiated into types. Within SDT the primary differentiation is between autonomous motivation and controlled motivation, which have both different antecedents and different consequences. Autonomous motivation is characterized by people's experiences of willingness and volition as they are acting in accord with their interests and their deeply held values. Controlled motivation, in contrast, is characterized by the experience of pressure and obligation, commonly associated with acting because of external demands or inducements. (Ryan & Deci, 2018.)

Secondly, SDT is an organismic dialectic approach to human behaviour and personality. It distinguishes between different types of motivation that may regulate behaviour and also considers the social and psychological determinants and consequences of engaging in activities for different reasons. It is organized under six mini-theories, each attending to distinct theoretical features, yet connected by an organismic and dialectic meta-theory and the unifying concept of the basic psychological needs. (Ryan & Deci, 2018)

Together these mini-theories: causality orientations theory (COT), basic needs theory (BNT), cognitive evaluation theory (CET), organismic integration theory (OIT), goal contents theory (GCT), and relationships motivation theory (RMT) comprise the organismic, dialectical meta-theory that is self-determination theory. Relations among the concepts developed by six of these theories are represented schematically in Figure 2. and explained after in details. (Deci & Ryan, 2007; Bhavsar & Quested, 2020.)
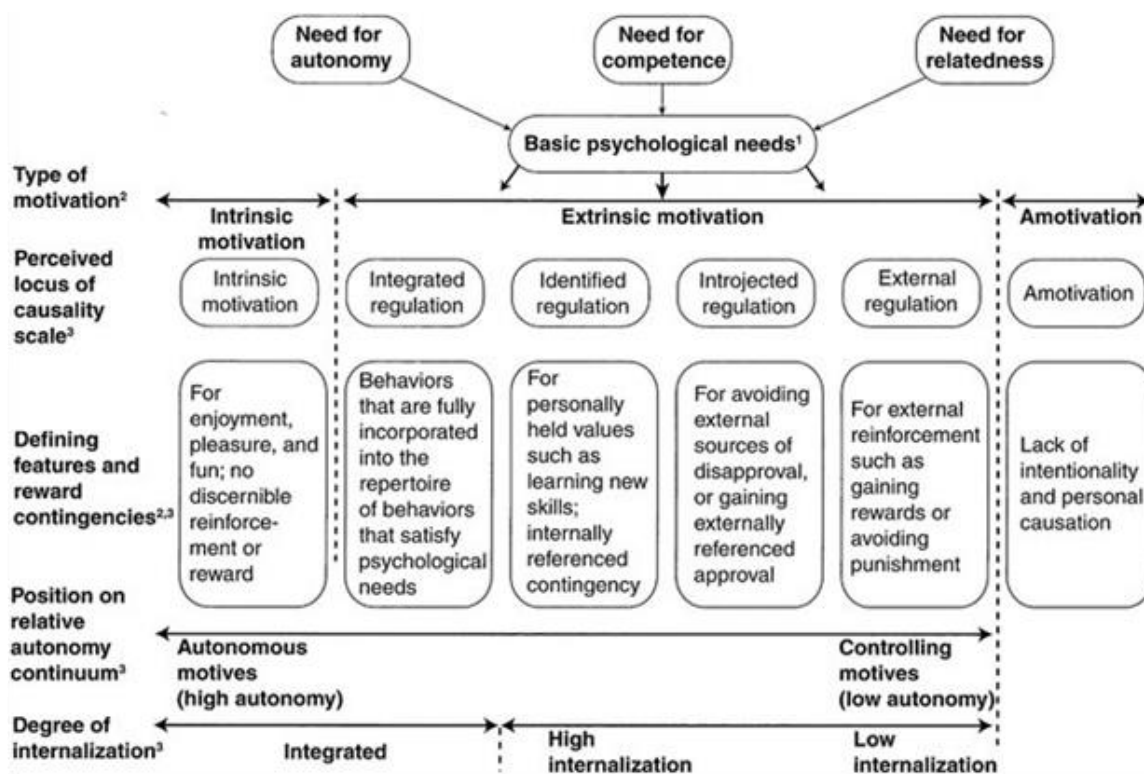
Figure 2. Schematic representation of self-determination theory. (Deci & Ryan.)

2.1 Basic Psychological Needs Theory (BPNT) in Sport and Exercise

Basic Psychological Needs Theory indicates that psychological needs of autonomy, competence, and relatedness are shown as indicators of global basic psychological needs according to the hypothesis that optimal motivational function is achieved with the satisfaction of all three needs; the needs form the starting point of the motivational process and reflect top-down individual differences in psychological need satisfaction and affect motivation in many contexts. (Deci & Ryan, 2007.) When these basic needs are supported within a context, both intrinsic motivation and internalization are facilitated. By contrast, whenever the social context thwarts or neglects one of these needs, intrinsic motivation and internalization, as well as positive experience, diminish. Within self-determination theory these basic or fundamental nutriments are referred to as basic psychological needs, and there are but three: autonomy, competence, and relatedness. (Deci & Ryan, 2000.) Needs are defined as necessary nutriments for growth, integrity, and wellness in any domain, and sport proves to be no exception. As essential supports, needs are expected to have a functional impact whether or not they are valued, and whether or not they are specifically sought after. That is, even if people do not value a need, they will show negative effects in terms of motivation and wellness if they do not satisfy it and will show enhancement if they do satisfy it. Self-determination theory thus specifically claims the universal and cross-developmental significance of need satisfaction for optimal functioning, even while recognizing that cultural values and practices associated with needs vary greatly.

(Deci & Ryan, 2007.) Kowal and Fortier (2000) related need satisfaction to "flow" experiences in a sport context. They found that satisfaction of all three basic needs independently contributed to situational motivation and flow. Optimal motivation and positive experience, including flow, require that competence, autonomy, and connectedness be afforded. (Deci & Ryan, 2007)

2.2   Cognitive Evaluation Theory (CET)

Cognitive evaluation theory specifies how supports for autonomy, competence, and relatedness affect intrinsic motivation. It describes the environmental possibilities that lead to the adoption of intrinsically or extrinsically-motivated behavior; it is illustrated in the Figure 2. as the distinction between intrinsic and extrinsic motivation, and the motivational possibilities for these two fundamental forms of motivation are given in the defining characteristic descriptions. (Deci & Ryan, 2007.) Cognitive evaluation theory (Deci & Ryan, 1980, 1985b.), propose that experiences of competence and autonomy are both necessary conditions for the maintenance and enhancement of intrinsic motivation. Environmental conditions that support feelings of competence and autonomy are thus expected to facilitate intrinsic motivation, whereas any factor that diminishes feelings of autonomy or competence is theorized to undermine intrinsic motivation. Self-determination theory suggests that intrinsic motivational processes are most able to take root in contexts where the need for relatedness is supported that is, contexts where people feel a sense of connectedness and belonging. Although the support for relatedness need not be so proximal as support for autonomy and competence, it is nonetheless essential in order for intrinsic motivation to thrive. In contrast, when people feel relationally insecure or alienated, they are more inhibited and defensive and less likely to experience interest or enjoyment in their activities. (Deci & Ryan, 2000.) In other words, feeling rejected and unloved tends to undermine intrinsic motivation. According to cognitive evaluation theory, competitive contexts have both informational and controlling aspects. (Deci & Ryan, 1985b.) The informational component is linked to the idea that competitive environments can offer optimal challenge and competence feedback, resulting in feelings of efficacy and enhancing intrinsic motivation. On the other hand, competition often includes controlling components, as people feel pressure to win, either from others or from their own ego involvement. Thus competitive settings with such pressures to win are typically expected to undermine intrinsic motivation, whereas those that focus on task involvement and mastery regardless of the outcome can maintain or even enhance intrinsic motivation. Participants pressured to win lost intrinsic motivation even when they won, whereas those competing in the absence of such pressure did not. These effects of context were mediated by their impact on feelings of competence and autonomy, as predicted by self-determination theory. Another problem with too much focus on winning is that under such conditions, those who lose are especially at risk for losing intrinsic motivation. Indeed, a number of studies have confirmed

that losing undermines subsequent intrinsic motivation relative to winning. (e.g., McAuley & Tammen, 1989; Reeve, Olson, & Cole, 1985; Vallerand & Reid, 1984.) Yet, even in this context, cognitive evaluation theory has a more differentiated idea. In the absence of controlling pressures to win, and combined with a focus on accomplishment, intrinsic motivation can be maintained even for those who do not come out on top. Vansteenkiste and Deci (2003), for example, demonstrated that losers' motivation could be maintained provided that they received non-controlling positive competence feedback. (Deci & Ryan, 2007.)

2.3   Organismic Integration Theory (OIT): Extrinsic Motivation and Internalization

Organismic integration theory identifies the quality of motivation on a perceived locus of causality ranging from highly autonomous to highly controlling. It provides a framework to describe how externally-referenced possibilities can be internalized and integrated, such that they become more autonomous in nature because they service internal rather than external goals. (Deci & Ryan, 2007.) In the view of self-determination theory there are various types of extrinsic motivation, ranging from those that are controlled externally to those that are self-endorsed and personally valued and are therefore volitional and autonomous. In the former case, exercise is motivated through external regulation, as when a member of the women's soccer team plays hard because she expects to be rewarded for reaching an externally defined goal. Here the source of motivation is alien to the self of the actor, so her motivation is dependent on the continued presence of external monitoring and reinforcement for its maintenance. Accordingly, external regulation is considered within self-determination theory to be a highly controlled form of extrinsic motivation. A person could also be motivated out of introjected regulation. Here, rather than having other people controlling the actor's behavior with rewards and punishments, the actor controls him- or herself with internal possibilities of reward and punishment. For example, a lacrosse player whose motivation for playing is introjected extrinsic motivation will reward himself for meeting standards or reaching goals with pride and self-enrichment and will punish himself for failure with shame and anxiety and, at a somewhat more sophisticated level, with guilt. In other words, introjection is based on self-esteem-related possibilities and ego involvements. (Ryan, 1982; Ryan, Koestner, & Deci, 1991.) Thus both external and introjected forms of regulation represent controlling forms of motivation in which the self is controlled by pressures. Extrinsic motivation can, however, be relatively autonomous, as when a person behaves through identified regulation. Identified regulation the person engages in the extrinsic action because he or she identifies with its purpose and value. Thus, a woman who exercises because she personally believes this enhances her energy and health is extrinsically motivated (the behavior is useful), but also autonomous (the behavior is self-endorsed and valued). At a still more autonomous level of functioning this woman could fully coordinate and assimilate the regulation of exercise into her overall

life goals and style of living; it's called integrated regulation. Here the value for behaving is reflectively brought into consistency with other values and needs and this becomes not only volitional, but also stable and well tied within the personality. There is considerable evidence that these forms of regulation typically represent a continuum ranging from less to more autonomy. (see Figure 2.) In terms of supports for internalization, a criterion of organismic integration theory is that one must experience competence to be motivated in any fashion, be it external, introjected, identified, integrated, or intrinsic. Otherwise one will be amotivated. However, to be introjected, one must feel not only competence, but also some relatedness (or at least a desire for relatedness). Indeed, it is typically the concern with relatedness, and the dynamics of self and other approval that relatedness causes, that leads people to introjected behaviors that may or may not fit with their interests and values. However, for a behavior to be regulated through identification or integration, more than relatedness and competence supports is necessary. A person must also experience autonomy-a sense of choicefullness and self-endorsement. Controlling environments tend to undermine these more internalized bases for acting because they thwart satisfaction of the need for autonomy. Thus, the more internalized forms of regulation result from, and in turn provide, satisfaction of all three needs-competence, relatedness, and autonomy. (Deci & Ryan, 2007.)

2.4   Causality Orientations Theory (COT)

Causality Orientations Theory is moving beyond organismic integration theory, with its focus on regulatory styles that are assessed in relation to specific behaviors or domains, causality orientations are the more global individual differences in autonomous and controlled motivations. Focuses on the generalized tendencies of individuals that predispose them to manifest a specific type of motivation in a particular situation or context. Causality orientations are typical ways of perceiving and organizing information of motivational significance. (Ryan & Deci, 2017.) The theory differentiates among autonomy orientation, control orientation, and impersonal orientation. (Deci & Ryan, 1985a.) Regulatory styles that is, intrinsic motivation and types of extrinsic motivation are typically assessed with respect to an activity or domain (e.g., for participating in aerobics or for playing sports). Thus, it is possible that people might be quite controlled for some activities and more autonomous for others. The concept of causality orientations (Deci & Ryan, 1985a.) relates to a more general sense of being autonomous or controlled across domains. In other words, it is an individual difference in autonomous and controlled motivation (as well as amotivation) at a relatively general level. Links between generalized causality orientations and components from the other mini-theories from self-determination theory are illustrated in Figure 2. (Deci & Ryan, 2007.) When autonomy-oriented, individuals have a tendency to act in line with their own interests, seek out interesting and challenging activities, and

take responsibility for their own behaviour. High autonomy orientation is more likely to re-sult in a high level of intrinsic motivation or identified and integrated styles of extrinsic mo-tivation in specific situations. When control oriented, individuals neglect their own interests and instead act in compliance with rewards, deadlines, and approvals from others. High controlled orientation is associated with being motivated by external and introjected regu-lations. Lastly, when impersonally oriented, individuals demonstrate an absence of initia-tive and intentionality, perceive behaviour as beyond their personal control, and experi-ence anxiety and feelings of incompetence. Impersonal orientation often cultivates amoti-vation, and individuals high on impersonal orientation are characterized by passivity and no initiative and experience their own emotions as well as external influences to be over-powering. (Ryan & Deci, 2017.)

2.5   Goal Contents Theory (GCT)

Goal Contents Theory explains how the content of a goal leads to distinct outcomes rele-vant to well-being and ill-being. There is a lot of focus on individuals' motives, or the rea-sons why they engage in certain behaviours in the SDT framework. GCT, however, exam-ines the contents of individuals' goals, or the what of individuals' pursuits. (Bhavsar & Quested 2020.) In their early work on goal content, Kasser and Ryan (1993, 1996.) differ-entiated between the content of people's general life goals (also called 'aspirations') as being intrinsic and extrinsic. Intrinsic goals are those that are most closely associated with the pursuit of things of fundamental value (e.g., personal growth, close relationships, and physical health) and promote an inward orientation conducive to need satisfaction. (Deci & Ryan, 2000.) Extrinsic goals, in contrast, involve instrumental outcomes (such as money, image, and popularity) and foster an outward orientation, reducing need satisfaction and potentially hindering optimal development. (Deci & Ryan, 2000.) Evidence suggests that prioritizing intrinsic goals, compared with extrinsic goals, is associated with greater well-being. (Bhavsar & Quested 2020.) The association between intrinsic and extrinsic goal contents and psychological and physical outcomes is mediated by the experience of need satisfaction and frustration, respectively. When individuals' goal contents are predictive of their experience of basic psychological need satisfaction, they are likely to experience positive consequences from goal pursuit and attainment. However, if their goal content leads to low basic psychological need satisfaction, they are likely to experience negative consequences from the pursuit and attainment of such goals. (Ryan, Sheldon, Kasser, & Deci, 1996.) Intrinsic and extrinsic goal contents should not be confused with autonomous and controlled motivation. Either type of goal may be influenced by autonomous or con-trolled reasons. For example, an individual who exercises in order to better their health on being forced to do so by their doctor symbolizes a controlled regulation of an intrinsic goal. Likewise, an individual who exercises to look attractive as they value being thin exhibits an autonomous regulation of an extrinsic goal. (Bhavsar & Quested 2020.)

2.6   Relationships Motivation Theory (RMT)

Relationships Motivation Theory is the sixth and newest mini-theory to be added to the SDT framework. It examines the need for relatedness and its interactions with the other needs to determine the characteristics and consequences of close relationships. (Bhavsar & Quested 2020) It examines the need for relatedness and its interactions with the other needs to determine the characteristics and consequences of close relationships. Although the satisfaction of the need for relatedness drives individuals to want to partake in close interpersonal relationships, it does not guarantee that these will be of high quality. (Deci & Ryan, 2014.) The highest-quality relationships will be encountered when, alongside satisfaction of the need for relatedness, the needs for autonomy and competence are also met. Within relationships, being in receipt of need support and providing the same is associated with well-being. In the case that one need is adversarial to the other, the theory posits that relationships will deteriorate in quality and result in diminished well-being of those involved. (Bhavsar & Quested 2020.)

2.7   Amotivation

All of the types of regulation both intrinsic and extrinsic that was discussed thus far represent forms of motivation. Self-determination theory also identifies the state of amotivation in which one is literally without motivation for an activity. Theoretically there are several sources of amotivation, which can have different consequences. One can be amotivated when feeling incompetent to do an activity or because it does not lead to a desired outcome. (Ryan & Deci, 2007.) Further, one can feel that the act has no value, either instrumental or intrinsic, and thus be amotivated. People can even be autonomous in their lack of motivation for pursuing a socially endorsed activity, as when one chooses not to play golf even though all one's friends spend their weekends on the course. At the same time, in many research studies amotivation has been associated with very negative experiences and consequences. (e.g., Vallerand & Bissonnette, 1992.) Amotivation is clearly a suboptimal state and thus often falls at the low end of the continuum of relative autonomy. (Ryan & Deci, 2007)

3   The coach-athlete relationship: a motivational model

The coach is central to the development of expertise in sport and is subsequently key to facilitating adaptive forms of motivation to enhance the quality of sport performance. In designing optimal training environments that are sensitive to the underlying motives of athletes, the coach requires an in-depth understanding of motivation. (Mallett, 2005.) Although the coach's influence will vary across cultures, sports, and stages of talent development, guidance from a competent coach is essential to becoming an expert performer. Given the key role of the coach, the development of a coach-athlete environment that nurtures the satisfaction of the three psychological needs of humans (SDT) is within the responsibilities of the coach. (Mallett, 2005) Mageau and Vallerand (2003) proposed a motivational model of the coach–athlete relationship, which focuses on the autonomy-supportive behaviors of the coach. The model is based on the tenets of SDT and seeks to promote perceptions of autonomy, competence, and relatedness. The model supports the demonstration of a complex range of behaviors (i.e., a pedagogical approach) aimed at satisfying the three psychological needs of athletes. The model proposes three major determinants of autonomy-supportive coaching behaviors, namely, the coach's personal orientation (controlling versus autonomy-supportive), coaching context (pressure to perform, e.g., elite sport), and perceptions of the athlete's behavior and motivation. The motivational model of the coach-athlete relationship proposes that the coach's autonomy-supportive behaviors impact upon the athlete's needs for autonomy, competence, and relatedness, which, in turn, promotes self-determined motivation. (Mageau & Vallerand, 2003.)
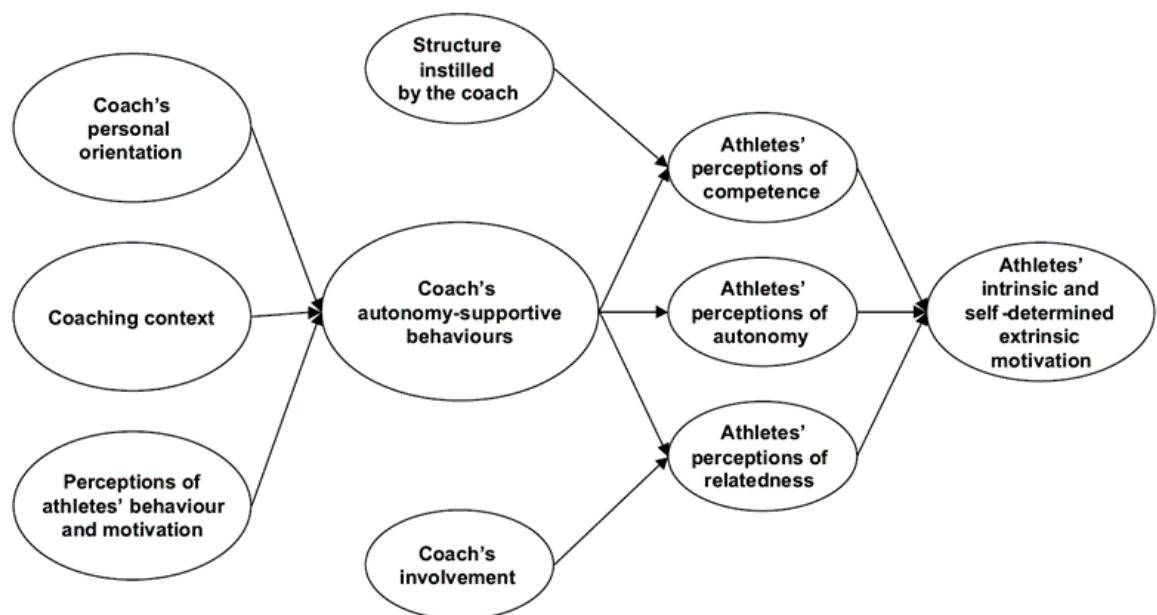

Figure 3. The motivational model of the coach–athlete relationship. (Mageau and Vallerand, 2003.)

When experiencing self-determined extrinsic motivation, one volitionally decides to engage in the activity because the activity is important and concordant with one's values. For example, athletes might not find weight training very exciting but volitionally choose to engage in muscular training because they value its marked benefits for improved performance. Conversely, nonself- determined types of motivation refer to behaviours that are imposed on the self by others, the situation or by one's sense of obligation. When nonself-determined, one feels pressured to engage in the activity because the underlying reasons for participation have not been integrated into one's value system and sense of self. Rather, they have been dictated by external or internal forces, such as others' expectations (e.g. coach, parent...), monetary incentives or one's sense of guilt or obligation. Although the person behaves as prescribed, he or she does not value the emitted behaviours. For example, athletes who fail to see the benefits of weight training may engage in muscular training because they want to avoid any argument with their coach. Such athletes would not endorse the value and importance of their coach's instructions and would not be self-determined in their extrinsic motivation. (Mageau & Vallerand 2003; Mallett 2005.) Intrinsically motivated behaviors involve a genuine interest and enjoyment in pursuing particular activities and are associated with the natural tendency to seek unique challenges, to explore and to learn. (Deci & Ryan, 1985; Ryan & Deci, 2000.) Although many factors may impact athletes' intrinsic and self-determined extrinsic motivation, the coach–athlete relationship is one of the most important influence on athletes' motivation and subsequent performance.

Research shows that both intrinsic motivation and self-determined types of extrinsic motivation, as opposed to non-self-determined extrinsic motivation, are necessary ingredients for athletes' optimal functioning. (see Vallerand and Rousseau, 2001, for a review.) Because being involved in sports entails much training and discipline that are not always enjoyable, athletes rely solely on intrinsic motivation and must, at times, turn to extrinsic forms of motivation to pursue their training. It is thus important for athletes to endorse the value and importance of their training for skill development. In fact, research shows that self-determined extrinsic motivation, as opposed to nonself-determined extrinsic motivation, is related to positive cognitive, affective and behavioural consequences very similar to the ones associated with intrinsic motivation. (Vallerand, 1997.) More specifically, research has shown that athletes who are intrinsically motivated and self-determined in their behaviours invest more effort (Pelletier et al., 1995; Williams and Gill, 1995; Fortier and Grenier, 1999; Li, 1999.), report higher levels of concentration (Brie`re et al., 1995; Pelletier et al., 1995.), are more persistent (Fortier and Grenier, 1999; Pelletier et al., 2001, 2003; Sarrazin et al., 2001.) and perform better (Beauchamp et al., 1996; Pelletier et al., 2003.) than athletes who rely on non-self-determined types of motivation. Consistent find-

ings have also been reported in other domains such as school, work and leisure. (see Vallerand, 1997, for a review.) In the context of the coach–athlete relationship, it is thus in athletes' best interest that coaches nurture their athletes' intrinsic motivation and self-determined types of extrinsic motivation. From a developmental perspective, coaches should want to transmit their sport's values and not merely induce behaviours. In line with a large body of empirical evidence, the present theoretical model proposes that autonomy-supportive behaviours, structure and involvement from coaches play a major role in the development of athletes' intrinsic motivation and self-determined types of extrinsic motivation. (Mageau & Vallerand 2003.)

3.1 The influence of the coach's behaviours on athletes' motivation: the role of autonomy support, structure and involvement

Being autonomy supportive (Deci and Ryan, 1985.) means that 'an individual in a position of authority (e.g., an instructor [or a coach]) takes the other's (e.g., a student's [or an athlete's]) perspective, acknowledges the other's feelings, and provides the other with pertinent information and opportunities for choice, while minimizing the use of pressures and demands. (Black and Deci, 2000, p. 742.) Grolnick and Ryan (1989) further defined autonomy support as parents (or coaches) placing value on self-initiation as well as encouraging choice, independent problem solving and participation in decision making. Autonomy support thus implies that athletes are regarded as individuals deserving self-determination, and not mere pawns that should be controlled to obtain a certain outcome. (deCharms, 1968.) Conversely, controlling behaviours are defined as pressures to think, feel or behave in specified ways, thereby ignoring the person's needs and feelings. (Deci and Ryan, 1985.) Controlling behaviours can be seen as placing value on control and employing power-assertive techniques that pressure others to comply. (Grolnick and Ryan, 1989.) Although research has typically operationalized autonomy-supportive behaviours as providing choice (e.g. Zuckerman et al., 1978.), the above definition of the construct suggests a more complex set of behaviours.

In developing an autonomy-supportive motivational climate, Mageau and Vallerand (2003) proposed seven autonomy-supportive behaviors that coaches could employ: (a) provide choice to athletes with some boundaries, for example, allow athletes to choose between two to three options in solving a task; (b) provide a rationale for tasks (i.e., explain the advantages and disadvantages of a particular option regarding training and in doing so provide the athletes with an understanding of why a particular course of action might be preferable); (c) acknowledge the feelings and perspectives of others—demonstrate the capacity to seek and respect alternative viewpoints; (d) provide athletes with opportunities for initiative taking and independent work (e.g., allow athletes to work independently and to

suggest ideas to resolve problems); (e) provide competence feedback that does not control or direct behavior (i.e., constructive or informational feedback that contributes to a change in behavior because it allows the coach and athlete to freely discuss problems and potential solutions); (f) avoid coaching behaviors that seek to control the athletes (i.e., avoid coercion and bullying); and (g) reduce the perception of ego-involvement in competitive sporting environments. In developing an autonomy- supportive coach-athlete relationship, a pattern of coaching behaviors that is consistent with the above guidelines are underscored (Mallett, 2005.).

3.1.1 Provide choice within specific rules and limits

According to SDT, self-determined motivation will only be enhanced if feelings of competence are accompanied by a sense of choice, that is, the need for "self-determined competence". (Deci & Ryan, 1985, p. 32.) The development of competitive options (tactics) by the athletes also promoted the freedom of choice in seeking solutions to potential competitive situations rather than being dictated as to what strategies to use in what situations. (Mallett, 2005.) Athletes might feel guilty if they do not complete the planned training but do the training to please their coaches (introjected regulation). This broad type of motivation lacks the perception of choice. In contrast, SDEM is concerned with a conscious valuing or acceptance of the training. (Ryan & Deci, 2000.)

The beneficial impact of choice was first demonstrated in the laboratory by Zuckerman et al. (1978). In this prototypical study, college students were asked to engage in an interesting task where they solved SOMA puzzles under one of two experimental conditions: a 'choice' and a 'no-choice' condition. In the 'choice' condition, participants could choose which three of six puzzles they would work on and how much time they would allocate to each one. In the 'no-choice' condition, participants were simply asked to do the activity. As expected, participants in the 'choice' condition were more intrinsically motivated on behavioural and self-report measures than participants in the 'no-choice' condition. Overall, these types of learning experiences, which actively engage the athletes in their own learning, have the opportunity to enhance the perception that the athletes have some personal and meaningful choice in their learning, promoting an internal locus of causality (self-determination) as well as enhanced perceptions of competence and a sense of belonging (relatedness).

Another example from Mallet, 2005; when he prepared the Australian 4 X400m relay teams for the 27th Olympic Games in Athens in 2004. It was demonstrated how athletes might be provided with the perception of choice, was the approach taken with the Men's 4 X 400 m team in deciding the final running order for the Olympic final. In the semi-final the team had not performed as well as expected, although they had run a time consistent with

their season's best. The fourth leg runner in the semi-final had performed under expectations, based on time trials the previous week and other data. In a team meeting, conducted after the semi-final, there were two decisions to be made. The first was the composition of the team, and the second decision was the running order for the final. Coach made the first decision, for which a sound rationale was provided, and then proceeded to outline the pros and cons of two preferred running orders, after which the athletes were given 15 minutes to discuss then decide upon their preference for the running order. It was imperative that the athletes were provided with the necessary information about the possible options available to make a meaningful decision. (Deci, 1975.) That process was important in shifting the responsibility back to the athletes thus promoting the perception of choice (self-determination). The decision to allow the athletes some meaningful choice in the decision making was important to the coach. It was crucial that the athletes had some autonomy in the decision because under those conditions, they were more likely to commit to their decision rather than to a decision imposed upon them. Had he as coach made the decision, it was possible that full commitment from the athletes (and personal coaches) to the same decision might not have resulted. A reduced commitment to the decided plan of action has the potential to undermine the performance of the team because one or more athletes or personal coaches may react negatively to a decision imposed upon the team. The athletes did not question the strategy post the decision, and from my observation of the athletes and from that reported from the personal coaches and team coaches, the athletes displayed every confidence in the strategy prior to the final. From his experiences as a relay coach, it is not unusual for athletes to individually discuss such things with coaches outside of formal team meetings. The important thing was for the athletes to commit to their decision and believe in that decision. The decision proved successful in that the fourth leg runner, who ran in second position in the final, improved 1.60 s on his performance in the semi-final. Although a cause-effect relationship between the perception of choice and the performance of the team in the final cannot be argued, it is suggested that the strategy did promote perceptions of self-determined competence which, in the observation that the athletes shared their confidence in each other to execute the strategy well during and post the formal meeting. A social environment that promotes a perception of personal choice is likely to promote self-determined motivation. (Ryan & Deci, 2000.)

Overall, these types of learning experiences, which actively engage the athletes in their own learning, have the opportunity to enhance the perception that the athletes have some personal and meaningful choice in their learning, promoting an internal locus of causality (self-determination) as well as enhanced perceptions of competence and a sense of belonging (relatedness). (Mallet, 2005.)

3.1.2   Providing a rationale for tasks and limits

Along with providing choice, research reveals that to support athletes' autonomy, coaches need to provide a rationale for requested tasks as well as for limits and rules. Such a rationale facilitates the internalization of the underlying reasons for activity engagement. Indeed, when a task seems meaningful, its underlying values are more easily integrated and accepted. (Mageau & Vallerand, 2003.) For example, explain the advantages and disadvantages of a particular option regarding training and in doing so provide the athletes with an understanding of why a particular course of action might be preferable (Mallet, 2005.), which can help the athletes understand the value of a task.

Research has further suggested that when setting limits and rules, offering a rationale for these regulations protects people's motivation by facilitating their endorsement of these rules. (Koestner et al., 1984.) Kelman (1961) also suggested that, unlike mere compliance, internalization of values can only occur when the influencing agent possesses credibility. Only when statements are considered truthful and valid will they be worthy of serious consideration and internalization. In contrast, compliance only requires the individual to be in a position to supply or withhold desired or undesired things (e.g. rewards and punishment). Goodnow (1994) promoted that internalization is encouraged when children value their parental discipline techniques as appropriate and consistent with their actions rather than excessive or unfair. Experimental studies have shown that, when setting limits, adults who provide a rationale for their regulations do not undermine subordinates' intrinsic motivation. (Koestner et al., 1984; Deci et al., 1994.)

3.1.3   Acknowledging the other person's feelings and perspective

Together with providing a rationale, autonomy-supportive coaches acknowledge athlete's feelings about the tasks and rules. This acknowledgement requires perspective taking on the coach's part and shows that athletes are perceived by their coach as individuals with specific needs and feelings, and no mere pawns that should be directed. (deCharms, 1968.)

Two experimental studies have specifically investigated the impact of acknowledging people's feelings along with providing a rationale on their intrinsic motivation in situations of limits setting. In the first study involving a painting task (Koestner et al., 1984.), children were given clear guidelines about how to use the paint and how to keep the material clean. These instructions were given in an autonomy-supportive way, a controlling way or they were not mentioned at all (no limits). In the 'autonomy-supportive' condition, the experimenter (1) reflected the children's possible resentment toward these rules and (2) explained the importance o respecting the material (i.e. other kids would use it) Children's

feelings were thus acknowledged and reason for the rules were provided. In the 'controlling condition, children were told that they had to keep the material clean and were shown how to do so. The results showed significant differences between the 'controlling' condition and the other two conditions with children in the 'controlling' condition exhibiting less intrinsic motivation. However, no difference was found on intrinsic motivation between the 'no-limit and the 'autonomy-supportive' conditions. Thus, by providing a rationale for regulations and relating the requested regulations to the kids' inner experiences, the experimenter was able to set rules and limits without jeopardizing intrinsic motivation.

In a second experimental study, Deci et al. (1994) replicated the above results. These authors examined the impact of the three autonomy-supportive behaviours described thus far on motivation during a boring perception task. Participants were asked to detect a light dot on a computer screen under conditions where one, two or three autonomy-supportive behaviours were present. Specifically, the experimenter provided choice about pursuing participation, provided a rationale (i.e. he or she explained how the task could be meaningful for improved acute perception) and acknowledged participants' possible boredom towards the task. The results showed that the more autonomy-supportive behaviours were present, the more people were selfdetermined in their extrinsic motivation. Although these results should be systematically replicated in the sport setting, they suggest that reasoning and discussion with athletes should accompany rules setting and task requests. Specifically, coaches need to explain their general strategy as well as acknowledge athletes' possible resentment towards certain rules or demands to foster their athletes' intrinsic and self-determined extrinsic motivation. (Mageau & Vallerand, 2003.)

3.1.4 Providing athletes with opportunities for initiative taking and independent work

Even with the best intentions in mind, coaches who provide support when it is not needed and who coerce their athletes into obeying their instructions are perceived to be controlling. They jeopardize their athletes' motivation by restricting their opportunities to take initiatives and to be creative. This type of behaviour can be termed 'controlling support'. Autonomy-supportive coaches, instead, provide their athletes with opportunities for initiative taking and independent work. Research in the educational domain has documented the importance of allowing people opportunities for initiative taking within a supportive relationship. (Mageau & Vallerand, 2003.) When authority figures (e.g. coaches) coerce their subordinates (e.g. athletes) into following their instructions, their controlling behaviour restricts their subordinates' opportunity to be autonomous and, in turn, undermines their subordinates' intrinsic motivation. Although additional research should replicate these find-

ings with self-determined extrinsic motivation as a dependent variable, the aforementioned results suggest that within a coach–athlete supportive relationship, athletes should be allowed opportunities for self-initiated behaviour. (Mageau & Vallerand, 2003.)

3.1.5 Providing non-controlling competence feedback

Positive competence feedback is also an important determinant of athletes' intrinsic motivation. Indeed, positive feedback relative to no feedback has a positive impact on the intrinsic motivation of young adults as indicated by both self-report and free-choice measures. (Vallerand, 1983; Vallerand and Reid, 1984; Deci et al., 1999.) However, research suggests that providing verbal feedback is a more complex endeavour than it might appear. (Henderlong and Lepper, 2002.) Indeed, the way verbal feedback is presented is an important moderator of its impact on intrinsic motivation. It has been argued that positive feedback has two functional aspects: an informational and a controlling aspect. (Ryan, 1982.) While the informational aspect provides the person with information about his or her competence, the controlling aspect incites the person into reemitting the behaviour. Research shows that when the informational aspect is present more often and the controlling aspect is present less often (Fisher, 1978.), positive feedback enhances people's perceptions of competence, which, in turn, has a positive impact on their intrinsic motivation. (Vallerand and Reid, 1984.) However, when the controlling aspect is present more often, positive feedback will undermine intrinsic motivation. Studies using positive but controlling twists like 'You did very well on this puzzle, just as you should' (Ryan et al., 1983.), 'If you keep it up I'll be able to use your data' (Mageau & Vallerand, 2003.) and 'Keep it up. I would like you to do even better on the next game' (Kast and Connor, 1988.), all led to a decrease in intrinsic motivation. These twists clearly deliver the experimenters' expectations and desires about participants' behaviour. Positive feedback was thus used as a form of control and consequently undermined intrinsic motivation. In a review on the impact of praise, Henderlong and Lepper (2002) further suggested that positive feedback may have a negative impact on intrinsic motivation as long as it targets uncontrollable charactersitics of performance or deliver low or unrealistic expectations. Overall, research suggests that positive feedback may prevent or facilitate athletes' intrinsic motivation but to be beneficial it needs to (1) promote perceptions of autonomy and competence, (2) target behaviours that are under the athletes' control and (3) convey high but realistic expectations. (Mageau & Vallerand, 2003.)

3.1.6 Avoiding controlling behaviours

As it is the case for competence feedback, many behaviours can be controlling and restrain athletes' autonomy. As stated previously, controlling behaviours are pressures to think and behave in a certain way. (Deci and Ryan, 1985.) These constraints induce a

change in the perceived locus of causality, from internal to external, reducing the person's sense of self-determination. (Ryan, 1982; Deci and Ryan, 1985.) Controlling behaviours create situations in which failure to behave in a certain way represents a significant threat to, for example, the coach–athlete relationship or the athlete's self-esteem. (Ryan, 1982.) In such a controlling environment, the stake of not emitting requested behaviours becomes so high that athletes can no longer choose to behave otherwise. Controlling behaviours can take many forms, such as overt control, controlling statements and guilt-inducing criticisms, tangible rewards and encouragement of athletes' ego-involvement. (Mageau & Vallerand 2003.) Athletes do not appreciate being told what to do because they perceive that approach as undermining their own performance. An autocratic or controlling leadership style has the potential to alienate athletes and coaches, causing problems for the effective functioning of the coach-athlete relationship. One study involving young male wrestler showed that these findings also apply to the sport context. (Mageau & Vallerand, 2003.) Athletes who reported low intrinsic motivation also perceived their coaches to be less supportive and more controlling, which was operationalized as the coach getting upset and making them nervous. Overall, these results thus support the negative impact of psychological control on intrinsic motivation. (Mageau & Vallerand, 2003.) Promoting a healthy coach-athlete relationship is posited as key to high quality sport performance and positive affective outcomes. (Mallett, 2005.) Athletes who are unaccustomed to an autonomy-supportive coaching environment might find the increased freedom initially challenging. Asking athletes who are familiar with a controlling coaching environment questions about their performance and how they might improve their performance is so unique that it takes time for them to feel confident to offer their opinion. The development of trust and respect between coach and athletes takes time. (Mallett, 2005.)

3.1.7 Ego-involvement in competitive sporting environments

In ego-oriented environments, athletes' self-esteem is constantly on the line, driving people to try to self-enhance. (Ryan, 1982.) Behavioural outcomes become so important for people's integrity that they are no longer free to choose a goal that differs from the one dictated by the coach or the situation. As a result, people's sense of self-determination is greatly reduced. Several studies have investigated the detrimental impact of ego-involvement on intrinsic motivation. In these studies, ego-involvement was typically induced by presenting the experimental task as a test of intelligence or abilities where people had to prove themselves as opposed to a game. Results from these studies showed that ego-involvement undermined intrinsic motivation as indicated by both self-reports and behavioural measures. (Ryan, 1982; Plant and Ryan, 1985; Koestner et al., 1987.) As was demonstrated with tangible rewards, ego-involvement narrows people's focus on the outcome and limits their behaviours to those leading directly to this outcome (Grolnick and

Ryan, 1987.), thereby interfering with a more global approach. (McGraw, 1978.) Research conducted in the sport domain has supported the negative impact of ego-involvement on intrinsic motivation. In line with other research (Mageau & Vallerand, 2003.), ego-involvement has been defined as athletes' tendency to evaluate their performance by comparing themselves with others as opposed to selfreferenced standards. Duda et al. (1995) showed that athletes who reported being ego-involved in their sport also reported lower intrinsic motivation. Beauchamp et al. (1996) corroborated these findings in a study in which they examined the impact of different types of instructions on the motivation of novice golfers in a 14 week golf programme. A first condition emphasized self-set goals rather than imposed goals, focusing on self-improvement rather than on peer comparisons. The other condition made no attempt to minimize ego-involvement in participants, focusing solely on physical skills. The results showed that participants in the first condition reported higher intrinsic motivation and performed better than participants in the second condition who only received physical skill training. These findings suggest the potential benefits of minimizing ego-involvement for athletes' performance. (Mageau & Vallerand, 2003.)

3.2   Shared Leadership

Ryan and Deci (2002) proposed that humans have basic psychological needs for autonomy, competence, and relatedness, which must be satisfied to experience optimal well-being. Feelings of autonomy indicate a perception of volition, choice, and self-directedness; while relatedness is defined as a sense of mutual caring and connectedness with others (e.g., teammates, coaches). In sport, competence refers to a feeling that one has the ability and the opportunity to be effective in one's sport. According to Ryan and Deci (2002, Deci & Ryan, 2000a, b.), the extent to which these needs are satisfied will determine the degree to which positive psychological outcomes are experienced (e.g., engagement, flow); while the extent to which these needs are frustrated will determine the degree to which negative psychological consequences are experienced (e.g., burnout, anxiety). (Hodge& Lonsdale et al., 2009.)

The best coaches are thus the ones who adopt a shared leadership approach (Autonomy, Relatedness) and who strengthen the leadership quality of their players (Competence). (Fransen& Mertens et al., 2020.) When appointing the leaders in their team, it is essential for coaches not only to rely on their own insights but also to give their players a voice in this decision process. (Fransen & Mertens et al., 2020.)

Regardless of the insight of the coach, providing a voice to the players has other benefits. More specifically, this procedure ensures that the appointed leaders experience the support of their teams as their selection relies on the perceptions of the players instead of the coach. Realizing that their teammates not only accept but also expect their leadership will

increase the motivation of the appointed leaders to take up their leadership responsibility and fulfil their role as good as possible. (Cotterill & Fransen, 2016.) Using the perceptions of the players as basis for leadership appointment also infers that players who are not appointed as leaders will be less inclined to argue the decision. (Fransen & Mertens et al., 2020.) Earning the respect of teammates, is an important part of being a leader. Athletes can be called athlete leaders when they influence their teammates to achieve common goals. (Duguay & Loughead et al., 2019.)

Adopting a shared leadership approach does not diminish the coaches' own leadership quality from the perspective of their players. In contrast, teams in which more players are engaged in team leadership perceive their coaches to be better leaders. Scientific results suggest that by empowering the players within the team, the coach's own leadership becomes even more appreciated by the players. To implement such a structure of shared leadership, it is important to identify the best leaders in the team. The study findings suggest that, to make the right selection of leaders, coaches are better served by involving their players in the leadership decision-making process, as only when the appointed athlete leaders have the support from the entire team their leadership is most effective./maybe 2 different sentences? In short, coaches have a chance to become great leaders, not because of their power but because of their ability to empower others. (Fransen & Mertens et al., 2020.)

3.3 Summary

In summary, being autonomy supportive entails a complex set of behaviours that goes beyond simply providing choice. Autonomy-supportive coaches provide choice, but also a rationale for requested tasks, rules and limits, acknowledge athletes' feelings and perspective, provide opportunities for initiative taking and transmit non-controlling competence feedback. Finally, autonomy-supportive coaches avoid controlling behaviours in the form of physical and psychological control, tangible rewards and ego-involvement induction. These autonomy-supportive behaviours, in turn, have been shown repeatedly to facilitate athlete's motivation. Taken as a whole, this body of research strongly suggests that autonomy-supportive behaviours are essential for the nurturing of athletes' intrinsic and self-determined extrinsic motivation, hence supporting this aspect of the present motivational model of the coach–athlete relationship. (Mageau & Vallerand, 2003.)

4   Sustaining Working Culture

Culture defines as the set of shared attitudes, values, goals, and practices that characterizes an institution or organization and the characteristic features of everyday existence (such as diversions or a way of life) shared by people in a place or time. (Merriam-webster, 2021.) Culture is who we are and what shapes our identity. No development can be sustainable without including culture. (UNESCO, 2015.) Cultural Sustainability encourages full involvement in cultural life while having the most negligible impact on the environment. "Cultural sustainability is primarily concerned with the continuity of cultural values linking all of the past, present, and future". (Piparsania & Kalita, 2021.) Culture is an accepted and understood "way" of doing things. In particular, related to the team itself, culture can be explained as the behavioural application of the core values of the program as determined by the coach and his staff (and perhaps input from the players) as those values embody the vision of the athletics department and their mission of the team. (Andrian, 2016.)

The aim of the study with the Finnish Women's National Hockey Team (FWN) was to sustain an autonomy supportive environment with the three psychological needs as a theoretical structure. The research shows that personal responsibility and personal autonomous goal setting leads to better performance developing the individual and the team. (Andler, 2017.) The FWN is taking the leadership into a more autonomous style with the shared leadership approach. Central to a culture of development is the gradual process by which players become autonomous learners. Good coaches clarify what they want student-athletes to be able to do on their own when challenged by any new "test" of their abilities on practices and games. While knowing when to intervene, coaches trust their older and more experienced players to mentor those new to the program. (Andrian, 2016.)

5   The choice of method for collecting and producing data and the reasons for it

The aim of this study is to evaluate if the Finnish Women's National Ice Hockey Team (FWN) has been able to sustain the autonomy-supportive environment established during the last Olympic project 2014-2018. The interviews function as support for the determined questions in the questionnaire and are transcribed to text and further analysed with the guidance of theory. A theory-based questionnaire was developed to work as a structure for the interviews. This multi-phased work process has provided insight into the renewal of the team culture in the FWN.

The questionnaire and the interview questions are produced to guarantee detailed and valid response. The questions in the questionnaire and interviews were based on Andler's Case Study Questions. Some questions were reframed and modified with the cooperation of Andler and the thesis supervisor. The reframing was necessary to suit the working culture sustainment instead of working culture change, and improve questions from Andler's Case Study to support the answering of the research questions. (see the difference between the Case Study Follow-Up Appendix 1 and Case Study Appendix 2&3 (Andler, 2017.)) The options to answer (agree, somewhat agree, somewhat disagree and disagree) strive to clarify the point of views the different parties in the FWN have on the development of the team culture. To assure a valid response, each individual was interviewed to have the opportunity to open up and reason their answers and to share their views in a more detailed way. Therefore, the interview supports the questionnaire. These phases have assured a significant width in the answers and can be seen as legit.

Twenty-eight persons in different positions within the FWN have been formally invited for study participation. The represented groups are seven players who are part of the Players Leadership Group (PLG), seven younger players or who joined the team recently and are not part of the PLG, seven older players who are not part of the PLG, and seven staff members of the Finnish Women's National Ice Hockey Team. Interviews were carried out with twenty-seven (27) participants out of twenty-eight (28), questionnaires were carried out by all the participants (28). The participants were chosen randomly. One player refused to participate and was randomly replaced by another player.

5.1   Data collection – Questionnaire

Most questionnaire data was collected in November 2020, two was collected in March 2021 and two in March 2022. To collect data 21 players and 7 staff members were given opportunity to participate in the study. A formal invitation (appendix 2) was sent to all participants explaining why they are participating in the study. A questionnaire consisting 36

questions was sent out to all participants (Appendix 1). 4 questions were open questions. 32 questions were constructed on a 4-alternative scale consisting the options agree, somewhat agree, somewhat disagree and disagree. The participants were able to choose to fill the questionnaire in Finnish or English. 2 participants filled out the questionnaire in English and 26 participant filled the questionnaire in Finnish, later translated into English. The participants had choice to answer the questions or not. The same questionnaire was used for players and staff members too. Data analysis was done for players and team staff separately. All players and staff were contacted after they returned the questionnaire to schedule an interview. All the questionnaires were returned by the participants. Since the study respects the ethical viewpoints the data is anonymous and all contacts have been deleted.

The purpose of the questionnaire was to follow up Andler's Case Study with the FWN, (Andler, 2017.) whether the three psychological needs (autonomy, competence, and relatedness) are satisfied. The questionnaire has been built out of 5 parts; current working culture, autonomy-supportive coaching, relatedness – team cohesion, competence - individual performance, and open questions.

5.2 Data collection – Interviews

Most interviews were collected in November 2020, the last interviews were collected in July 2021. The data collected that for the thesis with its broad content is ethically managed. Data collection was done anonymously. This means that none of the participants is recognized nor traced through their answers in the interview or the survey. When team members mentioned names during the questionnaire or interview, it was translated into the position of the mentioned person. Furthermore, all data was properly removed.

Interviews were accomplished through Teams/Zoom/WhatsApp meetings. All the reached participants agreed to record the interviews. All participants were asked about the personal point of view and team point of view. The participants were asked to hold the interview in English, 4 interviewees asked to hold it in Finnish. 4 interviews were conducted in Finnish with a collaboration of a third person who was the Finnish-English translator, these 4 persons agreed to interview in a presence of a translator. 23 interviews were held in English. 11 players and 7 staff members were interviewed. 1 player was not reached for the interview. No effort was made to interview this player. All the randomly picked staff members were reached for the interview.
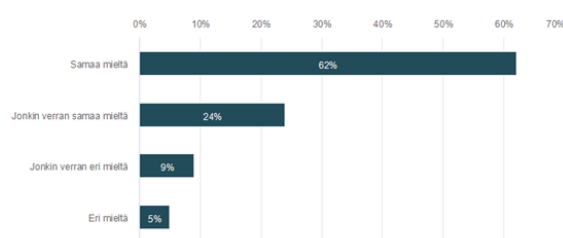
6 Results

6.1 Results of questionnaires

The respondents were asked about the function of the working culture and the development areas for the future. The respondents gave a list of concrete issues about the working culture. Most team members find the player changes as a challenge to sustain a united working culture. Most team members perceive that the players take more responsibility on themselves and adapt quicker than before, however the player changes in the team throughout the years challenges the unitedness of the team, as this player illustrated the situation "The team became attached and was really united for the first 4-5 years. Part of the reason for this, I think, was that the group remained pretty much the same throughout. With the change of players, the development has taken a bit backwards, which is partly understandable. I feel that now we need to work harder for the unity of this group, to find a similar "glue" around everyone in our group before." Another player stated about the player changes "There have been a lot of new players involved in the last year, but still the unity and purposefulness of the team has remained high, the culture encourages players to constantly evolve." According to this player, need support is provided "You can be yourself, you can trust your own way of practicing and if you need help you get it." (Appendix 4.)
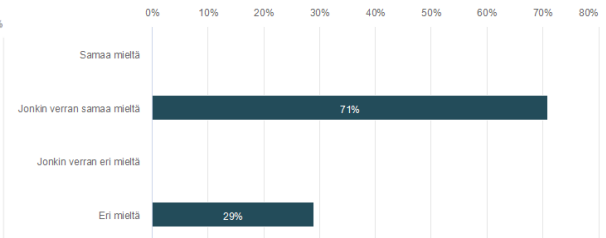
The results about the working culture affects the need of the team members positively, however the culture must force the team members more outside of their comfort zone.

The working culture forces me to work out of my comfort zone (Appendix 4, Question 4.)
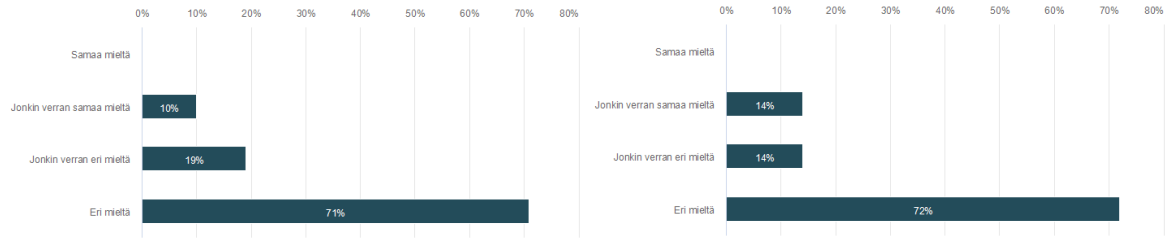Players' perspective (n=21)   Staff members' perspective (n=7)

The autonomy is satisfied in most areas, however one staff and two players feel pressured to behave certain ways.

I feel controlled and pressured to be certain ways (Appendix 4, Question 13.)
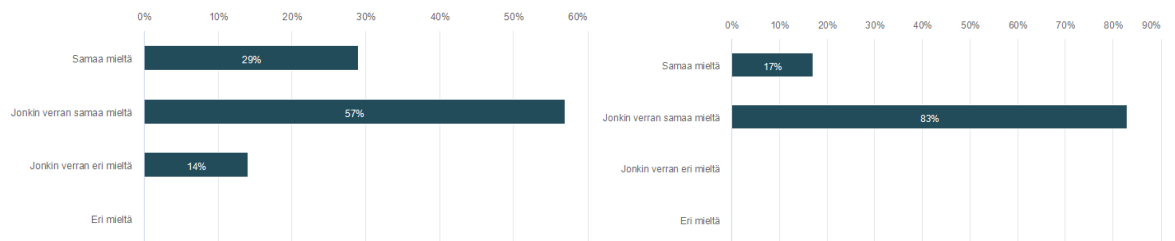Players' perspective (n=21)   Staff members' perspective (n=7)

Team members autonomy is limited in the on-ice practice guidelines. The players are allowed to influence their on-ice training (Appendix 4, Question 16.)

Players' perspective (n=21)   Staff members' perspective (n=6)
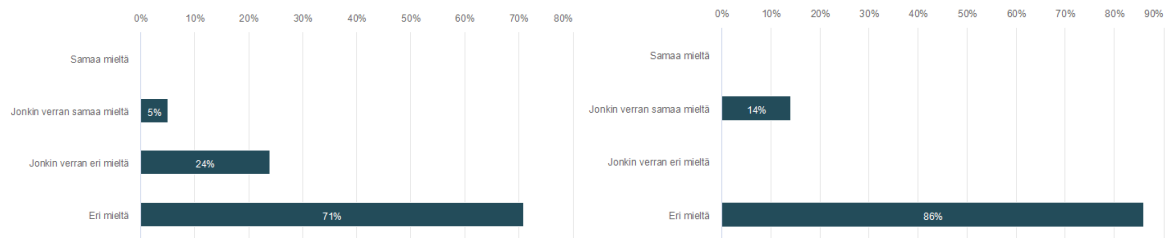

Most team members relatedness seems to be satisfied in most areas, however one staff and one player somewhat feels left out.

I feel left out from the team for some reason (Appendix 4, Question 23.)
Players' perspective (n=21)   Staff members' perspective (n=7)

The team members competence is satisfied in most areas, however three player perceives that their level of performance gets worse for some reason in the working culture. My level of performance gets worse for some reason in this working culture (Appendix 4, Question 29.)
Players' perspective (n=21)   Staff members' perspective (n=6)
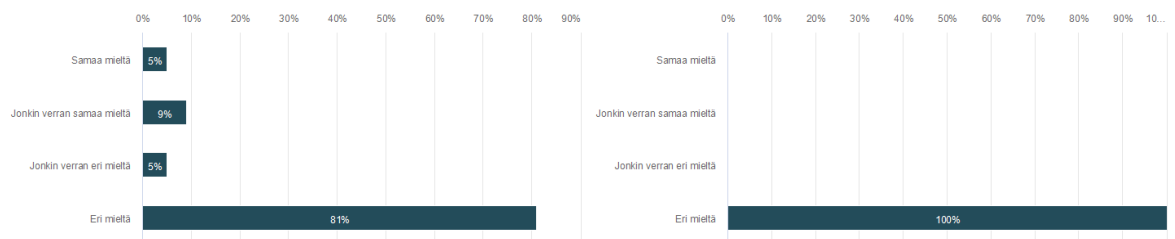
Most staff members require more straight communication, less assuming, better flow of information, openness, solving problems in an acute level. These statements by the staff

are reinforced by a player "Sometimes there is a bit of a contradictory message from the coach and at least you have to guess a bit". One staff member perceives negativity in another staff member behavior "One staff member is somehow cautious because he does not know how to accept criticism / suggestions for development but perceives them as an attack on him and often throws himself into martyrdom." On the other hand, more staff perceive more unitedness in the team, the performance changes in a positive direction all the time, and it is allowed in the environment to talk about difficult things. These statements are reinforced by a player "Players have a greater responsibility for their own training and can be much more influenced by themselves. The atmosphere is much more demanding and encouraging. It is easy to join the team and everyone can be there for themselves. It's easy to learn to be a better person and player in the team" Another player stated "It is important to consider others. Respect for everyone. Smile and manners. No one should be left alone or left out". (Appendix 4.)

6.2   Results of interviews

The interpretation of the collected data was based on the 6 phases worked example of Braun and Clarke's approach (Byrne, 2022.) to Reflexive Thematic Analysis (RTA). The mind maps were generated by the codes from the data (Appendix 3.), which help the reader to understand overall the relation of the dataset by the respondents related to the research questions. Six mind maps were generated to illustrate the discussed topics by the respondents (Figure 4-9.) from the interviews and the issues concerning the literature. At the early stage of interpretation of the 3 basic psychological needs (Autonomy, Competence, and Relatedness). I found that creating one mind map for 3 topics from staff members' and player's points of view would be blurry or give not enough meaning and depth of the collected data for interview interpretation. I found it necessary to separate the answers of the staff from the player's perspective and the 3 basic psychological needs one by one to illustrate more meaning and depth of the data from more perspectives. The 6 maps are different and the illustration for each map is unique. The themes, sub-themes, and their relation to one another are built up from my interpretation views considering the 6 phases of RTA from the respondents' answers and their connection to literature. The selection of the themes and sub-themes went through a careful interrelation process, by decoding all the answers given by respondents which consist of over 1300 codes. (Appendix 3.) The codes served as guidance to build up themes and sub-themes for the mind map. The name of the themes and sub-themes were interpreted from the respondents' answers what they found significant to talk about and I was connecting it with the research question and literature. I generated all the themes discussed by the respondents and then started to reduce the number of themes, and sub-themes (cutting off the themes that are not related to the research question or literature) until I found enough depth and meaningful relation between the themes and sub-themes for illustrating the dataset. When I started to

connect the relationship with the themes and sub-themes, I found it useful to illustrate the relationship with colours that represent more meaning between themes. The colour of the line represents the satisfaction level of the basic psychological needs between themes and sub-themes. The satisfaction level of the coloured lines is representing the expressed perspectives given by the respondents regarding the illustrated themes, and sub-themes. The prepared mind maps represent all the respondents' perspectives regarding the dataset and the research questions.
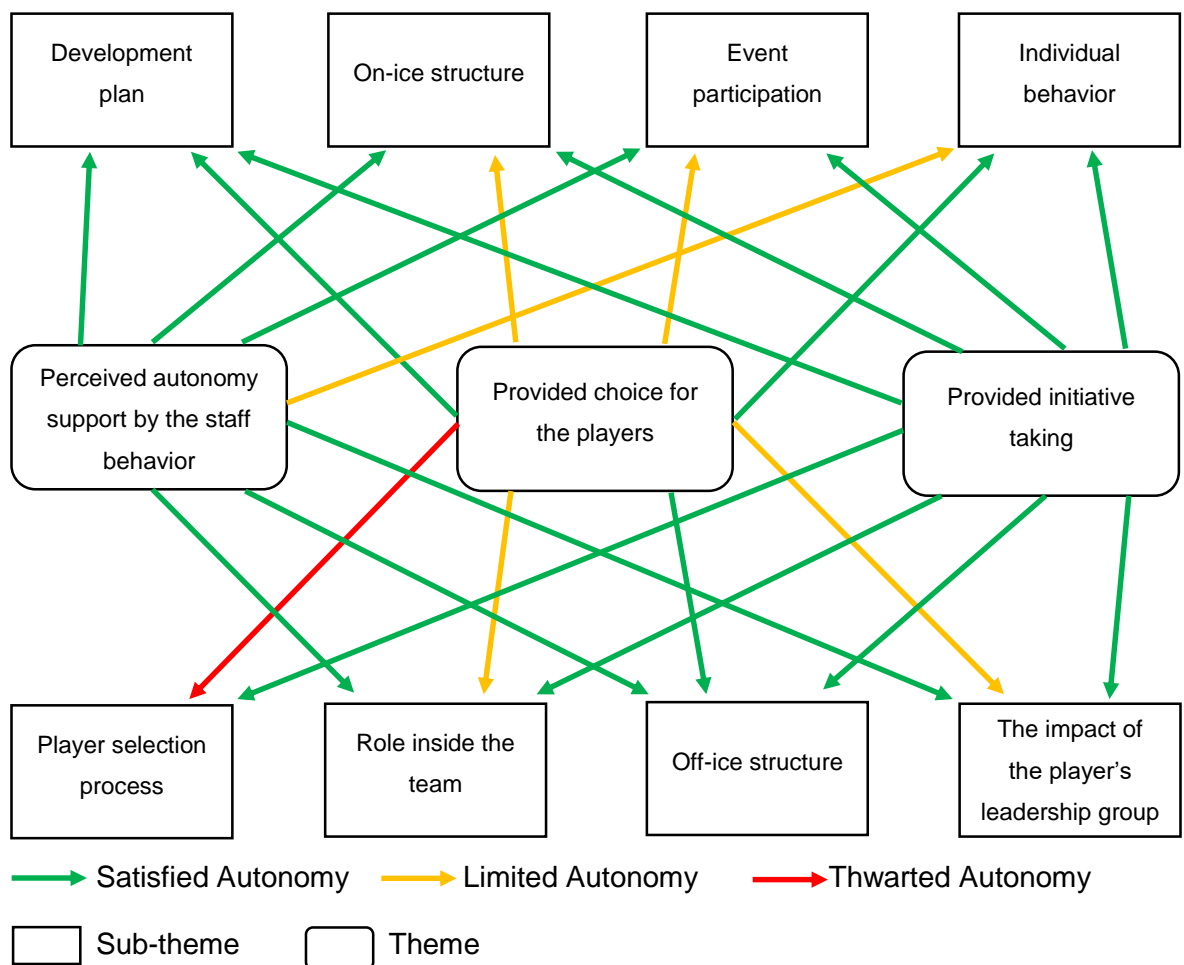
6.2.1   Autonomy (Players perspective)

Figure 4. Players' perceived needs for Autonomy in the environment.
The 3 Themes were selected as a guide to illustrate the Autonomy to the different Sub-Themes which were communicated by the interviewees.

On-ice structure

Most players agreed that the staff members control the on-ice practices with limitations. One player stated "I don't really have anything to change in the on-ice training but if some players have I think they could ask it from the coaches". Another player states "You can say if we want to do things easier then they adjust to it and fully understand, so we have solutions". Another player states "We have team ice practice then we do what coach says

but also we had like 10 minutes individual in some days so then you can do what you want if you want to work on something" Another player states "I think that's the coaches part what we do on the ice. If it's a game day and it's like a couple of players who are going on the ice, so then we can say like, Okay, I want to shoot more, or can we do this and this, then they react like, we can do it if you want, if you feel so. If we have a team practice, then I think that the coaches decide what we're going to do". One player commented about the autonomy on tactics "On the ice we are allowed to be more creative in the offensive zone". Another player stated "We can say that we would like to play a little bit more and then they listen to us, but it's the coaches impact on the practice what they want to train specifically. No thwarting factors have been stated about on-ice structure.

Development plan

All player agrees that the goal-setting process is autonomous. "Players can choose about the conditions they want to work on". Another player states "Every player gets their own plans and they can do it on their own in group or individually". Another player states "I have my own goals always in the games and how I want to take some days, I know that I work for myself". Choices provided in the goal-setting "We do always that our goals like three best calls that you want and then they will listen what we want to do. Then they say, that's good thing or then they can say like, okay, maybe you can also do the one you like, they are agreeing with that but then they say something they want". Further stated by another player "I do my own program and staff comes and tells me if I can do this or that like a suggestion. I can choose what I want to do and not advice but always they like say that, maybe you can do that. So I can do by myself my programs and then I always ask for help, but I can choose what I want to do". A younger player requires more control by the coaches on goal-setting process "If there is something that we have on our mind, we can let them know about it and if they have something in their mind they let us know as well. We talk about the goal-settings during the summers then I do that, but then the staff can maybe help a bit more to have more perspectives rather than I finding out my own perspective". It was reasoned by an older player "Maybe some less skilled players need more support from the coaches too but I think for me where my goal is what I need to, where I need to focus to be better on. Everyone can do their own goals and of course, some of the players might need more help from the coaches. For myself, I think it's pretty clear, what are my goals and where I need to focus and where I need to work more, how I want to play the game and what are my strengths, what I can still try to improve so I think it should come from you because then you are more motivated to work for those goals. If it's only coming outside from the coaches, then it's not your thing. It's kind of their thing to do. So I think it's good that you are involved and you really think yourself what I want to improve in my game"

Event participation

All players have choice to affect the participation in certain team events. One player proves this statement "Sometimes we can choose if we want to go on the ice or not, especially in the game days. We have team practice where everyone goes". It was further stated by another player "Some days we can decide do we go on ice or not". Another player reinforces this statement "Game days we can choose if we want to go morning on the ice or not". The limited choice factor is that players need to explain to justify their intention to participate "If you have a good reason to not participate on the practice it is okay". A player from the PLG has a high impact on decision-making" We have the player's leadership group. We have voice but of course the staff is going to do their last decision. The coaches listening to our wishes but of course if they really want that we have a camp before Christmas we will do it, but there was so many players who said like that we should not have a camp before Christmas. Staff said no, it's not a good idea, then at least we can say we don't want to have a camp, but they tried everything. In the end we felt that it was a good choice to not have a camp, so we did not keep it"

Player selection process

Thwarting factor of the autonomy in player selection process was stated by 2 goaltenders in the team. The nature of the player selection process is thwarting the autonomy of the players. "I've always been with the national team but never been the sure pick. This is something that I work a lot about. This creates a bit uncertainty; I feel I am always the last who gets picked in. The fact to get picked always the last make you bad thoughts, but I don't feel it's unfair. I think I need to be better so I can be a sure pick. My spot has never been clear for me. For example, a good player can plan the whole camp to get picked and she makes her plans for that but I am living camp by camp if I am picked or not so it can be in my head" Same player states that the selection process of the national team is a controlling tool "Last year and this year was really tough for me in my club team, because we had bad results and I felt pressure because of that if I get invited to the National Team or not? The national team can be a pressure tool to be selected or be not selected, which affects my performance indirectly. This National team should be a reward that you deserve to be in rather than a pressure if you are not picked". Same player further reasoning the thwarting factor of the player selection "Talking with the Head coach is good, then talking to other assistant coach that says all good thing but the next day the Head Coach comes and tells me what I did wrong with the assistant coach. That can be something to do that I am the player who gets picked last". Another player feels important by being picked to the team after an uncertain entry to the team "Yes, I feel that I am an important part of this team. I haven't always feel like that way. In the beginning, it was really hard because I didn't know if I'm in the team or not, and now I had been in the national team for

three years, like almost every camp. So I feel important ". Other player refers to competition as a factor in player selection process "We have a lot of pressure and competition because this is the national team, maybe that affects me. Inside the team we don't want to cause anything bad. I am happy if I am in the team but I am sad if my friend gets cut off or being not invited to the team" Another player perceives competition as motivation "Knowing what it takes to be on the national team, it pushes me forward. We are fighting for the spots to be in the team." Further reasoned by another player "I think they pick the good athletes." Another player talks about the effect of team culture on the selection process "We have a motivating culture. You have to be better in the national team, you need to work to be in the team. It's not always a green light that you are invited. When you are there then the courage starts. You have to train better than the friend next to you".

Role inside the team

The limiting factor of the autonomy in this theme is the individual difference between the team members. Some players feel that they got small roles which is not satisfying, some players are satisfied in their roles. Younger player states "I work to get more engagement in the team" Same player states "I haven't been on much tournaments and stuff but like when I'm at a camp, I feel important. If I would get more games and stuff I would feel more important. Right now I'm a little bit outside maybe because I just haven't played games". Younger PLG member states "I'm a younger player and now I'm assistant captain, and the team mates find me funny".

Older player, not part of the PLG states "I feel like I am not the best when I am with the team. I don't really know my role so it's hard to explain but I am kind of nervous when I play with them because in my club team my role is important and in national team it's hard to handle the less important role" Same player states "I can generally be myself. I haven't been part of the national team that much, this is one reason why I am more shy with the other team members. So I feel like that's one reason and maybe because of that my role is a little smaller than the other national team players" Same player states "Usually I get couple camps with the team. I don't' spend too much time with the national team. I feel like I am part of them (national team) but sometimes it's hard to think the national team way because my club does things different"

This goaltender, not part of the PLG states "I've always been with the national team but never been the sure pick. This is something that I work a lot about. This creates a bit uncertainty; I feel I am always the last who gets picked in. The fact to get picked always the last make you bad thoughts, but I don't feel it's unfair. I think I need to be better so I can be a sure pick. My spot has never been clear for me. For example, a good player can plan the whole camp to get picked and she makes her plans for that but I am living camp by

camp if I picked or not so it can stuck in my head" Same player states "In my club team I have an important role and in the national team I am not the "STAR" anymore and now you have to get use to that not everything goes around you but I always felt that I have a big input in the team and I am respected for that. I want to be the starting goalie but I know I am respected"

Older PLG member states "The head coach told me many times about my role and this helped me to function in the team" Same player states "The staff members have built a team but I think Head Coach has had some words for that. I think you can see that they, like everyone trust each other, what they're doing. Like, they all have different roles. I feel like they are not trying to confuse their roles between each other, that everyone has respect for the other staff member's domain. For example, the doctor does his thing, and everyone trusts him"

Older PLG member states "Yes, I do feel very clear what role I have and I feel according to the team. I feel my role is valuable to the team, and it's important that I'm there" Same player states "Well, throughout the communication, everybody is adapted to their own role and I think since it's so clear, what your role is, there's no confusion. My role is I'm one of the leaders and I'm a goal scorer, I am both in power play and box play, but my main role for the team is to create scoring, but also being a leader"

Off-ice structure

The players unanimously stated that their level of autonomy is satisfied regarding to off-ice training structure, chance is provided to experience self-endorsement as this player states "Some players have their own coach, or advisor. Well, almost everyone has their own. So now we can do with just our own schedule"

Another player states "The last couple of years we are very much involved in the off-ice training and even what we do at camps there. They're trusting the players, with their own programs, as long as we have good communication with the Physical Coach" Another player states "I have been able to affect my off-ice workouts all the time. I had some injuries and I had to modify my workouts most of the time so they have been really open with me, helped me to get some new ideas or different options for stuff that I cannot do"

Another player states "We all have our own routines and how we practice. We do have some practice together too. And that's really good for the team. So they want us to make our own things and of course they want to know before what I do so it's not just like someone's lying like I'm going to go to the gym and then sit in the locker room with your

phone or whatever. They make us do our own workouts and they trust us too. They do want to know too because they can learn something and we can learn something"

Individual behavior

Most players state that the autonomy is satisfied in the individual behavior, the so called "we can be ourselves" have appeared very often throughout the different part of the interviews, for example this player stated that "I think everyone can be themselves and it helped us to get better versions and players"

Another player stated "We are not scared to do mistakes anymore. We need to see these moments and learn from them." Another player stated "I think it really supports me, how their culture is that way that everyone can be themselves. You can say how you feel and how you think about life it's not all about the hockey and it gives you space to also to be over different because we all are different that everyone has their own thoughts."

Another player stated "I have been in many teams obviously, it is different with different coaches but at least when we have talked with the other players, it wasn't that easy to come to the team. There were more roles, like you were more experienced players, and you have your own rules and then the younger players. Well, at least I was pretty shy. I didn't want to talk to anyone, and I didn't even know anyone from the team. I didn't feel that comfortable. I see, it has been so much easier now. I think for myself, it's more like I have just grown as a person. So I can be myself now but I feel that it's easier to come to the team now, and everyone is in the same line."

This goaltender has expressed her own perspective what she found as a limitation in the perceived autonomy support by the staff members. "Everyone is different and everyone feels differently. I think they should see people how they are as a person and if someone is not that noisy in the locker room, they shouldn't push the way the person isn't. They (staff members) research how the persons are and get them positive and push them on the person's way and not putting all the people to the same box. I would specialize more to individualize the approach to different people in a nature way, not in a sport way. If someone doesn't want to be noisy then don't push her to be noisy. Everyone should behave and finding their own comfort zone, and that's the way they can get out their best, to be themselves" Same player states "Mostly I think they (staff members) have become closer to the team with this new culture but there is sometimes situation when things are not going how we want. The players are expected to behave well and not to show out stress, but sometimes the staff show it out more, I think they should be the leaders and show it out more. They should behave how they want us to behave. If we are asking

something that we need to take care of. They might be stressed out and they might not be that nice, not behaving that well"

The statement of this player seems to be contradictive about the autonomy supportive behavior of the staff "I really don't see any bad behaving or something that is not our working culture. The staff ask you, are you okay? Try to be open minded for the players individually. They speak very open minded and if they have something to say then they say it because it's best for the team, and for that one individual player"

This player stated "Everyone can be themselves. I cannot really think of a situation where I have been told to do something in a certain way, that I have felt pressure about them"

The impact of the player's leadership group

The most players agreed that the function of the player's leadership group is used as a tool for delivering the players will or perspective to the staff members as this player stated "We have the leadership group who talk a lot with the coaches, they manage to accomplish for the player, I don't know all things what's happening there. It's good that we have this communication with the coaches. The coaches are listening to us"

The limitation in the decision making process is according to most players "the head coach is always asking our opinions, but in the end, he's making the decision, so we are always kind of have the chance to be involved in the making decisions" Another player stated "It's super important that we can talk with them about those things, even if sometimes it's not like good things. But still, I feel like it's good to talk about it. And they let us maybe not do that decision, but like, be a part to that"

Initiative-taking provided for the players according to this player "We can say that we would like to play a little bit more and then they listen to us, but it's the coaches impact on the practice what they want to train specifically. You can say if we want to do things easier then they adjust to it and fully understand, so we have solutions". According to this player the decision making is a shared process between staff and team members "I agree, the player's leadership group has meeting with the coaches and making decisions together what is very good. We have a good connection. I think the coaches looking also my perspective as a player which is not part of leadership group. I think we have really good relationship and I can talk to them from my perspective"

This player who is not part of the player's leadership group perceives limitation on the decision making while perceiving provided initiative-taking by the team members "The leadership group is able to talk and discuss about things and the staff hear them, like both of them hear each other and they cooperate together. I don't feel like my voice is heard at

the same level but I feel like they will talk how the team feels, and they will tell the message to the coaching staff. But I know I don't feel like my own voice is heard. But I feel like that leadership group listening to your advice. I think they would go and tell the staff if I would ask something but I haven't done it. I don't think there has been any problems or issues what I would like to discuss, so I think they would hear me. How easy it would be if everyone could read my mind but because it is not possible, I have to step up for myself"

According to this player the assistant staff members are taking smaller part of the decision making "I feel the head coach makes all the calls, who doesn't come with him, doesn't come at all. Two assistant coach agrees with everything what the head coach says but not scared of him or stuff like that but there is another assistant coach who actually is telling its own opinion. The head coach has strong opinion which is good"

This player reinforces the statement above "I feel the culture in the team, developed in a better way and it's better for everyone right now, and also the players and coaches have a better relationships and the trust is higher between everyone. The communication is working well with the leadership group and meetings and that really helped to bring the messages players from staff and staff from player.

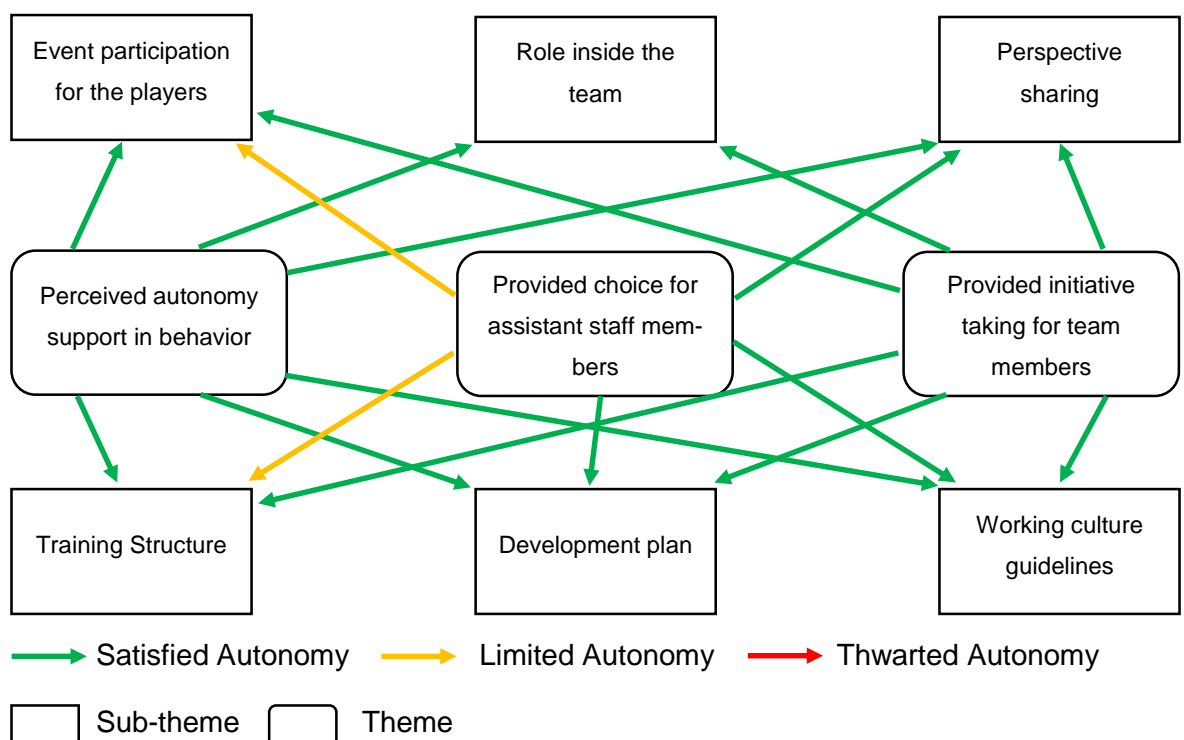### 6.2.2 Autonomy (Staff members' perspective)

Figure 5. Staff members' perceived needs for Autonomy in the environment.
The 3 Themes were selected as a guide to illustrate the Autonomy to the different Sub-Themes which were communicated by the interviewees.

Event participation for the players

Choices are provided in the event participation for the players. Most staff agrees with providing choice, one-time limitation in how to give choice were reported. This staff member perceives that the provided choice in event participation requires reconsideration (limitation) "I don't understand why players can tell to the coach, that they are not coming tomorrow to the morning practice because I'm tired, instead I go to the gym. I'm not going to ice, what a "hockey player". You have to love to be on the ice. For example, we are in an international championship, on Wednesday we have a game, on Thursday morning we have the morning practice, Sunday evening game. We could practice more on the ice the Power Play for example, but we go to the gym instead, I don't fully agree with this. Maximum 30 minutes on the ice then they could go to gym after, then we have short practice but more effective"

According to this staff, providing choice to the players for event participation is a well-thought and executed process with provided autonomy "Yes, they do. So somebody wants to go to the ice and somebody goes off the ice. They talk with the coaches, and they, as far as I know, and I think, I know how they work. There's conversation between the Physical Coach and maybe the Head Coach, that what's the best way that we can do today this morning these things? If there's something that nobody knows. So say I can take a lead on that. Let's do this, so they have a chance to discuss it. And they know what they have done before the camp. And what's the schedule after the camp? So they know what is the best way to work off the ice during the camp. We have an optional ice, so if somebody wants to go to off ice they have a conversation between Head Coach or the Physical Coach. If the players don't know something, the Physical coach helps them, they discuss what is the best way to practice. Sometimes they discuss too much in my opinion"

According to this staff the provided choice about event participation is a shared process between the team members "Yes, I agree. We have the PLG that the Head Coach and Mental Coach called together and then we discuss or they discuss with them if we are planning like a longer camp about the daily schedules for example for the world championships. So the preliminary program is shown to that.

Role inside the team

All staff members are satisfied with their roles. No thwarts or limitations were reported. According to this staff autonomy support is perceived in her behavior "Everybody can be human as they want to be. There is no such a way that everybody should do the same way everything so they can have more freedom to choose how they play and how they do

things". Same staff reasoned the effect of provided autonomy support in one's role "if everybody can be like they want to be and they don't need to play any role, then they can be themselves"

According to this staff member the roles are clear and self-initiation provided to the players "Yeah, that's pretty much the same. Almost every time, let's say, four out of five I'm outside of the rink and monitoring them. The coaches on the ice like head coach and the assistant coaches, are responsible of the ice training"

According to this staff member, self-initiation and autonomy-support in her role is provided "Yes. I think the roles in the staff are sorted out well, and we decide things together and then everyone is trying their best in their roles. We have big trust in having good people and professional people there. We share the knowledge and then I think it's super nice that everyone gets to act in their role. If it doesn't go to the same direction that, maybe the head coach or me thought it should be. So think it's something that then we talk again and do better next time. When you get the autonomy to do something, then you want to master that and you want to be good in that. So I think they feel trusted that they are giving the room to use their expertise"

Perspective sharing

The perspectives sharing among players are satisfying the feeling of autonomy according to staff members. No thwarts or limitation have been reported, as this staff stated "You're like equal. You can even challenge the head coach, and you can question him and you can have discussions without being afraid, you can freely tell your opinion if you disagree, and then it will be discussed. And I think that goes among the players too, not just between the team staff and players" Same staff further stated "It's certain harmony, respect, trust there are a lot of good things in this team stuff and it makes me feel that I am home. There is the feeling of the trust and you know that you can pick up whatever topic that is in your mind, you can tell your opinion, you can be the way you are like at home"

According to this staff the players are provided with autonomy and initiative-taking in the perspective sharing "I think it's leading by example, in a way of encouraging, for example, the PLG keeping the discussion open, and also meeting the players, like keeping a low level of communication. I thought so it's easy to call, go and meet and talk to the people and it's not always easy in a sports system. I know not every player feels the same for each coach, because it's also not every person feels for every person especially when you're in a situation that the head coach decides everything. But I think it's good that the coaching staff understands that and there's always someone in the coaches that are there

for each player if they don't feel it's necessary that the head coach and I think that's important. I think they show that and they saw it, that the message is received even though not everything comes through the head coach" Same staff also stated "I think this link with PLG important that thoughts are going through the players and they feel that they are being listened to. They also feel that it's okay that they talk so I think it goes both ways"

According to this staff, self-initiation provided for the team members which is perceived positively "Yes, a lot. We have done PLG and there are so many things that we have listened to them and that's a good point. We really allow them to talk, give ideas and think about how does this camp goes and that's a good way. What is enough? I don't know. But we'll really listen to them, that's a good thing" Same staff states, that autonomy support is perceived in her behavior "I don't feel any negative pressure or negative control or some negative way that controls my mind. In a positive way I answer yes, pushes me towards the goal. I don't feel that any negative way that we talk so much with the Head Coach, so we have sometimes different opinions, but he never forces me, or gives me some negative blocks or so. He even wants you to have different opinion, he accepts the way you are like with your opinion, and not trying to convince you about his opinion that you must agree otherwise, it's not going to be good. He listens every time. We can have a really good conversation and I don't feel any negative way that he pushes, he is a strong person and that's the way it should be. I don't feel any negative things because there's always you say, what you feel and what is your opinion, and he really listens to that"

According to this staff member, the guidelines are prepared, however players can influence it "Sometimes we are listening what they want, but we have our own plans. They need to learn that we can change since we hear what they say"

Development plan

All staff members agreed that the development plan for the players satisfies the autonomy of the team members. No thwarts or limitations perceived.

Another staff member states that initiative-taking and autonomy support in development plan is provided for the team members "Yes, they can. They have an opportunity to make their decisions and talk with the Head Coach, how things should go and of course, there are always things that everyone can say is this the way it should be? Or should it be another way? So then it helps that somebody says that, hey, let's go that way. Let's go this way. They have a chance to affect their individual situations and the coaching staff helps them" Same staff states "We ask before every tournament or camp, what do you think is the main target for you in this event? I agree. For me goalsetting is for the season, for the tournament, and maybe for the game. What is the main thing you can do better and good?

I totally agree. If somebody is not ready then we have to help them in different ways, like somebody has their answers ready already, they know I have to get these things to get better. Somebody have to give them more questions, what is your goal, how you can get there? Somebody needs more time for that. There is a lot of coaches around the players, so in some cases we have to work not only with the player but with the other club coaches to talk the same language, the player get opportunity in their own goalsetting."

This staff reasons that if the development plan execution is imposed by the staff then the player will lose motivation in long term to execute it "Yes, they do. If they do it, they can be better, If I told them maybe one-month practice very good but if you want to get a better player. If the goal says you have to do this and this and after that they lose interest. If they make own decisions and they know what they have to do, then they are training better. If the goal is more autonomous then the players are more likely to take initiative on their own actions"

According to this staff, initiation is provided to the players "When I was part of that goal setting they're giving kind of tough questions that pick one or two goals for each area for example, mental, physical, technical, tactical. First, they're given chance to influence on that, and think about what are the goals they would like to have for upcoming season"

Practice structure

The practice is the place to be best prepared for the upcoming event for the team, it is important that the process of practices is effecting the psychological needs of the participants. All the time satisfaction with limitation were perceived by the staff on the practice guidelines. No thwarts were reported.

According to this staff, the practice structure guidelines are limited (limitation), however the players are provided with initiative-taking "I think coaches on the ice like head coach and the assistant coaches, are responsible of the ice training, but I think if there are some suggestions or questions from the players, they will listen to it and apply it to somewhere or see how they can fit that thing in the ice training"

According to this staff, the players choose to follow the imposed guidelines by the staff and also provided with initiative-taking "Generally, the coaches make the plans and drills but I have a feeling that the players are accepting that. It's part of autonomy part that if the coaches know what they are doing that they are professional so I give them freedom to decide what we are doing. If someone knows more than I do, then I have a feeling to choose that I want to listen to that person because he might know more than I do. Autonomously relying on others"

According to this staff, initiative-taking were provided to implement new strategies as an assistant staff to the team and autonomy support was perceived by the head coach "I can be better, now they heard my voice, for example Power Play things I prepare a lot about how I want to play. For example, we worked 6 months with 1 player how to score in one situation which I brought to the team, and the staff members were accepting towards that. I like when the Head Coach calls me and ask how we can do things better?"

Working culture guidelines

The working culture guidelines imposed to the team members affecting everyday interactions between individuals which is affecting the psychological needs of the participants in the working culture. No thwarts or limitations have occurred.

According to this staff, the guidelines support autonomy, however the rules which are imposed by the team needs to be followed "We talk a lot about our culture, that is something that everybody should know that we care about each other. We listen to everybody. We have our own opinions. We can be ourselves like naturally but of course we need to understand that we have some kind of rules that we have to follow in a team like you can't be late. For example, they need to get back to some questions, they have to respect the timelines on the rules that we have. We have given them program, that we tried to find the way to get their best out of them as players. I feel that it's an easy team to work with. The culture we have organized and we have managed to build it's like a trick of rabbit out of the hat or something. This kind of living is normal together and respecting each other"

According to this staff, autonomy in individual behavior perceived "If you're a team staff member, you can openly tell like if there are like, stuff keeps your mind occupied, like somebody at home sick, or you have problems at work, or things like that. In your personal life overall, with your partner, some family difficulties, you don't have to hide them unless you want to keep it to yourself" Same staff stated positivity on the selected staff to the team "I think the staff has done a great work with this working culture. We are a good mixture in this atmosphere. There are older persons like the Head Coach's age then there is me, then there is a very old staff member, then we have the youngers so we have a good mixture of people with different ages. So that maybe does the harmony. In my opinion, it's about the question of the age of the people there is a lot of experience. Then there are these younger ones who are into statics. They are eager to do and go. So there is a good balance"

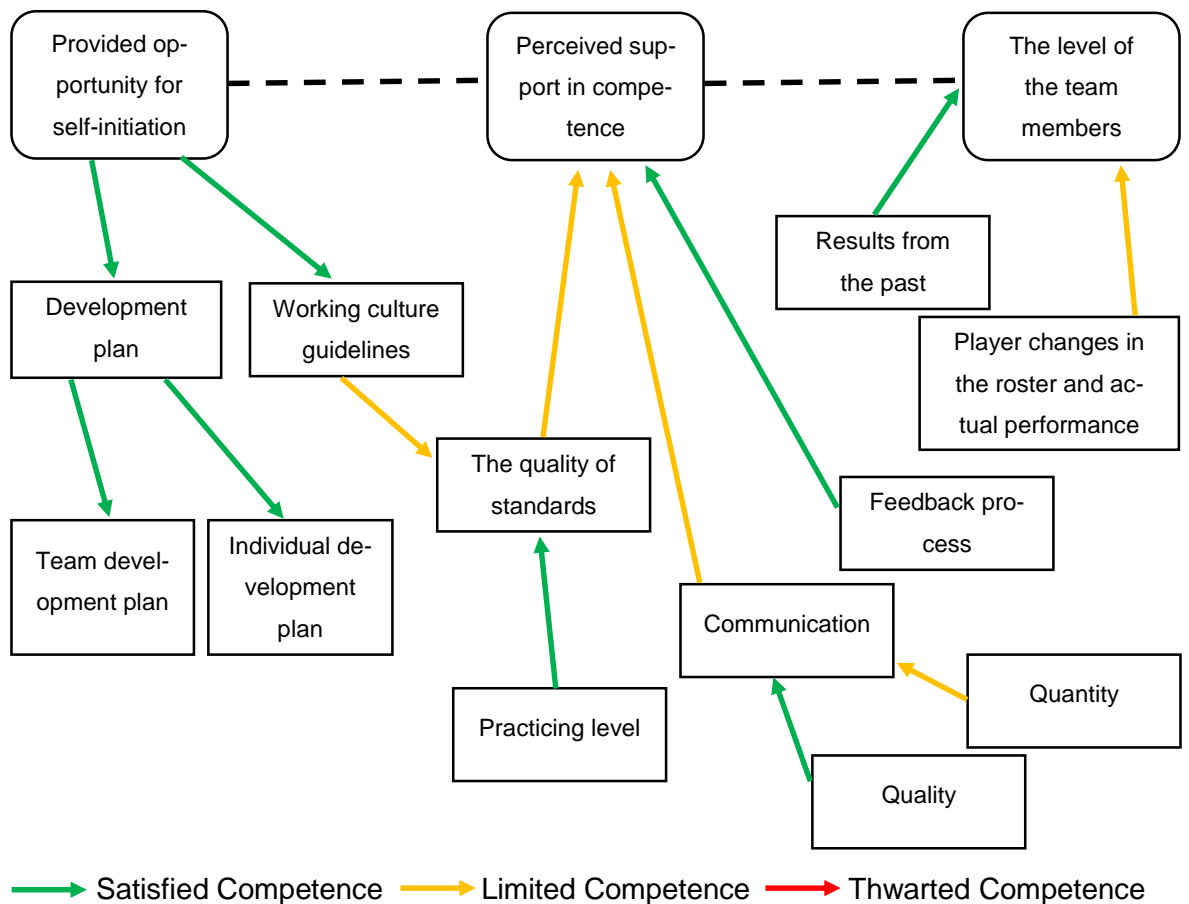### 6.2.3 Competence (Players perspective)

Figure 6. Players' perceived needs for Competence in the environment.

The level of the team members

The team members report increased competence in participating in a high level environment with competent individuals

This player stated "It gives me more motivation to practice and be better player that I can play with the best team in this group" Another player stated that the captain is a role model "The team captain is always helping me and she's the best defender in the whole, woman's hockey and that's something that makes me so happy to practice with her" Another player stated "If I just think about the last World Championship last year, players are putting a lot of work in and you can see the results of everything, it's really working"

Another player stated "We were able to show last year that we are able to beat the best teams in the world. We are on the right track, we are getting there and we want to keep challenging the best teams" This player regardless of not participating in the past successes gains feelings of competence to participate with the team "We have a good team spirit and we know what goals we want to achieve and we are working together to achieve

those goals. One example that I guess would be last years to get into finals in the World Championship 2019. I mean, I wasn't on the team for that championship. They (national team) had a goal to achieve the final game and get that medal home and I guess we got it for 10 seconds (the gold medal). One example in the summer, we had to shoot like I think 200,000 shots with the puck like every player. I think we achieved that goal too so just like small goals and then we achieve them"

This player states "Now we have professionals who can really help. You can't imagine how fast things improved for the better. You can see the peoples change in their bodies, how much we eat, sleep, harder practices, it's so much different. The coaches put so much pressure on us before but now it's better. Before I didn't feel that trust as much as I feel it now. Everything is so much professional right now, and it is really good for the younger players now, that they can see how this professional works"

Player changes in the roster and actual performance

I found it interesting to bring in this as a sub-theme because the player changes in time influence the feeling of competence of the individuals in the environment, and gives a good picture about the competence level as a team how the players perceive, as this player stated "The first years when we started this, we became very tight and it works good, but when couple of players stopped they careers and now it's harder to develop the team with the new players. At the beginning it was hard for everyone but now the older players are acting like role models. Now I have to show good and bad things as well, it was a new situation. Now we are going in the right way"

An older player requires more control over young players by the staff" We are in the national team, and I think the quality should be high all the time, without even that coaches are saying anything. So now, when we have a lot of young players, coming to the team, it feels that sometimes the coaches a little bit softer with them that give now more time to get into the team and understand the game system and everything. But I think sometimes coaches could be even harder with the young players. If the old player doesn't do their job and of course, they need to say that"

Another player stated "When you have known some persons there like over 10 years you trust more for those people and then some of the persons that you don't know that well, their trust is different but in a big picture I think everyone feels that if we talk something in a team it stays there and then of course it's like up to you what do you want to share to others so I think it's in a pretty good level that we can trust each other"

The limiting factor of competence satisfaction is influenced by the player changes in the team "We have felt that those players who has been here a little bit longer we feel that we need to work with the younger players more. What we didn't need to do before, and it's new to us to work harder with some things that we didn't had to before, because I feel that everyone was older and now younger player" Another player reinforced this statement "Sometimes it feels that the new players don't understand how we work together, and I think it takes time to learn. Now I feel that it's not enough, we want to talk straight and at the same time being patient with the new players"

Another player stated "Especially last year, we have had the same players for many years, like before the Olympics and before the world championship in Finland. Now it's obviously a little bit different because we have so many new players and I think it's just normal that it's not the same, like at first but I think it's been better and always a little bit harder because we don't have many camp so it's harder to get to know some new players, but I think it's been better in every camp"

Communication

The communication has appeared often throughout the different stages of the reports from the interviews. I found the communication as a tool that is affecting the feeling of competence of the interviewees according to their perspective, most player expressed positivity on the communication as the following player stated "I have a really good communication with the coaches it's not just about ice hockey, we can also talk about my life, like family and how my life is going, you can be chill. When we get together it's like a family. You can make your funny jokes and its fun to have these people around every day"

According to this player "The staff shows a good example of acting and behaving. And there's a good communication that started this culture is that there's more of a dialogue between players. So they definitely bring a good example"

According to this player ambiguous communication is perceived as a limitation in the satisfaction of competence "Talking with the Head coach is good, then talking to other assistant coach that says all good thing but the next day the Head Coach comes and tells me what I did wrong with the assistant coach. That can be something to do that I am the player who gets picked last in the national team, a lot of uncertainty about my spot" Another ambiguous communication perceived by this player as a limitation "Sometimes I feel like with the Head Coach we had a good talk, I think you are always honest and you don't have to guess but with the other coach is not on the same page. Sometimes what Head Coach says hurts but at least he doesn't fake it and make you believe something else and I think it's good"

According to this player the PLG has a positive effect on improving the quality of communication between the team members "We have the leadership group who talk a lot with the coaches, they manage to accomplish thing for player, I don't know all things what's happening there. It's good that we have this communication with the coaches. The coaches are listening to us"

Another player stated "The communication has become a lot better. As I also said earlier, I feel like players can pick out some issues, and it just so there's not so much talking behind the backs of players. So it's more like open space"

According to this player, increased quantity in communication perceived as a limitation of the satisfaction of competence "I don't always think the same as the staff members but in the big picture, I think they are showing the good way and they are supporting the good communication and stuff like that but sometimes, if you just watch them talking, you can think that no maybe you talk too much, can you finish the speech please?"

Feedback process

No limitations and thwarts have been reported by the interviewees about the feedback process in the national team. Unanimously reported positivity about the feedback process inside the team, as this player stated "I think the staff members did a pretty good job. I don't really talk with them that much. But when I do it, it's been good. It's easy to talk with them. Sometimes they are pretty straight, they really say what they think like even if you're bad, they will let you know that. And that's for me, that's like a good thing because then I can take it and try to improve that. So I think it's better to say how bad things are than to just say compliments, so I think that's good"

Another player stated "I agree because we talk straight. We really mean what we say and when we have video meetings everyone including coaches and players can say if they don't agree with something and that can help us to become better" Another player stated "I learnt that the feedbacks in this team are never personal, it's only to make you a better athlete." Another player stated "All of us are individuals and everybody needs different things. I feel like at the national team it is valuable for us, the staff do want us to be individuals and they like to hear us and they know, what are things have to focus on? What's our weaknesses? What's our strengths? So I feel like that's a good thing to know what's going on"

Another player stated "Yes, I think it has been really eye opening to you know, get the feedback that okay, why? Why you were like this in this situation. and they have pushed us to think really, and if you want to see their throat in the mirror, then I think this has been

really, really good journey to be in, I have taken the feedback and look the things that I can also work with myself and how to became a better player and better human for others in the team" Another player stated "The big thing for me as a player has been to understand our coaches have high standards but also a big heart and interest to make us better, I have never had a coach before who text me New Year's evening. We feel safe here, and you don't need to be perfect but be honest and try to give feedback how we are individuals, I would like to work about this for the future"

Practice level and its relation to the quality of standards

No limitations and/or thwarts have been reported by the interviewees about the practice quality, as this player stated "I agree. On the ice we have high level, the coaches are pushing us. We do everything on full speed and as good as we can. And if we have games, we play against boys, and it's really good because it is high level. Off the ice on workouts, eating, sleeping, professional hockey, try to think about that as a professional hockey player, and they really make sure we know what they want on and off the ice"

Another player stated "Yes, of course. On ice and off the ice, the quality is so high. We tried to be the best practicing team. You will always have to give your best and the coaches say immediately if that team work or something on training is not good, then we do it again. We work on that until is close to perfect. We talk about things we don't do perfect, we watch videos and stuff like that and try to be better on ice and off the ice"

Another player stated "So from their first practice, when we go to the ice, if it doesn't go, like the Head Coach wants to go with, his stuff to help practice they he reminds us to be our best selves. He always tries us to do our best in every practice and then the practice quality is pretty good, too. The staff calls you, about how you plan, help plan the practice, like they use a lot of time to do that and I think that what's best for us and everyone gets what they want, like what they need, at least what our team needs, for example what's our weakness? And that's where we have to practice and what's the best practice for that"

Another player stated "Yes, it's a little higher tempo here compared to a club team. It feels like practicing with boys. You can't do things what you do in you club, because it's faster" According to this player, high expectations are perceived on the practice guidelines "The coaches have high standards on practice quality, the head coach wants to always push hard and then also if I do my best then still he comes and says something" This player reinforces the statement above "We always have very high and good standards. For example, during practice if you do mistake, you will hear about that, the approach is showing that you can try your best. They are loud when we don't push the limits"

According to this player, the national team has higher quality in practice guidelines than club team "My club practices are not as high quality as in the national team level. So I need to give my best there to keep up with the good work to be ready for the national team. The national team really want us to do our best at our clubs as well. When players who are not in national team, they don't push themselves as much and it can be challenging, but I try to do my best. I try to think that I am professional hockey player and I am not freaking during the season and not smoking and try to be healthy and try to be myself and try to think how the best players in this world doing and I think I have pretty good lifestyle"

Working culture guidelines

Working culture guidelines influencing the satisfaction level of the competence, most players reported satisfaction about the working culture guidelines in relation to the quality of the standards, 3 times limitation have been reported.

According to this player competence in working culture guidelines perceived "When we are on the ice we usually focus on how we want to play together more not like an athlete individually what "I need to do better". We try to push the highest limit every day and we are not going to develop just that we think that it's the national camp week and then we go home and chill and rest. Every day is important, and it's really good that if we have a camp we try to practice how we do like every day. Keep the level high every day, everywhere I feel that they don't feel like that. I think they feel that they can come to us and say how they feel and we can talk with the coaches about it. I think this works and it's a good thing how we work together"

Another player stated "The current working culture I think helped us to be more athletic" According to this player the working culture guidelines are competent "I think we have one of the best team culture in the world. Everything we do and how we act and the way we want to reach the goals is so professional." According to this player the team mates are acting as role models "Yes, definitely. Just watching our players in the team how they work and also the working culture, how we want to be as players and as a team. I think about it every day when I practice here in my club team, so it really helps me."Another player stated "We always have very high and good standards. For example, during practice if you do mistake, you will hear about that, the approach is showing that you can try your best. They are loud when we don't push the limits"

According to this player more practical guidelines are required in the working culture (limitation) "I don't think the national team drives me to be a worse person, but I don't see either that it drives me to be a better person, they don't encourage bad behavior or anything like that. Every meeting start like a better person is a better hockey player which is true.

They talk about it. These words make sense, but it's not like shows up in everyday life. It does come up in the getting to know each other part but that's it. They say this is what we want but it's not like they are getting better at it either. Maybe we can have classes about what do we really mean by being a good human not just tell it then move forward with it. We don't focus on being a good human as much as focusing on practices"

According to this goalie limitation have been occurred "I don't feel that the culture in the national team. It's more my club team that tells my strengths and weaknesses and we work on more stuff" According to this player more team bonding activities required (limitation) "In some camps we had more team bonding stuff. It's too routine like, going to practice, going to eat, going to sleep. So maybe some more team bonding. So you get to know each other even better. Then you can feel even more comfortable being around people. I think that's also building this culture. Like not only building a working culture but also building, like a culture within the players without staff. I mean they could be there but like only within the players and like building this environment in the locker room too. I feel like we maybe just skate and practice and everything is hockey, hockey, hockey, maybe more bonding or like life outside hockey to do more stuff outside hockey most of the time. It doesn't have to be like a big thing just like play games or we had it last summer on the camp, like we had this thing when we were in different groups and like, had to complete some tasks and stuff. So that was fun and I think it brings the team together too"

According to this player the development guidelines represent high level "We have a really good culture. We have really good goals that everyone understands. Everyone in the team knows that we want to win the gold medal and we want to be the best so if you come to that team, the first thing what you are knowing that we have a really high level and we want to be the best so everyone knows that." Another player stated that the environment develops "Yes, I feel like we're all the time improving. Focus on becoming better all the time, both in the culture but obviously also as hockey players" Another player reinforced this statement "I think we have one of the best team culture in the world. Everything we do and how we act and the way we want to reach the goals is so professional"

According to this player the high standards increases the individual development process "I think I can be at my best when I am with the national team in this working culture. We have really high standards, I know I have to push myself better. Every time when I am on the ice I need to give my best" An older player stated "This working culture has helped me to think about being good human at least maybe when I was younger, you don't think about it that much but when we started to talk about it, I think the staff put some thoughts to my head and I need to try to focus on. Now I'm one of the oldest players, or not the oldest, more experienced players. I have started to think about how I act when someone new

is getting to the team, or I know how it's like to be when you're the youngest in the team. So I tried to talk about them and asked how they feel (young players), that kind of stuff"

The level of the team members

The team members report increased competence in participating in a high level environment with competent individuals

This player stated "It gives me more motivation to practice and be better player that I can play with the best team in this group." An older player requires more control over young players by the staff "We are in the national team, and I think the quality should be high all the time, without even that coaches are saying anything. So now, when we have a lot of young players, coming to the team, it feels that sometimes the coaches a little bit softer with them that give now more time to get into the team and understand the game system and everything. But I think sometimes coaches could be even harder with the young players to avoid the old to like if the old player doesn't do their job and of course, they need to say that"

Another player stated the team members are providing competence support "You learn a lot every day when you practice and how your body reacts to that. I get more motivated when you see your teammates are motivated. I always watch the best players how they work because they are workout monsters and it makes me go hard as well and I go and ask them how they do and they give me good advices to go forward. If I am alone I just think about how I am going to be better on the ice too. I wish I would have positive mindset how I think in every situation"

Another player stated that the captain is a role model "The team captain is always helping me and she's the best defender in the whole, woman's hockey and that's something that makes me so happy to practice with her"

Development plan (Individual/team)

The development plan guidelines influence the feeling of competence, as it can be seen in the reports. All the times were reported satisfaction in competence, every time self-initiation were provided which was perceived positively by all the respondents in terms of competence satisfaction, as it was stated by this player "I have my own goals always in the games and how I want to do certain things and I am working for myself"

Another player perceives positivity in the development guidelines "We found a really good way to make small goals for just individual games or for the whole tournament" Another player perceives progression in the development plan "Every year we raise the bar a little

higher, and that helps us as individuals to get better and be more motivated" Another player perceived development in the development guidelines "We become stronger and it helps us to get closer to our goals. For example, at the beginning we were just trying to be fast, being aggressive, we wanted to beat them with skates but now we are in good shape and we have more time and we can now create our own game"

Another player expressed awareness about the opponents "We want to win a world championship or Olympics, obviously we need to beat USA or Canada because they are the hardest opponents." Another player perceived non-controlling competence support "Every player can say how they feel about things and of course they listen. They ask what are the things, where I want to become better? Then they of course, say they own vision about the things and then we come together and try to figure it out what is best for me?"

Another player perceived non-controlling competence support in individual development plan by the staff "National Team coaches help you, and they want to push you and make you the best version of yourself. They don't decide your core goals. If you say this is my goals, they're respected. And if you say okay, this is enough for me." This player perceives the importance of individual and team developmental guidelines "Yes, we have individuals, because what we are trying to reach our own league and national team and at what skills do you want to be better at? It could be for example, skating or stick handling or shooting stuff like that. After that we have this whole team, goals and then we have individual goals"

This player perceived clarity in the development plan "We have a good team spirit and we know what goals we want to achieve and we are working together to achieve those goals. One example that I guess would be last years to get into finals in the World Championship 2019. I mean, I wasn't on the team for that championship. They had a goal to achieve the final game and get that medal home and I guess we got it for 10 seconds. One example in the summer, we had to shoot like I think 200,000 shots with the puck like every player. I think we achieved that goal too so just like small goals and then we achieve them"

Self-initiation was perceived by this player in the development plan, through this development in one's performance "I can plan my days like really much how I want it to look like, and I can push my limits. I usually do like I plan my week plan, vary the intensity of the week. I can become a better player through that. I play hockey because I want to be better and I try to do everyday everything which can support that"

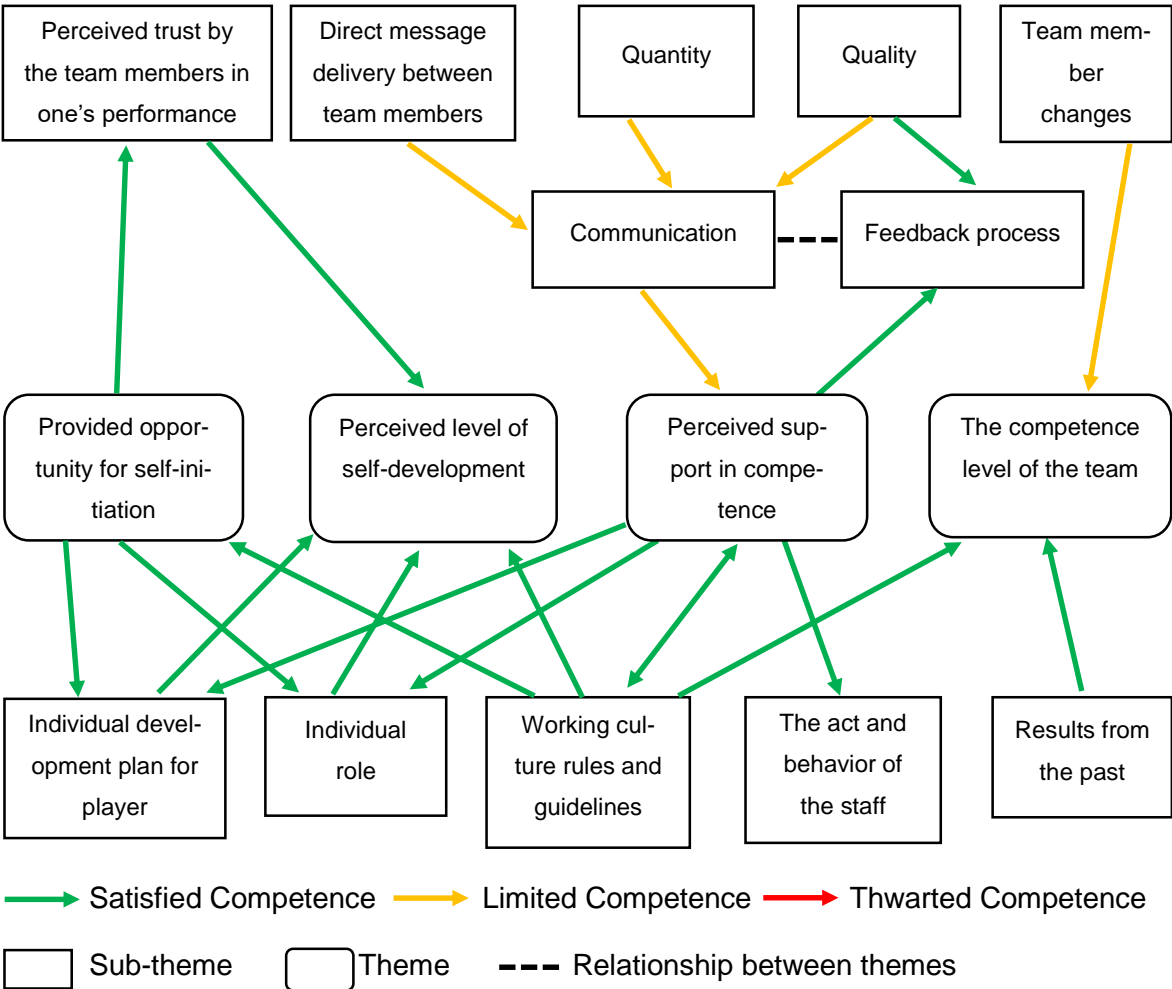### 6.2.4 Competence (Staff members' perspective)

Figure 7. Staff members' perceived needs for Competence in the environment.

Perceived trust by the team members in one's performance

The perceived trust by the team members in one's performance reflects the satisfaction of the competence in one's abilities. No limits or thwarts have been reported by the staff. This staff perceives trust by the players on one's abilities "Yeah, I agree that because the players are calling me if they have some problems. So I can feel. Usually they call me if they get hurt in the game and need some advice, then they call me. It's a kind of feeling that their trust you"

According to this staff, trust is perceived in the environment in one's abilities "The Head Coach and Mental Coach does a really good job. We do it since seven years now and the players do what we told them, it's very easy. I'm the goalie coach and the video coach in national team I can call the players and talk about the games, and I think they understand why we do things. I like that way" Same staff states, that initiative-taking is provided "I can be better, now they heard my voice, for example Power Play things I prepare a lot about how I want to play. For example, we worked 6 months with 1 player how to score in one situation which I brought to the team, and the staff members were accepting towards that.

I like when the Head Coach calls me and ask how we can do things better" Same staff states "I am involved to do things on my way with the collaboration of the other staff members. And I am trusted to do it with the supervision of other staff member. We are trusted because we have the same goals. Each staff member supervises different group of players and work together, we don't mix the staff members around groups and in that way we are trusted by each other and also feeling more accountable to the player's development process" Same staff states, that self-development has been perceived "The coaching way inspires me to be better coach"

According to this staff, using strengths for the team increases the level of competence in the environment "I feel that it helps me that I can use my strength and I can work with my strength. I can tell that if I have some weaknesses that, I can't do that, you can say, is it good that I can't do this? I think I would be good at this." Same staff stated "I feel that I am important. The head coach listens to me, he gives me space to run drills, I can talk on the meetings, he trusts me. I can have a players meeting with the players. I feel that everyone listens to me if I have something to say. These things give me the feeling that I am important"

Communication/Feedback process

The communication has appeared often throughout the different stages of the reports from the interviews. I found the communication as a tool that is affecting the feeling of competence of the interviewees according to their perspective, most staff expressed positivity on the quality of the communication, one-time limitation on the quality of communication perceived, one-time limitation in receiving the information perceived, two times limitation in the quantity of communication perceived, no thwarts have been reported.

According to this staff, the communication in the team is competent "There is good background, good studies, good people. Communicating to implement it to the culture. Starting with that and taking time with that and enough communication every time. We got signs that some players fit to this culture right away. It definitely has been a process and it's been managed in a good way. And studying this to remember how to keep it going" Same staff perceives the communication important as a tool to build trust "The main thing is the good communication and good trust within the people that are part of the process"

According to this staff, the communication is transparent in the team "I feel that. You can say what you want and you can focus on your own side and figure out the best way. Honest discussion with everyone. It helps the process" Same staff states "It's so easy to talk to players because we try to help them, we don't push them, we help them and we try together to figure it out the best way"

According to this staff, the quantity of communication is much which is decreasing the wellbeing (limitation) "I don't like late evenings which goes on and on and on. One thing which gets worse my performance are for example, if we would have meetings straight to the point and not over talking, this would keep a healthier environment between players and coaches" This staff requires shared information among staff before sharing with the team (limitation) "The team Head Coach or whoever heard something is telling everybody that we have a problem to solve. That's how I would do it more like this. We would make big step ahead if we would get more information's if something happened so I wouldn't be surprised"

This staff requires more transparent communication by the players for building trust (limitation) "I would like to have more open talk also from players to us coaches, more openness, transparency, because I had a couple of messages from player who said it to our doctor and the doctor is giving that message to me, even though that message was directly for my work or towards my work and it was indirect towards me. I would like to be honest and straight as when I talk and I would like that players feel more and more that they can say also these little bit negative things or critical things straight, and they don't have to stay there and think that what should they say? If they have some problems in their life or their club games or trainings or whatever, then I would hope that they can contact us also that it's not about that I have this for him at the moment, we have 40 players in this Olympic Project. So I cannot call for the player every week or every second week that how are you? If everything is okay, it's also annoying to the players that I'm all the time asking and asking and asking. So I hope that there would be more of both ways working, contacting"

According to this staff, receiving information should be perceived as a tool to development by every team mate (limitation) "During my first season, I think we communicate better. But there are certain aspects and it's more personal. There are some persons who maybe struggle with that. Some of us take the feedback better than the others. When you get the feedback from something like things that didn't go very well, it should just be taken as a feedback. So you can be better instead getting personal insulted by it. The Head Coach is giving the feedback straight forward, and it takes a little bit time to melting it down, then you understand. I think I develop myself through that. I think it's better to say it straight then just go around the issue"

Team member changes

The changes of the team members influence the perceived level of competence in the environment by the individual. One-time satisfaction of the competence perceived, two times limitation perceived in the competence due to team member changes in the team.

According to this staff, development in the environment perceived "It is fine and good, and I can see the team is changing the positive way. The players behave more like athletes. At the beginning the players were not too concentrated to practice. But now it's more athletic" Same staff states, that trusting the new players require more time (limitation) "Maybe trusting first the new persons that I did not know before. Some team members don't tell you everything and you feel you get the information little by little. I think it's because there are a lot of players who has had little problems with themselves or eating or things like that before and nobody tells me about that when I first time arrived, I know because I have stayed there a few years now. So now I know this information's. When there was also a risk that I say something that might hurt that player if I don't know, that kind of things and when I see the player the first time, we do if the player has some eating problems, she won't tell me in the first meeting that maybe not telling me even when we see five times. So I have to build that trust first. To get that knowledge. The first time when I came I heard that there's a lot of happenings in that camp or this camp, and I wasn't there, so I don't know. So when I arrived, I would like to have more information, a lot of more information but after three years now I know quite a lot"

According to this staff, the environment created by the staff is competent and sustainable after staff changes "I like it. It's a lot of work in the background to do the communication. We look for the next Head Coach after the Beijing 2022 to sustain this working culture, making it even better, having the communication and having the courage to do it. It gets by time very emotional, you have to manage it in a professional way. It has made us successful so far, it won't be the same because everything is changing, we are learning and the system is learning. I want to do my best to keep it going, and find good ways with this group of staff and the next staff after Beijing 2022"

According to this staff, uncertainty in the environment perceived due to unclear role for the new players in the team (limitation) "Maybe in the beginning there was a couple players who didn't know their position/role, like were they in the team or not? How they should take their place in the team. So they were causing some troubles or not troubles but some unwanted message or unwanted environment" Same staff states "I hope that they are interested in this working culture. I think we give them related tools to be better athletes. So if they are not interested, then their place is not in this team."

Individual development plan for the players

The individual development plan affecting the sustainability of the feeling of competence throughout the process. All staff members perceived the individual development plan process competent.

According to this staff, self-initiation is provided in the individual development plan, and development in player development process perceived "We push them to think about how you have to do, to become a better player and athlete. First I read their plan then I ask if there's too much or can you put more practicing there what you do in the gym or what kind of things you figured that you have to do and then we talk about that a lot what's the better way, better things for you to become a better goalie for example, we chat a lot about those with the coaches"

According to this staff, self-initiation for the players provided in the development plan "Yeah. When they first do the physical development plan and the mental part, they can go to ask their opinion and how they see. Yes, they get an influence on that. For sure. We ask questions, like what would be a good way to accomplish this goal? Or is this your development area? How can I support you with that area?" Same staff further states "When I was part of that goal setting they're giving kind of tough questions that pick one or two goals for each area for example, mental, physical, technical, tactical. First, they're given chance to influence on that, and think about what are the goals they would like to have for upcoming season but then together with the coach so they can brainstorm what are the good goals and moving forward to that"

According to this staff, competence support is provided by the staff "The players get help, because we have players from 16-17 years up to around 40 years of age. So obviously, in very different phases of their careers, and also physical training. So they need different things, and overall there are different types of players." Same staff states " I think being better every practice and every day, we give time to everyone not to hurry in their development but to take steps for it"

Individual role

The imposed roles to the staff affects their feeling of competence throughout the process. Most staff perceives competence in their individual roles, one-time limitation is perceived. According to this staff, the individual role satisfies the feeling of competence "I feel positive, because I enjoy the hard work in the team. I could feel it like a negative way but I feel it's a positive way because it pushes me to do better on to my best" Same staff states, that instead of role clarifications, more attention can be spent into solving crisis situation (limitation) "We talk about this with the coaches that what is our role and what we should do. I would discuss more how we would handle the Corona situation, because it wasn't clear what we will do there"

According to this staff, the shared roles between staff members are satisfying the feeling of competence "Yes. I think the roles in the staff are sorted out well, and we decide things

together and then everyone is trying their best in their roles. We have big trust in having good people and professional people there. We share the knowledge and then I think it's super nice that everyone gets to act in their role. If it doesn't go to the same direction that, maybe the head coach or me thought it should be. So think it's something that then we talk again and do better next time. When you get the autonomy to do something, then you want to master that and you want to be good in that. So I think they feel trusted that they are giving the room to use their expertise" Same staff states, effectiveness in one's abilities perceived "Yes, because it helps us to be prepared, it helps us to be the best in our abilities and support each other's to be good in our roles"

Working culture rules and guidelines

The working culture guidelines imposed to the team members affecting everyday interactions between individuals which is affecting the psychological needs of the participants in the working culture. All staff members reported satisfaction of competence over working culture rules and guidelines.

This staff best describes the guidelines, the self-determination theory is provided in the guidelines "It functions so that we have tried to give more responsibility for the players for their actions. We have a peer kind of standards and how we want to work. We will vote based on our working culture is based on the self-determination theory. So, we try to find out how to make sure that those three basic needs are met during the coaching process, and this means both players and coaching staff or the other staff members, so try to find, try to work so, that each individual feels that that we try to vote or that we try to develop their feelings of competence, autonomy and relatedness. So, we want to make sure that each individual in our team have a feeling that they are important part of the group and that they matter and also that we try to make sure that they can have their voices heard and that they can take enough decisions based out there that are on line with their values and then also that they feel that they are good at what they are doing in their role. So, basically we try to make sure that we are a highly united team with a clear standard so that the players have a clear kind of clue that everyone knows what is the demanding level and what is required to go out to reach the next level. So, that's basically the working culture." Same staff stated, that the imposed guidelines support the work of the staff "This working culture helps my work. I have less work because of this culture" Same staff states, that the guidelines are supporting the development of the individuals "It reveals what you do well and what you don't do well, it can help you to identify your strengths and developmental ideas. Personally I can more often ask others how they see my work so I can see what I am doing currently"

The act and behavior of the staff

The act and behavior between individuals affect the psychological needs of the individuals. All staff reported positivity on one another's act and behavior.

According to this staff, competence support is perceived among team members "Everybody is bringing something good for the team and that makes the team bigger and tighter and better" Same staff perceives positivity on behavior "Yes, most of the time, now the coaching staff is showing the good behavior and we act as examples for the athletes. We are working with the team, we behave nice and we will really respect everybody of course" Same staff states , that the environment is motivating "Usually when the players are training I need to be there to guide their movement and I would train after practices when I have free time. It's inspire me to develop myself as an athlete"

According to this staff, self-monitoring is provided in act and behavior to improve the environment "I have been looking for these training sessions and I think there is a high quality there. Personally I can more often ask others how they see my work so I can see what I am doing currently" Same staff states "When you have certain standards and values you start to be aware and think, am I acting based on the team values, and how can I be a better model of these values and I think it has improved. What do I show to others and how can I help the team to become better?" Same staff states, that it's open for showing good example for the players "I usually take part of those common physical training sessions because I want to throw myself into that with other team members, I have also gained knowledge, to see what the physical coach is doing"

According to this staff, the team members inspire one another to be better "My performance doesn't get worse. We have high quality level on what are we doing. If something goes wrong, they don't do nothing. Sometimes I push myself too hard. That's the way to get the best players" Same staff states "As a coach and human as well I try to be better than yesterday. I like this environment because we inspire each other to be better"

Results from the past

Most staff reported perceived competence in the results. Two times limitation was reported.

According to this staff, development is perceived in the process "I think it motivates you when you see that the team is developing. We see that we are on the right track and if we continue doing like this, then we can see what are and where are the limits" Same staff states, that competence support is perceived in the process "When you see the results, then it's going to lead you to do improve even better" Same staff states positivity on the

results "It's important for me personally that we continue with this path because I think it's a right way. It supports the new players and older players as well"

According to this staff, the working culture contributes to positive results "Maintaining this culture is important for me because I see that this culture is working well and it's helping the team getting good results" Same staff states, that the results are good, but against the hardest opponents more development required (limitation) "I think yes we are doing good if I compare to Sweden or Germany. If I compare with Canada and USA we have something to do. I think we should train harder. I think in the camp, and the intensity is demanding but the normal life when they play with their own teams is low intensity"

According to this staff, competence support is provided in the process, however some things can be done better (limitation) "We talk a lot about how we should work together during the practices that we could help players more as individuals, give feedback on best drills, and which is the way we need to work in an international level. I didn't totally agree because we still have some things to work better at with the coaches"

6.2.5 Relatedness (Players perspective)
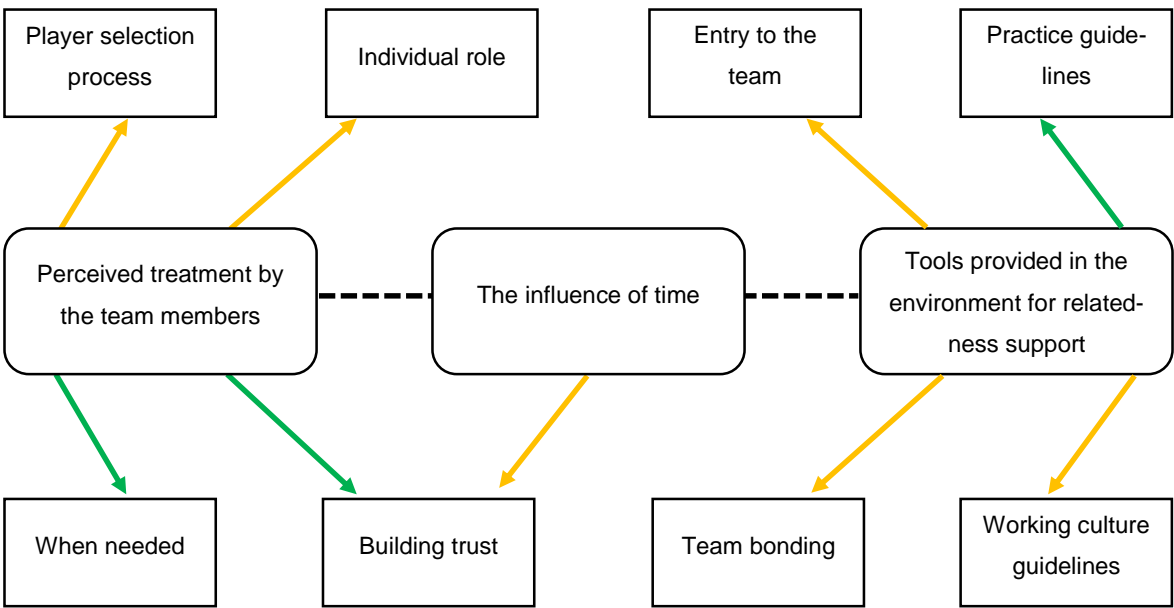
Figure 8. Players' perceived needs for Relatedness in the environment.

Entry to the team

Most players perceived positively the entry to the team. Relatedness thwart was reported one time. Limitation was reported one time. Due to the individual differences, in the mind map the relationship between Perceived treatment by the team members and Entry to the

team is marked as Limited Relatedness, if more than 1 player would report thwart then it would be marked with Thwarted Relatedness.

This younger player perceived relatedness support by the team members in the entry to the team "I feel like it was quite easy though to get in because there was a lot of other younger player and new players that hadn't been with the national team that much. So it was really fun. The older players treat me really good. They are open minded and they let me know, if I have any questions, they say just ask me. I knew a lot of players so I guess that helped me too. There wasn't a lot of new players, because I kind of knew them from before, because played with them. The staff members treated me equally with everyone else. Of course, I needed more instructions than older players but not like as a person. They didn't treat me differently." Another young player perceived positivity in the entry to the team "I was really nervous and excited at the same time. It was cool to see the older players and I was excited to play with them. When I arrived the first time everyone was nice and easy to come inside and getting good feedback"

This older player expresses difference in entering to national team since the culture change "I have been in many teams obviously, it is different with different coaches but at least when we have talked with the other players, it wasn't that easy to come to the team. There were more roles, like you were more experienced players, and you have your own rules and then the younger players. Well, at least I was pretty shy. I didn't want to talk to anyone. And I didn't even know anyone from the team. I didn't feel that comfortable. I see, it has been so much easier now. I think for myself, it's more like I have just grown as a person. So I can be myself now but I feel that it's easier to come to the team now. And everyone is in the same line."

This goalie perceived relatedness thwart by the other players when entering to the team (Thwart) "When I was young didn't think what is happening, just going to camps and trying to survive mentally and perform. I think year after year when you get to know the coaches and how they build this culture it has been good. At the beginning didn't get much playing time and I didn't get that much respect. I was told by some players that I shouldn't be there, someone else should be there. It was a though year in the beginning. Year after year it become better and I created my own personality and being myself got better. I have been better every time not just as a hockey person but as a person as well." Regardless of difficulty in the team entry this player perceived relatedness support by the team members "It was really hard because I was young, new in this team. So I felt like I needed to talk to someone about it but right now I feel like it's my thing, I can see all the good and positive things."

According to this player the working culture guidelines help the players to integrate better to the team "I think the culture what we have built, it helped the younger players to get inside the team, they don't have the "rocky way" to get inside. The culture now is way better than it was before. The environment is more accepting. I have always felt that it is my place. Team environment is more open." Another older player requires more control over the guidelines at the team entry (Limitation) "I think the younger players would be better if they would get more pressure because now I feel it's so easy for them that sometimes they can do whatever they want, nowadays it's getting better."

Individual role

As I interpreted the individual role from the interview reports, it is influencing every individual in the team about how important they feel, how does it affect the quality of relatedness in the team for every individual. More individual differences were reported about the roles. Half of the reports fall into relatedness limitation and other half of the reports fall into relatedness satisfaction.

Older player, not part of the PLG perceived relatedness support in her role, however limitation occurs on the size of the role "Like that's the thing, because I personally want to be even bigger part of the team, of the family too. I feel that I'm an important part of this. When I'm with the team, for sure everybody respects me and think I'm important, but I feel like I want to be even more important. They think for sure that Yeah, every time I go with them, they respect me well because when I'm inside a team, I feel like everybody's important with each and every one of them even though like if they play a lot or if they don't play anything I think everybody's important"

Older player, PLG member expresses satisfaction over her role "The head coach told me many times about my role and this helped me to function in the team" Same player perceives staff member's roles harmonic "The staff members have built a team but I think the Head Coach has had some words for that. I think you can see that they, like everyone trust each other, what they're doing. Like, they all have different roles. I feel like they are not trying to confuse their roles between each other, that everyone has respect for the other staff member's domain. For example, the doctor does his thing, and everyone trusts him"

Older player, not part of the PLG over emphasizes relatedness limitation in the influence of her role throughout the whole interview "I feel like I am not the best when I am with the team. I don't really know my role so it's hard to explain but I am kind of nervous when I play with them because in my club team my role is important and in national team it's hard to handle the less important role" Same player states perceives working culture guidelines

as support in her role "I can generally be myself. I haven't been part of the national team that much, this is one reason why I am more shy with the other team members. So I feel like that's one reason and maybe because of that my role is a little smaller than the other national team players" Same player perceives that the low amount of time what she spends with the team limits her satisfaction on relatedness "Usually I get couple camps with the team. I don't' spend too much time with the national team. I feel like I am part of them (national team) but sometimes it's hard to think the national team way because my club does things different"

Older player, PLG member perceives satisfaction in the communication "Well, throughout the communication, everybody is adapted to their own role and I think since it's so clear, there is no confusion. This is my role and this is what the team needs from me. My role is I'm one of the leaders and I'm a goal scorer, which are neither both in power play and box play. But my main role for the team is to create scoring, but also being a leading leader"

This goaltender, not part of the PLG perceives that player selection process influences her role in the team which is limiting her relatedness satisfaction "I've always been with the national team but never been the sure pick. This is something that I work a lot about. This creates a bit uncertainty; I feel I am always the last who gets picked in. The fact to get picked always the last make you bad thoughts, but I don't feel it's unfair. I think I need to be better so I can be a sure pick. My spot has never been clear for me. For example, a good player can plan the whole camp to get picked and she makes her plans for that but I am living camp by camp"

Younger player perceives relatedness support by the team members "Yes, I haven't been on much tournaments and stuff but like when I'm at a camp, I feel important. If I get more games, I would feel more important. Right now I'm a little bit outside maybe because I just haven't played games" Same player stated "I feel like it was quite easy though to get in because there was a lot of other younger player and new players that hadn't been with the national team that much. The older players treat me really good. They are open minded and they let me know, if I have any questions, they say just ask me. I knew a lot of players so I guess that helped me too. There wasn't a lot of new players, because I kind of knew them from before, because played with them. The staff members treated me equally with everyone else. Of course, I needed more instructions than older players but not like as a person. They didn't treat me differently"

Another player stated "I think I have the feeling that they need me and I have the feeling that I'm important and it's good, because we have really good communication in our team. I personally feel that my skills bring out of them that they show me that I am important and also because of my human side, because without my skills, I wouldn't be there. I'm there

because they need me. We need every player. I think it doesn't matter who is 4th line player or 1st line player, I think everybody is important"

Player selection process

The player selection process is thwarting by its nature according to the team members. This goaltender perceived relatedness thwart in player selection process "We have a lot of pressure and competition because this is the national team, maybe that affects me. Inside the team we don't want to cause anything bad. I am happy if I am in the team but I am sad if my friend gets cut off or being not invited to the team"

Another player perceives club team results as influencing factor for player selection process "Last year and this year was really tough for me in my club team, because we had bad results and I was pressured because of that if I get invited to the National Team or not? The national team can be a pressure tool to be selected or be not selected, which affects my performance indirectly. This National team should be a reward that you deserve to be in rather than a pressure if you are not picked." Another player requires more certainty in communication by the staff members "Talking with the Head coach is good, then talking to other assistant coach that says all good thing but the next day the Head Coach comes and tells me what I did wrong with the assistant coach. That can be something to do that I am the player who gets picked last, a lot of uncertainty about your spot"

Another player perceives that the player selection process develops the working culture "It's been more like that everyone is taking care of themselves, how we can be better player and person as part of the team. It's also that those players who did not fit the culture dropped out. We have these players who really want to develop this culture. When the team has been together for years. Anyway we have been so long time together, everyone trusted if we do these things well then we can do good. Then we went to the finals and we saw that we can achieve big things. I hope we can create the culture and the feeling that everyone can do their best and have fun. Maybe the biggest thing that everyone believes what we are doing"

Treatment by the team members when needed

Satisfaction in need support by the team members perceived. No thwart or limitation have been reported, as this player stated about the perceived relatedness support "We have coaches who cares about your life and they ask you if I'm okay, and can I do something for you? I can be like, open for them and tell them if I have something to tell them or something in my life. I can tell them what is good what is bad." According to this player,

the head coach is available in need "I talk a lot with the coach and have a good relationship and anytime I want, I can go and ask. I can text them anytime. I know they are willing to help me"

According to this player relatedness support by the team captain perceived "The team captain is always helping me and she's the best defender in the whole, woman's hockey and that's something that makes me so happy to practice with her." Another player perceives support in need by the staff members "It's always that they want to take care about what I feel, and not just like that, they say what I need to do better. It feels perfect. So they really want to listen and see what I have to say. They really care about one and they really want to make sure that you will get to be the best person and best hockey player"

According to this player, relatedness support was perceived during injury time "For four or five years I wasn't with the team because I had to do my rehab. I have my own problems. So sometimes it was really hard for me. Because I wasn't with the team. I wasn't there and after that I have always tried to come back and make myself better and like compete for the spot because now we have a lot of good players. And it's not like oh, I'm at the team I'm with the team you know, it's you have to apply for it and fill it up. So sometimes I had a hard time with that but they always did call me and we talk with the Head Coach and everybody how are we doing, it was just my own situation by injuries"

Building trust

Building trust is the foundation to determine the depth and/or meaningfulness of the relations between the team members. No thwarts have been reported, the limiting factor was the time to build trust between the players who were in the team longer time and the new players, as this player stated "We had many years the same kind of foundation for the group. Let's say 15 players has played many years together. So we really have to trust and now we have more newcomers. So it will always take some time to try to work with that integral but I think we have the right tools for it. We will find that way also with new and younger players"

According to this player, staff members trust the player's initiative-taking on their development "We enjoy to work with each other and trust each other. For example, if we do off ice training no one has to watch if we do it or not, they trust that we do it on our own." This older player states "I think on the ice our coaches never take bad players. You need to trust everyone, if you don't do it, people would hide her personality and you need to trust everyone. I do trust them, they are very talented and try to show how good they are. We trust each other that's how the team can achieve the goals"

According to this player, the players trust one another "We have a good team. There is a lot of good players so we know that everyone there can play and know how to play hockey so everybody there trusts everyone, me too. For example, there can be a team where it's one good player and the other ones are maybe not that good and one player wants to do all the things on the ice because she doesn't trust the other players. So she tries to do that all the time, what is not maybe her responsibility to do so. In our team I think everyone is doing their own job and everyone trust that your friend can win the battle in the corner and like that"

This player states, that by players becoming more athletic, helps to trust one another more "Now we have professionals who can really help. You can't imagine how fast things improved for the better. You can see the peoples change in their bodies, how much we eat, sleep, harder practices, it's so much different. The coaches put so much pressure on us before but now it's better. Before I didn't feel that trust as much as I feel it now. Everything is so much professional right now, and it is really good for the younger players now, that they can see how this professional works"

This younger player requires more time to make good connections with others "I need to be there a little bit longer, to be able to be more connected to everybody. I feel like it takes some time for me to create great friendships and to show it's just the person who I am. I need more time to be with the people to feel more connected. Every time when you build new relationships, and friendships and everything you need to build more trust, and you need to feel sometimes you just don't click with everybody, but you need more time"

Team bonding

According to this young player more team bonding activities required "I feel good inside. My performance is improving inside. In some camps we had more team bonding stuff. It's too routine like, going to practice, going to eat, going to sleep. So maybe some more team bonding. So you get to know each other even better. Then you can feel even more comfortable being around people. I think that's also building this culture. Like not only building a working culture but also building, like a culture within the players without staff. I mean they could be there but like only within the players and like building this environment in the locker room too. I feel like we maybe just skate and practice and everything is hockey, hockey, hockey, maybe more bonding or like life outside hockey to do more stuff outside hockey most of the time. It doesn't have to be like a big thing just like play games or we had it last summer on the camp, like we had this thing when we were in different groups

and like, had to complete some tasks and stuff. So that was fun and I think it brings the team together too."

Working culture guidelines

The working culture guidelines are functioning as the engine for selling the value of relatedness support for the team members. No thwarts have been reported, 2 times limitation was reported and most players reported satisfaction over working culture guidelines, as this player perceives positivity on working culture guidelines "I think I can be better person and athlete now in this working culture and I want to continue this working culture even if the coaching staff would change"

Another player perceives that working culture guidelines develop life skills as well "Everything what we do or say it's all about how to push your limits as an athlete. We talk a lot about a better person is a better athlete. We focus on how we live also outside of the team." This player perceived development in the environment "I feel like the culture is more open than before. Before we started to build this culture it was probably also because of me. I was really shy and everything but now I think it's more open and people respect each other and take care of each other more"

This goalie requires more practical working culture guidelines (limitation) "I don't think the national team drives me to be a worse person, but I don't see either that it drives me to be a better person, they don't encourage bad behavior or anything like that. Every meeting start like a better person is a better hockey player which is true. They talk about it. These words make sense, but it's not like shows up in everyday life. It does come up in the getting to know each other part but that's it. They say this is what we want but it's not like they are getting better at it either. Maybe we can have classes about what do we really mean by being a good human not just tell it then move forward with it. We don't focus on being a good human as much as focusing on practices"

Another goalie reinforces the statement above (limitation) "If you don't achieve much as an athlete, does it make you as a better person? Without competence you wouldn't feel that much as a good human. If you are not good athlete, does it make you a worse person? This working culture teach you how to be better in a group and the team, better for your teammates, but I don't know how does it make you a better person. I guess yes."

This older player has an opposite perspective about practical working culture guidelines "Our coaches say all the time, a better human is a better hockey player and that's true, you need to be kind to everyone, and you need to do just small things, you need to say hi, and you don't have to always be best friends with everyone, but still show that you care.

Don't ignore people, you just go there and have some positivity, attitude and stuff like that. So they have learned, like teachers that we need to be as a team, we can't go alone and like, just feel bad about yourself, because people are not talking to you. It can be like if, like woman's work differently than men. So I think like, if someone doesn't say hi to me, then I'm like, why she does say hi to you back. So we need to take the step first and say hi, stuff like that. You always have someone you can talk with and that's really important. They always say that they have open hands if you need to go and talk about whatever. I think they make people better. Everyone is really open. We don't have many players who just want to be alone. We're going to be always together. That's why you always want to be on the national team and go for a national camp, wherever it's like, it's amazing."

6.2.6   Relatedness (Staff members' perspective)
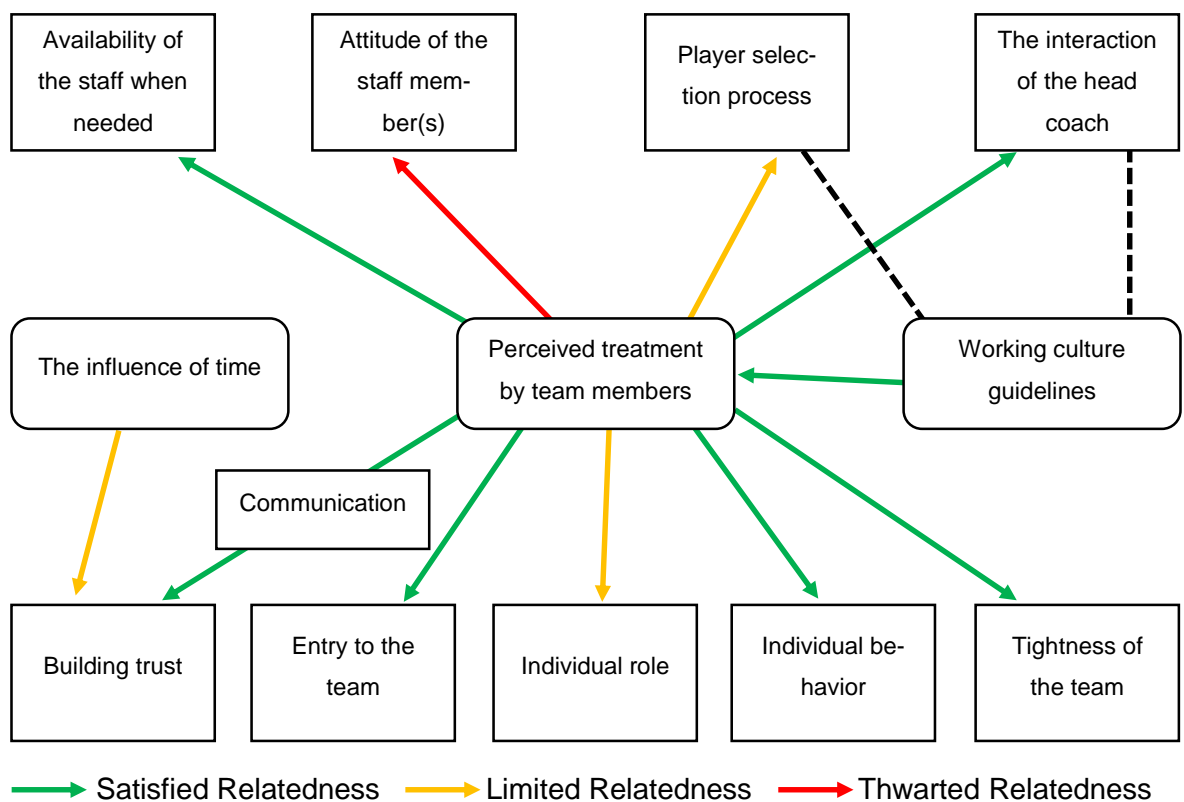
Figure 9. Staff members' perceived needs for Relatedness in the environment.

Working culture guidelines

The working culture guidelines imposed to the team members affecting everyday interactions between individuals which is affecting the psychological needs of the participants in the working culture. One time limitation reported on the working culture guidelines, mostly positivity perceived on the rules and guidelines.

According to this staff, in case if player is not able to value the provided working culture guidelines will be considered into player selection process (limitation) "I hope that they are interested in this working culture. I think we give them related tools to be better athletes. So if they are not interested, then their place is not in this team"

According to this staff, the guidelines are supporting relatedness between team members while the rules must be followed "We talk a lot about our culture, that is something that everybody should know that we care about each other. We listen to everybody. We have our own opinions. We can be ourselves like naturally but of course we need to understand that we have some kind of rules that we have to follow in a team like you can't be late. For example, they need to get back to some questions, they have to respect the timelines on the rules that we have. We have given them program, that we tried to find the way to get their best out of them as players. I feel that it's an easy team to work with. The culture we have organized and we have managed to build it's like a trick of rabbit out of the hat or something." Same staff stated, the guidelines are supporting the player's perspective and feelings above their performance "It's not only a player, it's a human. We care about the human being before everything and then after that as a hockey player." Same staff described the process of transitioning from performance focus to human focus "At the beginning we were interested in test results, facts, kilograms, seconds and minutes in the test, we were keeping our focus to measure these things. If these things were not good, then it gave us bad feelings that they cannot do certain things. We were interested how does the game like and we were not satisfied with that and we kept pushing harder. In the middle time of the process we noticed that there is so many things in the personal things and daily time effects so much that affects their performance. Then we started to be more interested on their life's, how are their studies and what are the things they do in life, we had a chance to know them personally and there was a relationship to everybody. I have a relationship now for every player as a human before I am interested how much they do. If the game result is bad, first we talk about the human being, we start the conversation from there, then we go to measure the game. At the beginning we were only interested in the performance. Measuring performance between individuals. We are still working on this, just because we have new players, then we have to start it all over again and start working with the new persons, the younger it is, the harder it is because the conversation takes time, they talk less, then when we start to trust each other then they can share more information's. She waits only to give her feedback from her game and her tests. It takes time until she realizes that it's not the point. The point is how you perform and how can I help you to perform better."

Individual role

The imposed roles to the staff affects their feeling of relatedness throughout the process. Mostly positivity perceived, one staff with limitation reported on the individual role.

This staff perceives relatedness support among team members "I feel that everyone has a role. I have a feeling the way when I'm there and when I'm spending time with the players or with the staff, I always feel welcomed. I always feel that whatever discussion is going on that feel respected to come in. I feel the same happens for everyone." Another staff member perceives relatedness support by the environment "I feel accepted by the members in my role, because I'm the only mental coach so that might feel that kind of need to make decisions and work on your own also but I think the staff is really supportive. I feel that people respect me who I am and what I know and all that"

This staff does not feel left out among the staff members, however high workload perceived on one's task "I don't feel that (left out). Sometimes too much work, that I have to be all time there, I think I do more than others when for example, other staff members go to play and I need to stay and do my work. They know I do that way and it's fine for everyone" Same staff feels important "When I work individually, sometimes I might feel (left out), but I feel important member and accepted. I feel good" Same staff requires role clarity due to multiple exposed responsibilities (limitation) "Every time when I have to prepare videos and they tell me, we have the games, then I have two jobs to go cut down the videos needed. I watched the video I make all the clips, I have to go do those videos for the video meeting, and it takes two to three hours and then they send me a message that we need these and these clips right away, right after the practice or game. In the morning in a game or practice day for example, I go to the ice with the goalies and usually we have the video meeting after ice practice. So I run outside from the rink, take my clothes and start to be ready with the video meeting. Then they say, we don't need these and these clips, okay, why you don't tell me that you want those clips before the practice? Couple of hours ago you have the right time to do those and prepare when I go to the video meeting"

Attitude of the staff member(s)

The shared attitude by the individuals in the environment affecting how everyone is perceiving the relatedness need. Perceiving other member's attitude differs for every individual in the team. Four staff perceives relatedness satisfaction in the environment. One staff perceived relatedness support by the team members, however one member thwarts her relatedness. Two staff perceives limitation in relatedness, however overall satisfaction is perceived by them.

According to this staff, the communication is open between team members "We can talk about everything with the coaching staff" Same staff states, that genuine caring is provided for the players "We are not in the friend zone with the players, there is some different level of caring it's not like the mom towards their kids or friend to a friend but still I think we feel and create that there is a lot of support and caring from players to the staff and back" Same staff states, that her relatedness is thwarted by one staff member's behavior "We have one person in the staff what I think he's not always doing the same what we do together. If there is some critic for him, he takes it really personally and cannot act or take things in a good way that it's not about you as person, but it's about what you do. Can we do it a little bit better or can we do it this way? This person I think is not managing with this kind of critical talk" Same staff states, that the relatedness support is provided regardless of the one staff member behavior "Other than that one person in the staff everything is good. If you make mistake you are not fired, that is more like a learning and we do it together and really easy to trust that you can also suggest something, not that common ideas or normal ice hockey things. We talk about things to develop environment; staff members can openly talk about things that are bothering us. I would like that we would have more time together, because the camps many times concentrating on playing games, and for sure it is important but would be nice to teach the younger players that how older players are working. If younger player sees only that in training, might think that is pretty easy, so that player doesn't do very hard things, so would be nice to have more time to clear out these"

According to this staff, the staff members are respecting one another "I feel that people respect me who I am and what I know and all that" Same staff perceives true care by others in her birthday "Yes, I have a feeling. I spend my most of time with coaching staff. If I have a birthday they send me messages, they might ask how I am doing. We do quite a lot of things together. We have good humor to laugh at things. These are the things that make me cared for" Same staff perceives that his perspective is acknowledged by the others "You feel important when people listen to you, or when they ask your opinion" Same staff states "I think in general they show a good example I think they can see that they really care about each individual"

According to this staff, the staff member's relatedness is supported by the others "We have a good team staff. There is good chemistry between us. There is respect, for example, if there is one who doesn't want to play the card games, it's okay in the evening bar, if you can hang out there, but you don't have to play unless you want or the guys might go for the playing something else. Then I'm taking a walk or just go if we saw somewhere, just do stuff together, like we can have a coffee" Same staff states, that some members

perceive limitation in interpreting the feedback "During my first season, I think we communicate better. There are some persons who maybe struggle with that. Some of us take the feedback better than the others. When you get the feedback from something like things that didn't go very well, it should just be taken as a feedback. So you can be better instead getting personal insulted by it. The Head Coach is giving the feedback straight forward, and it takes a little bit time to melting it down, then you understand. It was a shock, and it gave me some thoughts about it, and I think it made me better. It gave me information's to develop myself, so you can see this constant change in the team, adjusting to the best. I think it's better to say it straight then just go around the issue"

The relatedness support occasionally is limited for this staff member due to a lack of information sharing "Sometimes there are like mini clubs ("clicks") inside the staff members. Usually, I miss this important information's. I think we should open for the rest of the group, because it's not nice to hear things when somebody tells somebody else something, and that there's somebody, and then you hear things from a 3rd source which is not nice. I would like to hear everything. In the morning when we have meeting I don't need to know everything, I understand that some things are not my business but when it's something that should belong for everybody, then it should be dealt with in the morning table with the whole team. If we have a problem, that should be opened right away that's how I think" Same staff perceives positivity in the behavior of the staff members "Yes, most of the time, now the coaching staff is showing the good behavior and we act as examples for the athletes. We are working with the team, we behave nice and we will really respect everybody of course"

Player selection process

The player selection process affects the need for relatedness of the team members, for example if a player is not selected into the team, her relatedness would be thwarted or the relatedness of a friend in the team. One staff reported limitation about player selection process.

According to this staff, due to unclear role of certain players, the player selection process developed limitation in relatedness among the team members "In the beginning there was a couple players who didn't know their position/role, were they in the team or not? How they should take their place in the team? So they were causing some troubles or not troubles but some unwanted message or unwanted environment" Same staff states "There was four of us, we joined the last part of that first project in 2019 year, which ended in this whole world championship. There were still players who were already 10 years ago in the team and they knew what has been before. They've been developing it with this culture. It's different now that we have less old players and more and more the younger players all

the time. I think we are still building the new team now. We miss a couple really strong mindset players but, there was couple players who were left out or didn't want to come anymore to the national team. It was good that they are out because probably they had less supportive ideas to this culture. We are maybe in a little bit of cleaning page at the moment or the empty page. So we are writing the new team now"

The interaction of the head coach

The interaction of the head coach sets the standards and expectations with the environment where the team members psychological needs are affected. Three staff members reported satisfaction about the interaction of the head coach. This staff perceives relatedness satisfaction from the head coach "I feel that I am important. The head coach listens to me, he gives me space to run drills, I can talk on the meetings, he trusts me. I can have players meeting with the players. I feel that everyone listens to me if I say something. These things give me the feeling that I am important"

This staff perceives appreciation of the work by the head coach "I'm the one who is responsible doing all the bookings. I know that the Head Coach has a great respect for that and he often tells me that thank you for taking care of so many things. And it's great that you're so organized and this and that, and it helps us a lot to make the plan forward and doing stuff" Same staff states "You're like equal. You can even challenge the head coach, and you can question him and you can have discussions without being afraid. So you are able to say your own opinion, if you disagree, it will be listened and discussed"

According to this staff, the head coach is acting like a role model of the working culture guidelines "Every time when we start the camp, there's always the same slogan that better people are better players and we talk about this and especially Head Coach always reminds us how we should treat others and those around you and I think it's contagious when you see that someone is helping you then you want to also help others so I also think that it's a big thing that they hopefully learn to take responsibility for their own learning and development and actions"

Building trust

The amount of trust among the team members defines the depth in the quality of the relationships. All staff members perceive satisfaction of the relatedness in building trust, however most staff perceives time as limiting factor in relatedness satisfaction.

According to this staff, the communication is used as a tool to build trust and the team built trust together "Of course, you can see it on the field. If the trust wouldn't be there we couldn't really play together. I think we've been together a long time. So a lot of things has

already happened. I think whenever there's been a situation when it's because of a mistrust or something like that I think it's been always talked through, and I think made the team even stronger. I've been in the team way back when, we actually had a player who was stealing a talk what she heard from other player's and shared that in a not wanted way. So going back to that I've never seen that something like that is happening now"

This staff perceives trust by the other staff members "I am involved to do things on my way with the collaboration of the other staff members. And I am trusted to do it with the supervision of other staff member. We are trusted because we have the same goals. Each staff member supervises different group of players and work together, we don't mix the staff members around groups and in that way we are trusted by each other and also feeling more accountable to the player's development process."

This staff perceives trust by the players "Yeah, I agree that because the players are calling me if they have some problems. They call me if they get hurt in the game and need some advice, then they call me. It's a kind of feeling that they trust you" Same staff states that building trust requires time and more attention from the beginning "Maybe trusting first the new persons that I did not know before. Some team members don't tell you everything and you feel you get the information little by little. I think it's because there are a lot of players who has had little problems with themselves or eating or things like that before and nobody tells me about that when I first time arrived, I know because I have stayed there a few years now. So now I know this information's. When there was also a risk that I say something that might hurt that player if I don't know, that kind of things and when I see the player the first time, we do if the player has some eating problems, she won't tell me in the first meeting that maybe not telling me even when we see five times. So I have to build that trust first. To get that knowledge"

Entry to the team

The first impression after the entry affects the feeling of relatedness in the team. Two staff members perceived relatedness satisfaction at the team entry.

According to this staff, welcoming the first time satisfied the feeling of relatedness "Yes, from first day. Easy to come in and you can be your own, and it is nice. I remember the first camp when I showed up the first time it felt like if I was with the teams for years. I knew the staff members and some players which made it easy also. The environment was welcoming with me as a new coach, and also when the head coach calls me we can chat about what is my job and with other staff members"

According to this staff, adapting to the team is easy "Yes, I was there in the beginning. When it started I was there and then I was away from the team a little bit and now they're in a new role. So it was fun to be there to see the first face and then of course I was a little bit around but not there in the middle and then coming back so yes, and I wouldn't even use the word adapted, it was easy to come back"

Availability of the team members when needed

The availability of the team members when needed strengthens the relationship among the individuals. Three staff reported satisfaction in relatedness when needed.

According to this staff, the environment provides help in need "I think it's also motivating when you realize there are people who are willing to help you. That they really tried to support you to get better" Same staff perceives relatedness support in need "I am sure if I have any problems, there are people who are listening and willing to help." According to this staff, relatedness support is perceived by the other staff "For example: another staff member asked me outside of work how am I doing? We message each other if somebody in his life does well"

According to this staff, the special attention is provided in need for one another "Yes. It's nice to see that, whoever is less in the showers or someone waits and you know, if the dinner is beginning to be finished, and then they know that not everyone has been eating yet, then they make sure that either to not rush or let the kitchen know that there's still more people coming. So I think they are nice and behave well with each other"

Individual behavior

The behavior of the individuals affects the psychological need of the individuals during the interactions. Three staff reported relatedness satisfaction in individual behavior.

This staff perceives care from the team members "Well, as if you fail to look like tired, everybody's asking, are you okay? That's maybe the simplest way to take care about that"

This staff states, that she tries to take care of everyone with her individual behavior "Small things, like I'm the one picking up them or giving them clothes. It feels good when they say thank you. Even this subtle small thing that matter. If there's been on booking them like extra dinner, you are eating at the hotel day after day, so I'm booking them, for evening if we need to do dinner or she eats somewhere else. They say thanks, for taking care of that and thanks that you kept that on your mind, so there are small things for me. It's enough when you say thank you, I know some of the players for years. So it's like when they come

to talk to me and ask like, of the summer, like how was your summer? Did you do any fun things?"

According to this staff, temporary self-reflection is required by the individuals to satisfy your psychological needs "There will always be a point when you will have to face your values, what do you want to keep in your life to do the sport at the top of the world and what it needs. So I think when you have to go through that process, you have to also look at the mirror, and then decide if you want to do this and what kind of person you want to be doing this"

Tightness of the team

The tightness of the team defines the quality and depth of the relationship between the team members. All staff members reported satisfaction of the relatedness in the tightness of the team.

According to this staff, the goal is to make the team tighter "I think we are trying to build a greater team, that is really tied together where everybody is bringing something good for the team and that makes the team bigger and tighter and better" Same staff states "If somebody is missing, they ask if everything is alright if they see something is not right. I think they are asking because they have the lead to take care of team players because they are quite tight team. We want to know if everything is fine with everybody else"

This staff perceived relatedness support by the team mates on her birthday "My birthday was in November when we had the international break. I don't really give importance to that or making that as a big issue but then the team have made a card and gave the singing in the mornings. I did feel pretty special when that happened. I didn't expect it, so it was nice. I see that happening also for other players and the staff too. So I think it's cool" Same staff feels included into the team and positivity on wellbeing "I don't feel left out. It's always fun to you, always expect the camps to start and to get to that team again. So I think it's an important feeling that we have excitement, a lot of positive feelings going to the camp." Same staff illustrates the tightness of the team as glue "This year's been super special. We didn't have as many days together as we wished because of corona virus. I think those personal connections, and the glue that the Head Coach talks about a lot is there. The more people spent time together, the more history and more actions and life lived together, you have more stories between those people. So I think that kind of start holding you stronger and stronger to be part of that team and to work for that team. So I feel it's something you can facilitate a little bit to make those events happen. We build those stories together. But then again, it's the people behind those face masks and the gear. So you also need that to be a special team."

7   Discussion

The thesis aimed to follow up the Case Study about the working culture change (Andler, 2017.) and whether the Finnish Women's National Ice Hockey Team (FWN) has sustained an autonomy-supportive climate since the culture change. Since the culture change (Andler, 2017.) the FWN reached a Silver medal in the World Championship 2019 in Finland which was the best achievement in the history of the FWN.

The hypothesis in this study was that the environment had sustained the autonomy-supportive climate since the last Olympic project. The hypothesis was also that the three psychological needs (Autonomy, Competence, and Relatedness) are fulfilled in the FWN. Based on the interviews the conclusions were the following.

According to the team members, the environment in the FWN is autonomy-supportive. Autonomy supportive behavior perceived by the team members in the following areas:

- Development plan (containing physical, mental, and technical areas)
- Off-ice training structure
- Working culture guidelines
- Sharing perspectives in the environment

Limitations in autonomy are perceived in the following areas:

- Individual role inside the team
- Event participation for the players
- On-ice training structure
- Individual behavior (perceived by one player)
- The impact of the players' leadership group on decision making (perceived by one player)

Thwart in autonomy perceived in the:

- Players' selection process.

It is important to note that autonomy-supportive is not the same as an allowing environment. (Andler, 2017.) According to the team members, the head coach makes the final decisions. The team members are provided with initiative-taking on every aspect of the decision-making process. Choice with limitations is provided what is necessary to avoid allowing environment (e.g. on-ice training structure, individual role inside the team). The staff members avoid coaching behaviors that seek to control the athletes. These autonomy-supportive coaching characteristics are aligned with the Coach-Athlete motivational model. (Mageau & Vallerand, 2003.)

Environmental conditions that support feelings of autonomy are thus expected to facilitate intrinsic motivation, whereas any factor that diminishes feelings of autonomy is theorized to undermine intrinsic motivation. (Deci & Ryan, 1980.) The rules and guidelines in the event participation satisfy the feeling of Autonomy. A sound rationale is required for the players to influence their decisions on what serves the best interest of the team and individuals.

In the development plan, initiative-taking is provided with competence support that avoids controlling behavior. The players can decide in which direction they would like to improve while making sure it serves the development of the team. The players seem to integrate the individual and team development guidelines and remain motivated to follow development guidelines and monitor themselves with the help of the staff. Even though the on-ice structure contains limiting elements of Autonomy, the team members seem to accept the imposed rules and guidelines on the players. Reconsideration of the on-ice structure guidelines to support more Autonomy may be advised. One player requires more Autonomy in approaching individual players with different personalities. In the individual roles inside the team, two players require role clarity. The impact of the leadership group on decision-making satisfies the players feeling of Autonomy, but the staff members need to make sure that the player voice who is not part of the players' leadership group must be equally heard. The player's leadership group as a tool to empower players with choices and initiative-taking on actions can be considered an effective tool for the well-being of the individuals and holding team members accountable for their actions in the FWN.

All the limitations must be examined to avoid diminishing factors and allow the feeling of Autonomy of the team members to be fully satisfied. It can be said altogether with the limitations of the Autonomy of the team members overall satisfied, the player selection process needs to be addressed to the team member to be aware it is a thwarting factor of the player's needs regardless of the intentions of the individual inside the environment. (see, chapters 6.1, 6.2.1 and 6.2.2.)

According to the team members, the feeling of competence is overall satisfied. Competence support is perceived in most areas:

- Development plan (team, individual)
- Practicing level
- Results from the past
- Feedback process
- Individual role of the staff members
- Perceived trust by the team members in staff members' competence.

Limitations in competence are perceived in the following areas:

- Communication
- Working culture guidelines
- The frequency of the team roster change

No thwarting factor is perceived in competence support.

According to SDT, self-determined motivation will only be enhanced if feelings of competence are accompanied by a sense of choice, that is, the need for "self-determined competence". (Deci & Ryan, 1985, p. 32.) Guidance from a competent coach is essential to becoming an expert performer. (Mallet, 2005.)

The following competence-supportive coaching characteristics are aligned in the FWN with the Coach-Athlete motivational model. (Mageau & Vallerand, 2003.) Staff members provide initiative-taking and independent work to the players. Staff members provide competence feedback that does not control or direct behavior. Environmental conditions that support feelings of competence are thus expected to facilitate intrinsic motivation, whereas any factor that diminishes feelings of competence is theorized to undermine intrinsic motivation. (Deci & Ryan, 1980.) Self-development is perceived by the team members with the help of the working culture guidelines in the imposed individual role on the staff members, the individual development plan, and the trust perceived by the team members.

The team members perceive the working culture guidelines as competent, however, one player requires more practical guidelines to promote the "A better human is a better player", other team members perceive it positively practical and seem to integrate it into their lifestyle. (see, chapters 6.1, 6.2.3, 6.2.4.)The frequency of the team roster changes affects in more ways the team members, depending on their roles. An older player requires more control over young players by the staff "Sometimes it feels that the new players don't understand how we work together, and I think it takes time to learn." Most players state that it's easy to join and adapt to the team, and one player is perceived as cold welcome by the other player(s). According to the team members, the guidelines are competent to welcome new team members in the team. It becomes clear that building trust because of the frequent changes in the team affects the feelings and the needs of the team members, and the limiting factor in competence here is the time to build up trust.

According to Andler, the communication required more investigation between the relation of Basic Psychological Needs and Communication "Communication has not been defined nor researched in a deeper way during this study. Communication plays a bigger part than was hypothesized from the start". (Andler, 2017.) I found similar results as Andler (2017.), that communication takes a bigger part in this research as was hypothesized. My focus was to find the relation between the communication and how does communication affects

the Basic Psychological Needs of the team members. It was revealed by the results that the communication is a tool that is used to affect the basic psychological needs of the team members. Communication is used to build trust between the team members, and the staff members' relatedness is satisfied in building trust with communication. (see. Figure 9.) According to players, the quality of the communication satisfies the feeling of competence however, the quantity in communication limits the players feeling of competence and well-being. (see. Figure 6.) According to staff members, more direct messages, transparency and reducing the quantity of communication are required between the team members, and because of that the perceived support in competence is limited among the team members however, another interesting aspect is that the quality of the feedback process satisfies the competence of the team members. (see. Figure 6.) The development proposal in the communication by me is just as the team members stated, make the communication more effective to maximize the competence among team members and keep paying attention to the communication as a tool to build trust to keep up the satisfaction of the relatedness, competence, and interact in a way that satisfies the feeling of autonomy of the team members. All the limitations must be examined to avoid diminishing factors and allow the feeling of Competence of the team members to be fully satisfied. It can be said even though limitations occur in Competence, the team members' overall competence level in most areas satisfied in the team.

According to the team members, the feeling of relatedness is overall satisfied. Relatedness support is perceived in most areas:

- Availability of the team members when needed
- The interaction of the head coach
- Practice guidelines
- Perceived treatment by one another in building trust

Limitations in relatedness are perceived in the following areas:

- The influence of time to build deep/quality relationships
- Individual roles
- Player selection process
- Entry to the team
- Working culture guidelines
- Separate team bonding among the players

Relatedness thwart perceived in the:

- Attitude of one staff member perceived by other staff

Self-determination theory suggests that intrinsic motivational processes are most able to take root in contexts where the need for relatedness is supported that is, contexts where

people feel a sense of connectedness and belonging. Although the support for related-ness need not be so proximal as support for autonomy and competence, it is essential in order for intrinsic motivation to thrive. On the other hand, when people feel relationally in-secure or alienated, they are more inhibited and defensive and less likely to experience interest or enjoyment in their activities. In other words, feeling rejected and unloved tends to undermine intrinsic motivation. (Deci & Ryan, 2000.) It can be seen from the results that the individual's perspective and feelings are acknowledged by the staff. Most team members are treated with true care and love in building trust. The team member's availability when needed satisfies the feeling of relatedness.

The team members feel important during the interaction with the head coach. The guidelines in the practices satisfy the feeling of relatedness of the team members. The team members must share awareness about time as a limiting factor to build trust. The limitation in the individual roles is the feeling of importance, some team members feel more important than others. It is advised to clear roles out so that all individuals feel an important part of the team regardless of their roles. Here can be noticed that according to the team members, initiative-taking is provided to all the team members to clear out the roles. The guidelines to welcome team members in the FWN satisfies the feeling of relatedness, however, one goalie perceived a cold welcome by other player(s). The working culture guidelines satisfy the feeling of relatedness of the team members, however more practical guidelines are required by two players "Maybe we can have classes about what we really mean by being a good human not just tell it and then move forward with it. We don't focus on being a good human as much as focusing on practices". One player requires more team bonding to create deeper relationships among the players.

Two staff perceives a thwart in another staff member's behavior. According to the staff, one staff member becomes defensive during the feedback processes which creates an unwanted environment. It is advised that the staff members communicate with under-standing and warmth towards the one staff member to make the person feel more con-nected, in a way that the feeling of competence of the staff is not reduced by it and mak-ing sure that his autonomy will be respected furthermore, the one staff must accept feed-back which is necessary for the growth of the team to create well-being in the environ-ment. All the limitations must be examined to avoid diminishing factors and allow the feel-ing of Relatedness of the team members to be fully satisfied (see chapters 6.1, 6.2.6, 6.2.5).

The nature of the player selection process as a thwarting factor affects the Psychological needs of the players furthermore, the national team must select the preferred players that help the FWN for later success. The competence level would be highly challenged if all the Finnish players could choose to play for the FWN by their own choice, the player must

earn it to be selected by the FWN, it is the nature of the selection process. It is advised though, the player selection is not used as a threat against the players, which does not seem to be the case in the FWN. The selection process must be communicated with warmth, or provide tools towards the players who are not selected or players who are rarely selected to reduce the feeling of alienation from the FWN, and to make them feel more included (see chapters 6.2.1, 6.2.5).

Further research is required on how to sustain well-being effectively in a team where the team members change often. Research is required, on how the player selection process can be executed less thwarting. Further research about team culture is also encouraged. Further research about autonomy-supportive on-ice training structure, is because even though the team members find the on-ice training competent, the on-ice training guidelines limit the players' feeling of autonomy to some extent with the Finnish Women's Ice Hockey National Team.

Braun and Clarke's (Byrne, 2022) Reflexive Thematic Analysis (RTA) approach was used as a qualitative and quantitative interpretation tool. The RTA interpretation tool can be considered as useful and reliable because the end product of the qualitative and quantitative data interpretation gave a clear picture of the strengths and weaknesses of the research subjects. The interpretation framework of the results was based on the Coach-Athlete motivational model, and the Self-Determination Theory of whether the basic psychological needs (Autonomy, Competence, and Relatedness) are satisfied by the Working Culture. The structure of the study was built on the theoretical frameworks above. The number of participants in the interviews/questionnaire can be considered reasonably relevant regarding the validity of this study. The sum of the data served with a rich amount of information that could be processed for increasing the quality of this Case Study Follow Up with the Finnish Women's National Ice Hockey Team.

According to most team members, the sequence of the questions in the interview and questionnaire was a good tool to reflect on the working culture they are operating. Most team members found this questionnaire and interview to be useful tools to see the strengths and weaknesses of the working culture. For example, one player understood during the interview that she didn't know why her well-being was low in the working culture, then she realized after the questions that she needs role clarity to increase her well-being to operate well in the working culture.

As a researcher, I learned many things about different theories, researching ethically, conducting interviews, building up relevant questionnaires to the required theories, and interpreting quality and quantity data. During this thesis work, I found many important tools and theories what I applied in my coaching (ice hockey), these applied tools brought short

term good results. I developed a lifestyle based around the Self-Determination Theory which helps me to find daily answers on human behavior and motivation. I recommend this thesis as a framework to understand human behavior and motivation for everyone regardless of domain. Even though this thesis process took me years to finish that challenged my well-being, I went through a very positive personal and professional development throughout this thesis work, thanks to have a deep understanding of the Self-determination theory and its relation with the human behavior and motivation. Anytime I got stuck on the next step of the research, I continued researching more topics to make this research more reliable and as high quality as possible. Before I started interpreting the collected data from the interviews, I didn't know how to interpret them. I started to ask knowledgeable people about the topic and then researched how to interpret interview data, and that's how I found practical steps about the RTA approach (Byrne, 2022). The data gathered by the respondents during the interview seemed overly positive, which seemed almost unbelievable for me, I found it as a problem during the interview process. I found out that I need to balance this positive pictures given by respondents by asking questions about the negative side of their answers for example when somebody said I feel included in the team, I asked back was there any moment when you felt left out in the team for certain reason and why? I asked many negative-driven questions from the team members about the same topics to gather data that can reflect the reality of the working culture in the FWN. More negative-driven questions were asked in the questionnaire than in Andler's Case Study. (Appendix 1.) Even though many negative-driven questions were asked, most participants stuck to their original positive answers, which reinforced that the FWN is on a way to sustain a positive environment. When respondents found it uncomfortable to answer the negative-driven questions, I reminded them that their name remains anonymous in this study, which helped them to open up about certain topics. Following and understanding the Reflexive Thematic Analysis (RTA) guidelines, gave me a hard time, I got stuck and made mistake in the process and learned a lot through my mistakes. After the mistake made in the process, I had to start the interpretation from the beginning until I mastered all the required steps.

Three problems I faced during the data interpretation. The first problem was when I wrote out the transcript of the 27 interviews (interviews were between 40 to 70 minutes, longer than hypothesized), then I noticed in the RTA first phase that I need to write in brackets side expressions behind the words that the participants mean. After this mistake, I decided to leave the words like that and anytime I had sentences with less meaning I listened to those sentences again in the interviews to find the real meaning of what and how the participants said certain things, this way I was able to clarify unclear answers by the participants but it was time-consuming. I would start writing the transcript with the meaning and expressions behind the words next time. Another problem I faced and most time-

consuming were that I didn't write the role of the team members while I was coding and because of that when I finished with over 1300 codes I lost the identities of the team members in the data. Luckily I had the transcript of the individuals saved with roles and when I explained the themes I was able to search the sentences from the transcripts where I had all the roles then I was able to express opinions with roles when explaining themes with the words of the team members. Next time I would write the roles out while coding the data at the beginning to reduce the amount of work and make it more clear for the end of the interpretation. The last problem was that the RTA guidelines were given for one topic that needs to be interpreted. I had to interpret the Autonomy, Competence, and Relatedness as a whole for one mind map to find answers for the research questions. The variety of data for the 3 psychological needs was so rich that I did not find it effective to compress the data into one mind map because the interpretation would be blurry or would not serve with enough information about certain needs that the individuals communicated in the interviews. I found it necessary to break down the 3 psychological needs into six mind maps from the players and staff members' perspectives as well because of the differences in perspectives. The problems I faced did not influence nor made changes in the results and the interpretation of the analysis. My goal was to reflect in a rich scale of every important data relevant to the research questions to make it look simple for the reader of this thesis, however, the amount of data is much due to the amount of the answers of the interviewees but every data is correlated in this study to increase the validity. In the end, this interpretation helped to reflect a full picture of how basic psychological needs are satisfied and how individual differences can reflect a whole. The interpretation tool can be considered an effective tool because it was able to give answers to the aim of the study.

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Appendices

Appendix 1. Questionnaire

Sustaining the working culture of the Finnish Women's Ice Hockey National Team - Case study follow up

1. Contact information

First name	
Last name	
Phone	
Email	
Company	
Years played for the Finnish National Women's Ice Hockey Team	
Which season(s) you have played for Finnish Women's National Ice Hockey Team	

Current working culture

2. I clearly understand how the current working culture functions

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

3. The current working culture helps me to achieve my personal goals

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

4. The current working culture has helped the team to achieve its objectives/goals

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

5. The current working culture forces me to work out of my comfort zone

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

6. I understand what we try to achieve through our working culture

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

7. This working culture motivates the players to become better athletes

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

8. This working culture motivates the players to become better humans

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

Next

Sustaining the working culture of the Finnish Women's Ice Hockey National Team - Case study follow up

9. This working culture affects me negatively in certain ways

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

10. I feel accepted by the team members

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

11. Sustaining the current working culture is important for me

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

Autonomy supportive coaching

12. The coaching staff shows a good example of acting and behaving

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

13. Coaches allow the players to participate in decision making

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

14. I feel controlled and pressured to be certain ways

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

15. Players can make a personal impact on their development plan

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

16. The players are allowed to influence their off-ice training

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

Previous   Next

Sustaining the working culture of the Finnish Women's Ice Hockey National Team - Case study follow up

17. The players are allowed to influence their on-ice training

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

18. The players are given opportunity to decide on their own goal setting

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

Relatedeness - Team Cohesion

19. I feel loved and cared about

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

20. Team members show true care for one another

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

21. I feel that I am an important part of this team

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

22. The players trust each other

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

23. Staff members trust each other

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

24. I feel left out from the team for some reason

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

Previous   Next

**Sustaining the working culture of the Finnish Women's Ice Hockey
National Team - Case study follow up**

25. Our team is united and striving to achieve its common goals

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

26. I have adapted well to the team

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

Competence - Individual Performance

27. This working culture will help me to compete better against the best in the world

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

**28. In this working culture I can better identify my strengths and the areas of
improvement**

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

29. The coaches have high standards on practice quality

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

30. My level of performance gets worse for some reason in this working culture

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

31. My daily habits help me to compete better

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

**32. In this working culture I become more interested in developing myself as a
human**

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

[Previous] [Next]

**Sustaining the working culture of the Finnish Women's Ice Hockey
National Team - Case study follow up**

**33. In this working culture I become more interested in developing myself as an
athlete**

○ Agree
○ Somewhat agree
○ Somewhat disagree
○ Disagree

Open questions

**34. If you are a team member who has become a member of the team during the
process, how it has felt to join the team? (Joined since the season of 2016-2017)**

**35. If you are a team member, who has been part of the team for many years, how do
you see the team development process throughout the previous years? (Players that
joined the team this year don't need to answer)**

36. How would you develop further this working culture?

37. You are free to write your own opinions about the current working culture

Previous Next

Appendix 2. Formal invitation letter

Formal invitation letter

My name is Levente Csata Székely, currently a third year student at Haaga-Helia University of Applied Sciences in Sports Coaching and Management. My thesis concerns about a three year follow up of the Change in Team Culture Towards an Autonomy Supportive Working Environment with the Finnish National Women's Ice Hockey Team (case study follow up). The players have been selected randomly. The supervisor in my thesis is Mika Vähälummukka.

https://link.webropolsurveys.com/Participation/Public/9ea63682-86b9-46aa-b372-2986408bd61d?displayId=Fin2141901

You have been selected for an interview regarding the renewal of the working culture of the Finnish Women's Ice Hockey National Team. Working culture means the way and style which you operate in a particular environment. The working culture includes all the activities of the team, patterns of behavior, formal and informal rules, and values, attitudes, principles. Sustaining the working culture is being done as a case study follow up for the promotion and development of Finnish Women's ice hockey. The interview consists of two parts. In the first section you fill in the survey online. It takes about 10-15 minutes to answer. After returning the inquiry you will be contacted where arrange a Teams/call interview. The interview will review the answers. You will also be able to refine and expand your answers. The total duration of the interview lasts in average 30 minutes. The interview will be recorded. Both the players and management team have been selected for the interview. It is extremely important that you answer questions openly and honestly. All the information and answers you provide are complete confidential. Your name will not be used in the study nor in any other context.

The deadline for the survey is .... and the interviews will be conducted on ....

Appendix 3. Decoding example in excel

Excerpt of spreadsheet tracking code changes

#	Data item	Iteration 3	Iteration 4
1	I think everyone can be themselves and it helped us to get better versions and players	Autonomy in behavior provided	Autonomy in behavior provided
2	When we go to the camp, I can have choice, for example on the off-ice training	Autonomy provided in the off-ice practice structure decision-making	Autonomy provided in the off-ice practice structure decision-making
3	We are not scared to do mistakes anymore	Autonomy and relatedness in mistakes provided	Autonomy and relatedness in mistakes provided
4	I have my own goals always in the games and how I want to take some days, I know that I work for myself	Autonomy in initiative taking provided Internalized motivation for one's development	Autonomy in initiative taking provided Internalized motivation for one's development
5	When everyone is motivated then you want to raise the bar	Increasing competence due to created environment	Increasing competence due to created environment
6	The expectations are accepted by the players as well. So it influences positively	Competence in guidelines and rules perceived	Competence in guidelines and rules perceived
7	I think it really supports me. And it's like, how their culture is that way that everyone can be themselves. You can say how you feel and how you think about life it's not all about the hockey and it gives you space to also to be over different because we all are different that everyone has their own thoughts. I think it's pretty nice to be ourselves	Autonomy in behavior provided Autonomy in sharing opinions provided Autonomy in the thinking process provided Autonomy in sharing feelings provided	Autonomy in behavior provided Autonomy in sharing opinions provided Autonomy in the thinking process provided Autonomy in sharing feelings provided
9	We can do off ice training by ourselves during camps	Autonomy in initiative taking provided	Autonomy in initiative taking provided
10	It is good when everyone is focusing on one thing that we can do exercises better together and while every individual is doing their different things then it's good but sometimes I feel that we should do more exercises together	Competence in goal-setting process perceived Competence in individual development perceived More exercises together required	Competence in goal-setting process perceived Competence in individual development perceived More exercises together required
11	I'm not the loudest person all the time but sometimes I really had to push myself, now I go and talk more with others and try to be positive and talk more even if I don't feel like it	Perceived development in personal behavior since the culture change	Perceived development in personal behavior since the culture change
12	I can generally be myself. I haven't been part of the national team that much, this is one reason why I am more shy with the other team members. So I feel like that's one reason and maybe because of that my role is a little smaller than the other national team players	Autonomy in behavior provided Role clarity required	Autonomy in behavior provided Role clarity required
13	There is no difference how long you are in the national team, everyone takes care of each other, there is no gap between the players	Relatedness support perceived by the team members Perceived togetherness regardless of the roles in the team	Relatedness support perceived by the team members Perceived togetherness regardless of the roles in the team

Appendix 4 Questionnaire answers

1. I clearly understand how the current working culture functions
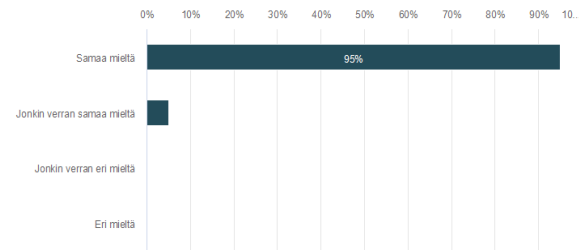
Players' perspective (n=21)   Staff members' perspective (n=7)
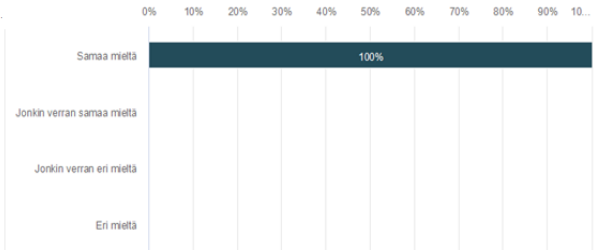
2. The current working culture helps me to achieve my personal goals
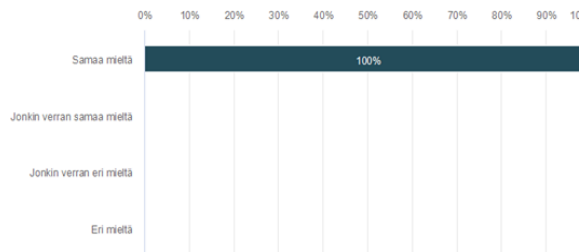
Players' perspective (n=21)   Staff members' perspective (n=7)
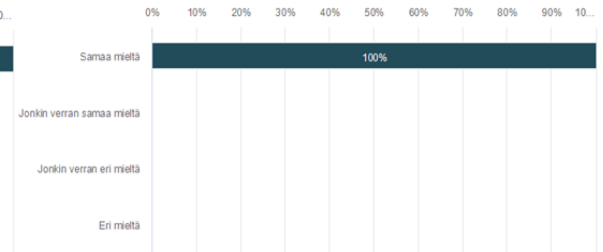
3. The current working culture has helped the team to achieve its objectives/goals
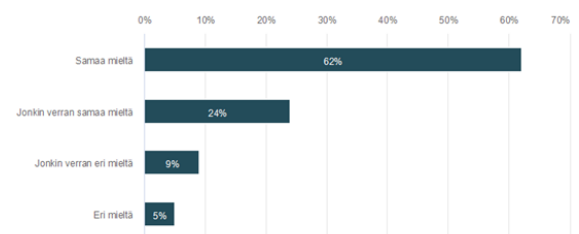
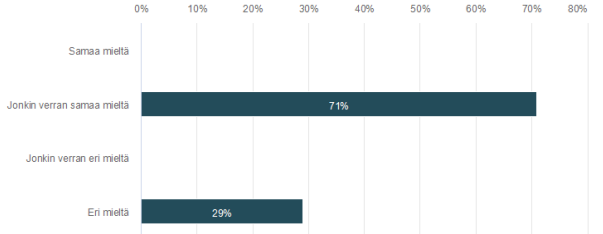Players' perspective (n=20)   Staff members' perspective (n=7)
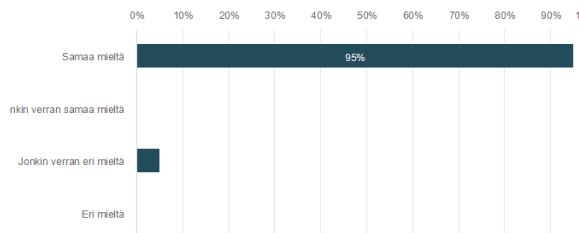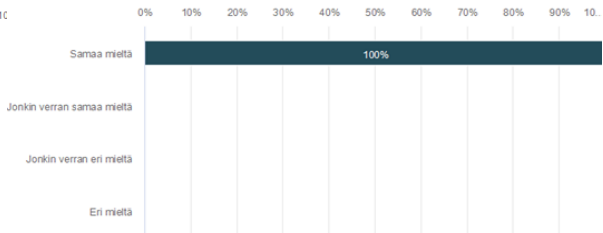
4. The current working culture forces me to work out of my comfort zone

Players' perspective (n=21)   Staff members' perspective (n=7)

5. I understand what we try to achieve through our working culture

Players' perspective (n=21)   Staff members' perspective (n=7)
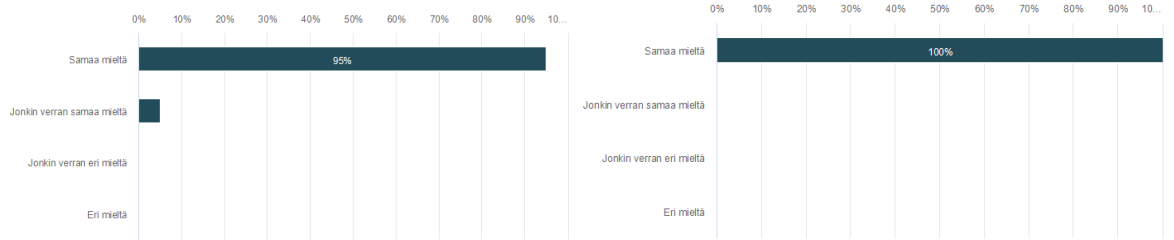
6. This working culture motivates me to become a better athlete

Players' perspective (n=21)   Staff members' perspective (n=5)
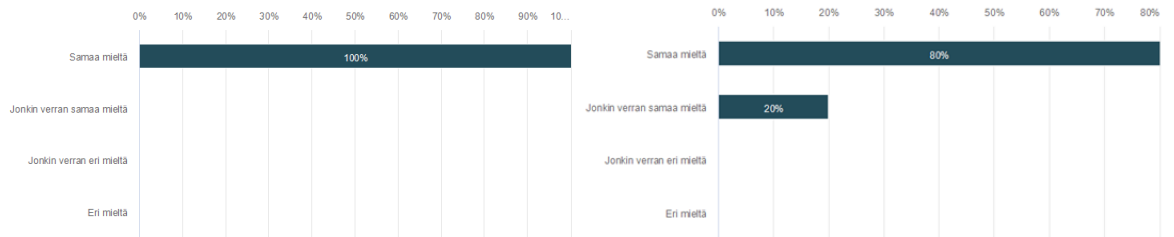
7. This working culture motivates me to become a better human

Players' perspective (n=21)   Staff members' perspective (n=7)
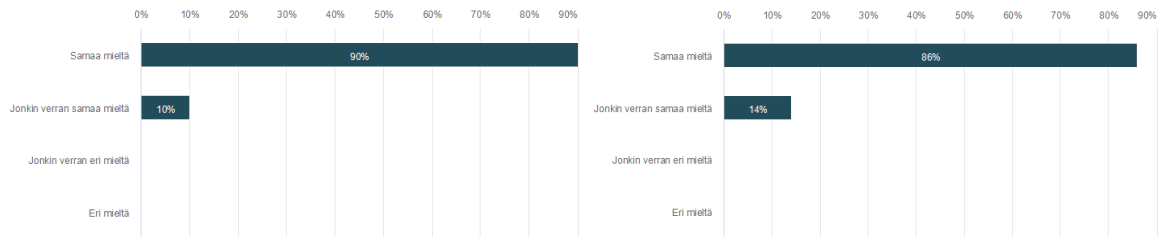
8. This working culture affects me negatively in certain ways

Players' perspective (n=21)   Staff members' perspective (n=7)
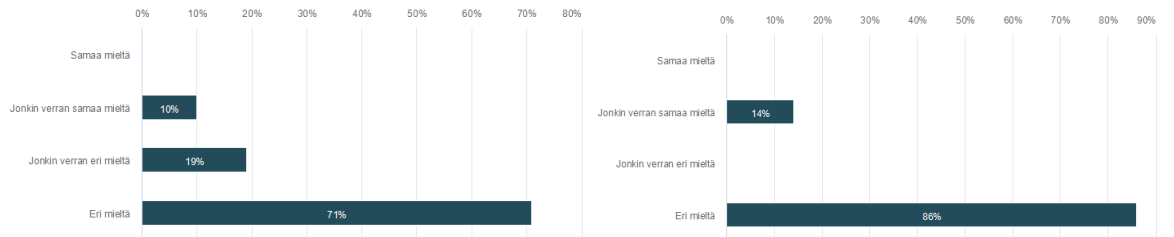
9. I feel accepted by the team members

Players' perspective (n=21)   Staff members' perspective (n=7)
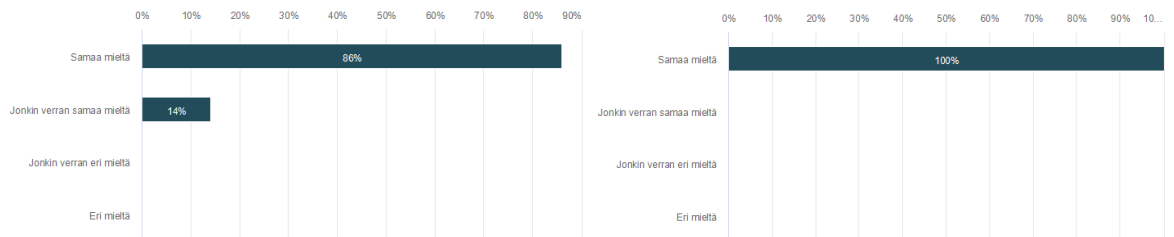
10. Sustaining the current working culture is important for me

Players' perspective (n=21)   Staff members' perspective (n=7)
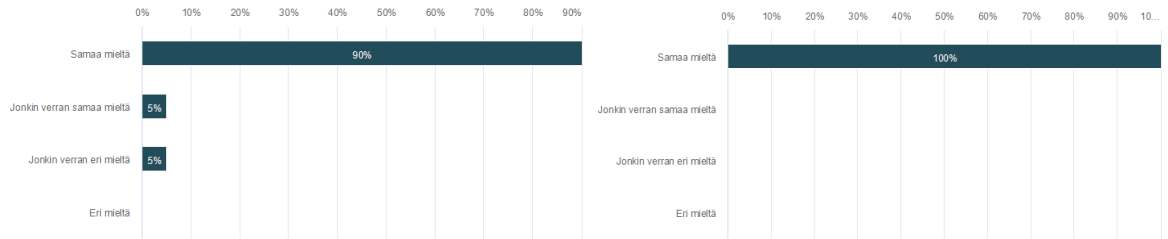
11. The coaching staff shows a good example of acting and behaving

Players' perspective (n=21)   Staff members' perspective (n=7)
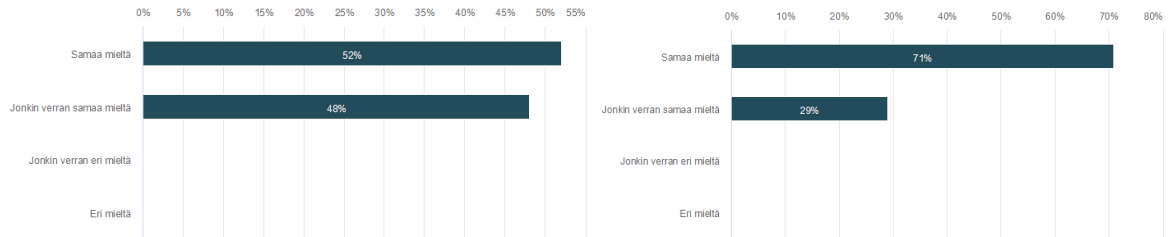
12. Coaches allow the players to participate in decision making

Players' perspective (n=21)   Staff members' perspective (n=7)
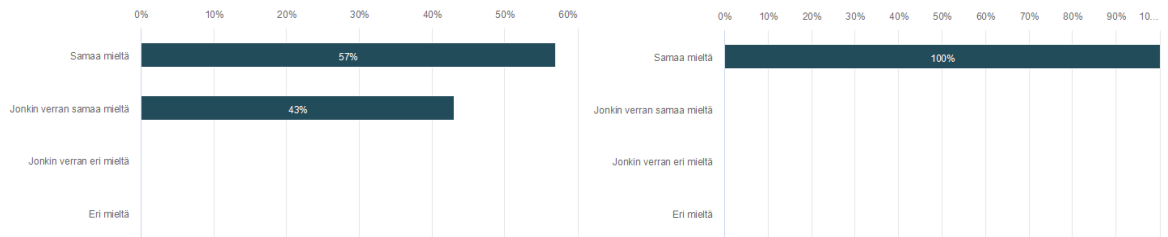
13. I feel controlled and pressured to be certain ways

Players' perspective (n=21)   Staff members' perspective (n=7)
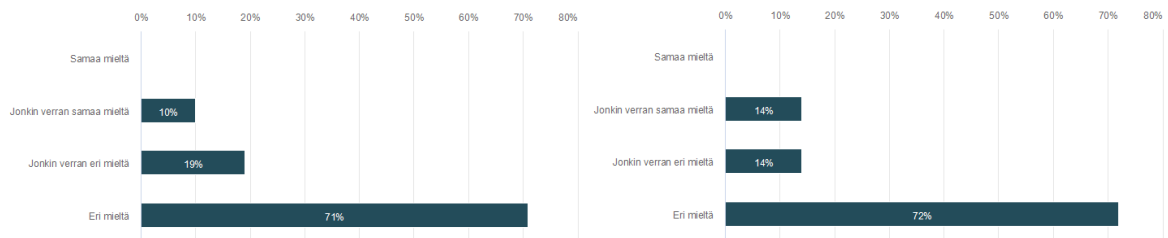
14. Players can make a personal impact on their development plan

Players' perspective (n=21)   Staff members' perspective (n=7)
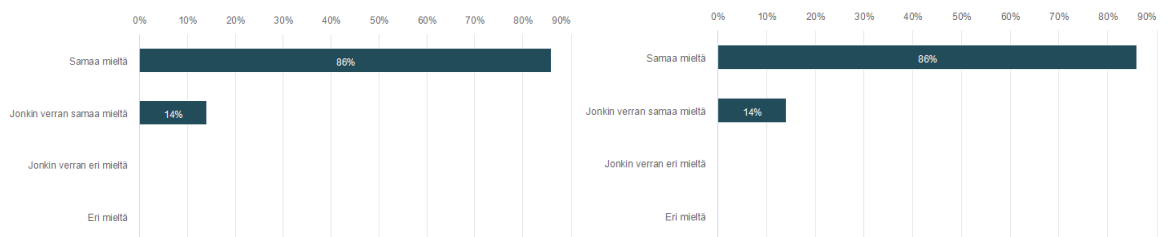
15. The players are allowed to influence their off-ice training

Players perspective (n=21)   Staff members' perspective (n=7)
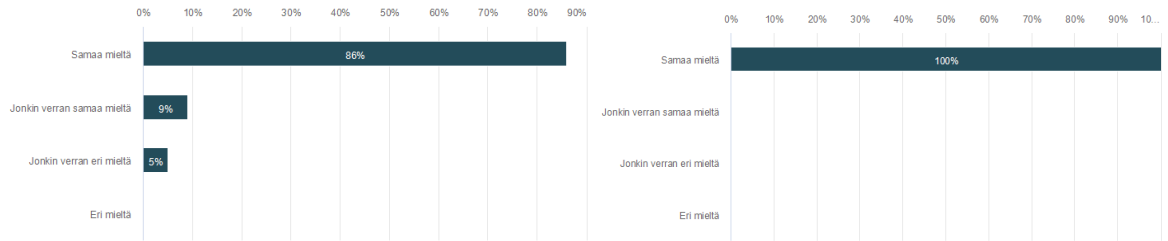
16. The players are allowed to influence their on-ice training

Players' perspective (n=21)   Staff members' perspective (n=6)
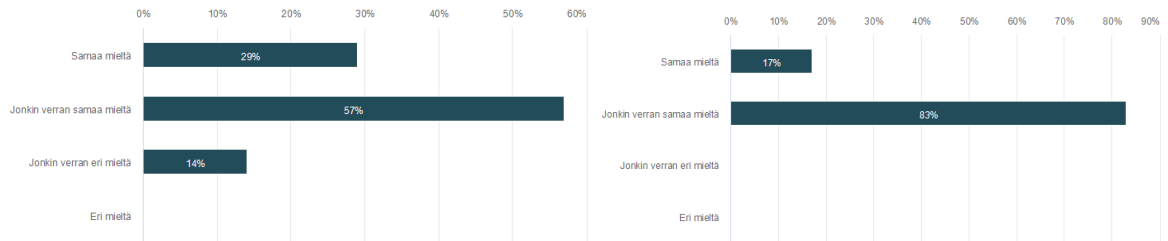
17. Players are given opportunities to decide on their own goal setting

Players' perspective (n=21)   Staff members' perspective (n=6)
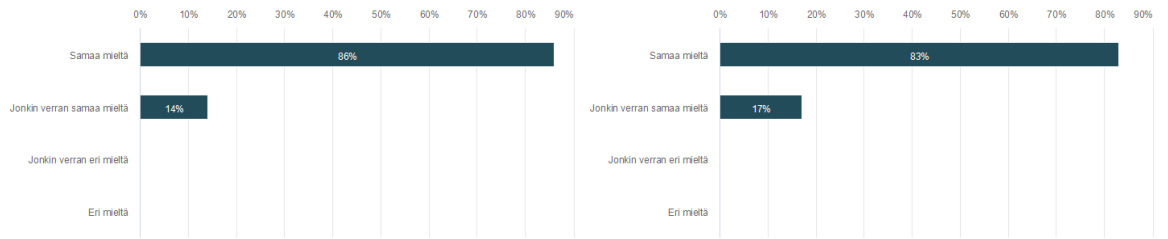
18. I feel loved and cared about

Players' perspective (n=21)   Staff members' perspective (n=7)
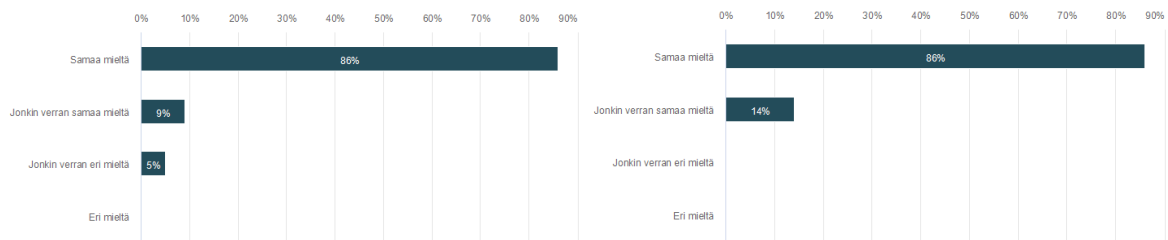
19. Team members show true care for one another

Players' perspective (n=21)   Staff members' perspective (n=7)
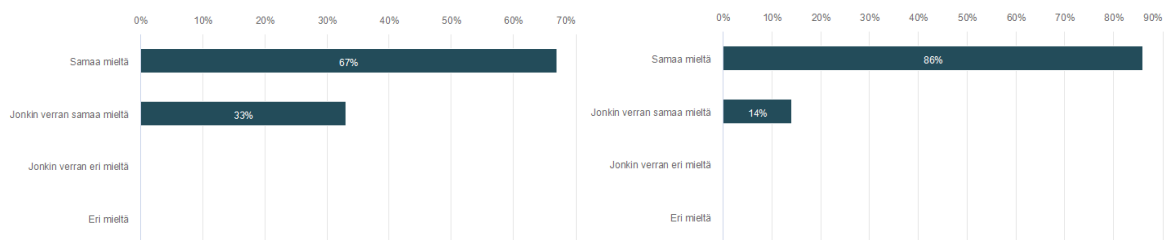
20. I feel that I am an important part of this team

Players' perspective (n=21)   Staff members' perspective (n=7)
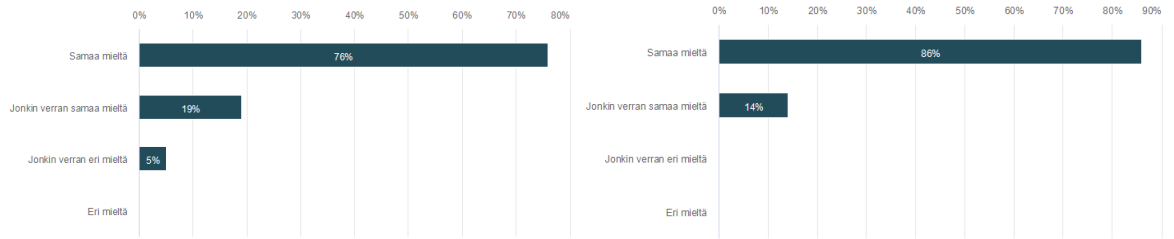
21. The players trust each other

Players' perspective (n=21)   Staff members' perspective (n=6)
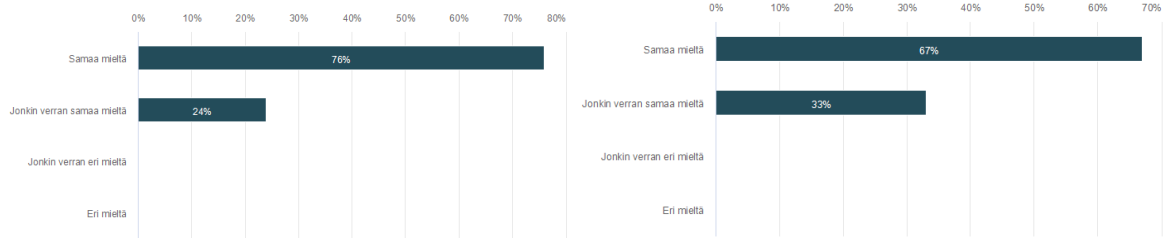
22. Staff members trust each other

Players' perspective (n=21)   Staff members' perspective (n=7)
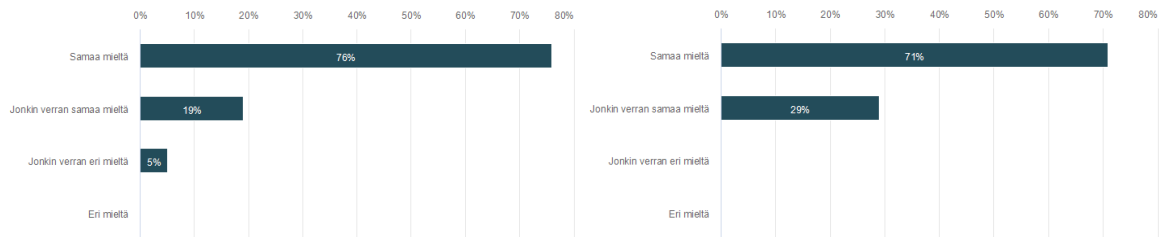
23. I feel left out from the team for some reason
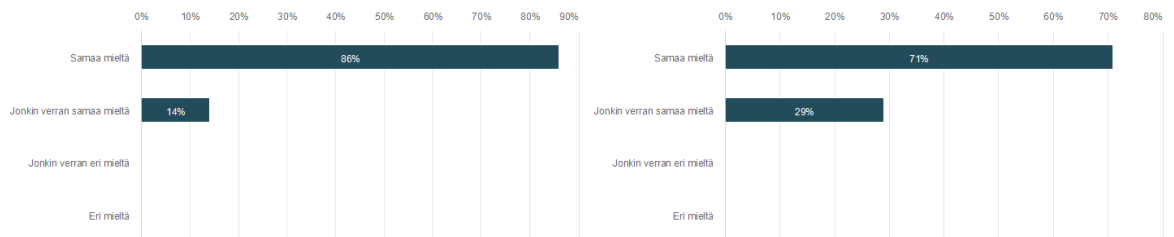
Players' perspective (n=21)   Staff members' perspective (n=7)
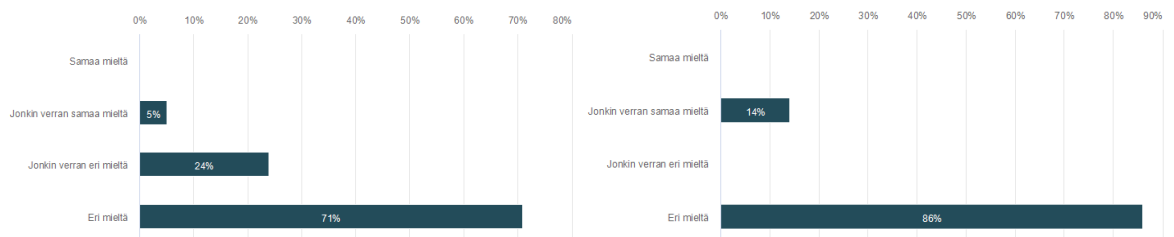
24. Our team is united and striving to achieve its goals
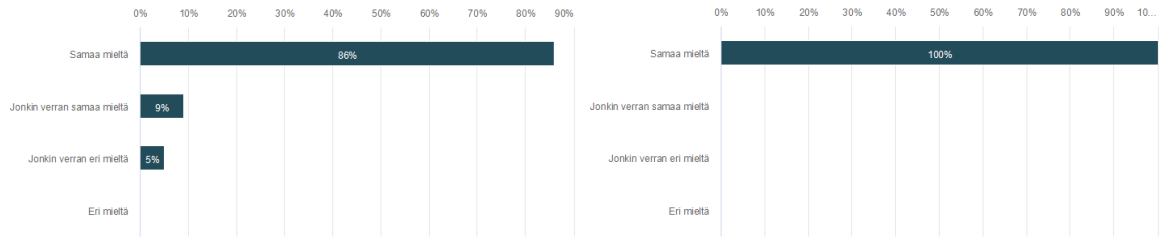
Players' perspective (n=21)   Staff members' perspective (n=7)

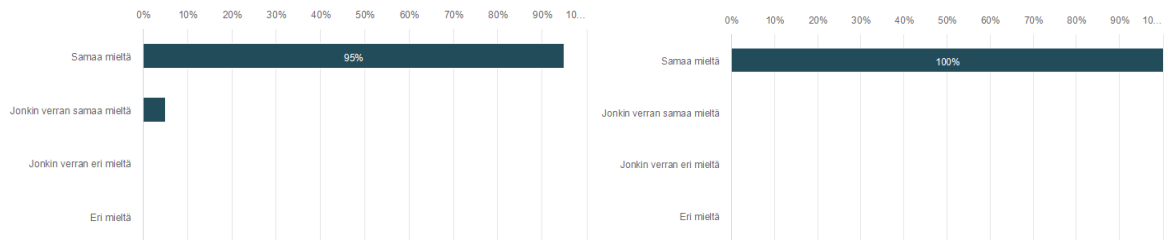## 25. I have adapted well to the team

Players' perspective (n=21)   Staff members' perspective (n=7)

26. This working culture will help me to compete better against the best in the world
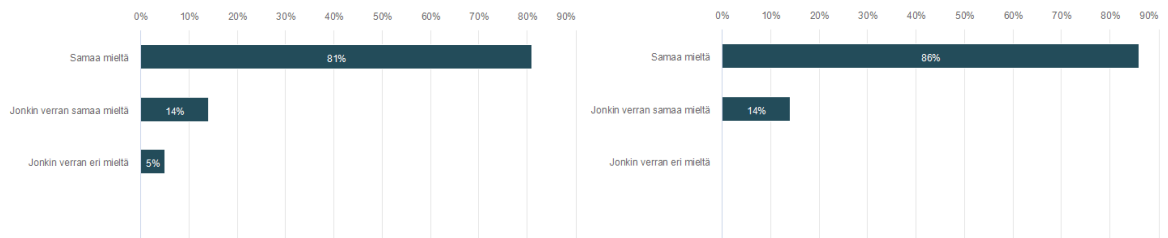
Players' perspective (n=21)   Staff members' perspective (n=6)

27. In this working culture I can better identify my strengths and the areas of improvement
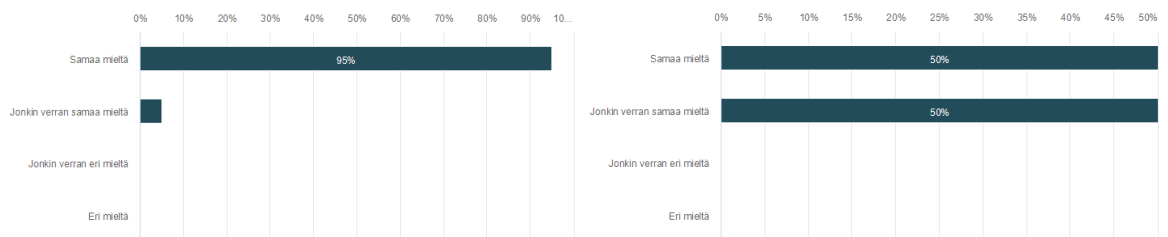
Players' perspective (n=21)   Staff members' perspective (n=7)

28. The coaches have level of high standards
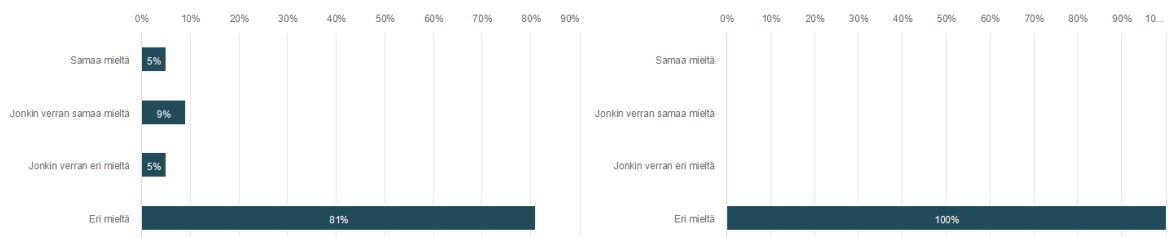
Players' perspective (n=21)   Staff members' perspective (n=6)

29. My level of performance gets worse for some reason in this working culture
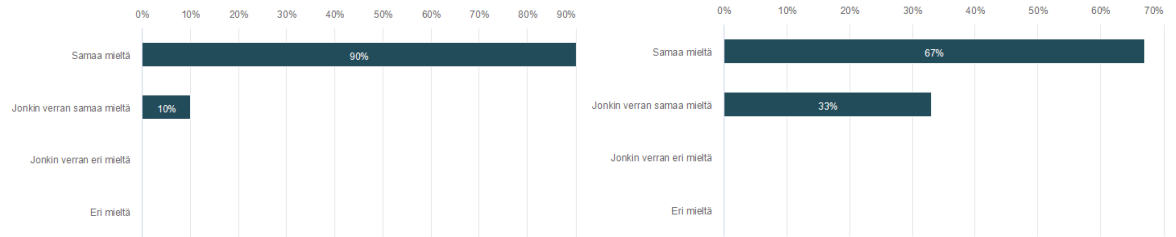
Players' perspective (n=21)   Staff members' perspective (n=6)
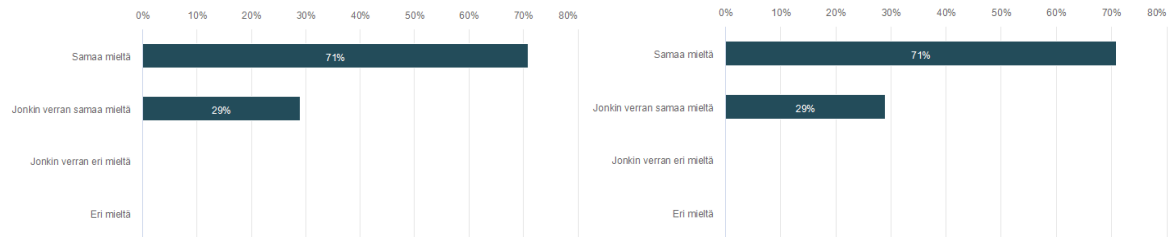

30. My daily habits help me to compete better

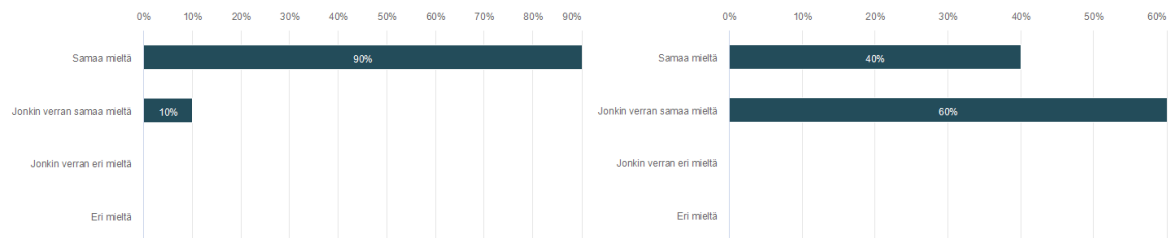Players' perspective (n=21)   Staff members' perspective (n=6)

31. In this working culture I become more interested in developing myself as a human

Players' perspective (n=21)   Staff members' perspective (n=7)

32. In this working culture I become more interested in developing myself as an athlete

Players' perspective (n=21)   Staff members' perspective (n=5)

33. If you are a team member who has become a member of the team during the process, how it has felt to join the team? (Joined since the season of 2016-2017)

Players number of respondents: 10

Responses
Hyvältä ja siltä että kaikki ottivat vastaan hyvin.
-
Joukkue oli tosi yhtenäinen ja oli helppo tulla mukaan
Olen ollut mukana aikaisemmin.
Vähän vaikeaa tulla joukkueeseen mutta kun osallistui muutamiin leiriin helpottui.
Ei ollu mitään ongelmia. Oli helppo liittyä mukaan
Olen viihtynyt joukkueessa.
Tuntui helpolta tulla, joukkue otti hyvin vastaan ja toimintakulttuuriin oli helppo liittyä kun asiat tehdään kerralla selväksi
Joukkueeseen oli tosi helppo tulla mukaan. Hyvä, turvallinen ja kannustava ilmapiiri.
-

Staff Number of respondents: 4

Responses

Joukkueeseen oli helppo ja avoin tulla. Alusta asti tehtiin selväksi toimitatapa ja se näkyi myös käytännössä.
Hyvältä, joukkueen toiminta muuttunut positiiviseen suuntaan koko ajan
I was part of the staff when Pasi started as head coach. I liked the approach then, but now seeing the things happening in action, part of normal camp life is very rewarding
-

34. If you are a team member, who has been part of the team for many years, how do you see the team development process throughout the previous years? (Players that joined the team this year don't need to answer)

Players number of respondents: 18

Responses
Kulttuuri ottaa uudet jäsenet paremmin mukaan. Ei ole nokkimis järjestystä niin selkeästi esillä. Arvostetaan toisiamme paremmin. Rennompi fiilis henkisesti muiden seurassa ollessa.
ryhmään on helppo tulla ja jokainen voi olla oma itsensä
Toimintatavassa on tapahtunut paljon kehitystä. Pelaajilla on isompi vastuu omasta harjoittelusta ja siihen voi vaikuttaa paljon enemmän itse. Ilmapiiri on paljon vaativampi ja kannustavampi. Joukkueeseen on helppo tulla ja jokainen voi olla siellä oma itsensä. Joukkueessa on helppo oppia paremmaksi ihmiseksi ja pelaajaksi.
Hyvänä
Nuoret pelaajat ottavat vastuuta hyvin ja joukkueessa huokuu hyvä voittamisen halu
Hyvin!
Joukkueen toiminta on huomattavasti kehittynyt urheilullisempaan suuntaan. Mielestäni suurin ero muihin eurooppalaisiin tehtiin nimenomaa fysiikanpuolella ja samalla kurottiin kaulaa pohjois-amerikkalaisiin. Sen jälkeen mukaan on tullut taito. Myös vaatimustaso niin jäällä, kuin jään ulkopuolella on pelaajien kesken noussut.
Joukkue kiintyi ja oli todella yhtenäinen ensimmäiset 4-5 vuotta. Osasyy tähän oli mielestäni se että ryhmä pysyi lähestulkoon samana koko sen ajan. Pelaajanvaihdoksen myötä kehitys on ottanut hieman takapakkia mikä on osin ihan ymmärrettävää. Koen että nyt täytyy tehdä enemmän töitä juuri tämän ryhmän yhtenäisyyden eteen, löytää samanlainen "liima" kaikkien ympärille mikä meidän ryhmässä oli aikaisemmin.
Nyt ollaan uuden edessä, koska kotikisojen jälkeen moni kokenut pelaaja on lopettanut kokonaan tai jäänyt pois maajoukkuetoiminnasta.

Mutta jos ajattelen aikaa kotikisoihin asti, niin silloin olimme olleet yhdessä useammman kauden ja joukkuehenki oli todella hyvä. Jokainen oli löytänyt tavan saada itsestään paras irti ja joukkueena onnistuimme hyvin tärkeissä peleissä. Nyt ryhmässä paljon uusia pelaajia mutta uskon, että jokaisen on ollut hyvä tulla joukkueeseen. Nyt on enemmän kiinni siitä, kuinka nopeasti uudet pelaajat sisäistävät pelitavalliset asiat ja kansainvälisten pelien vaatimustason. Koen, että urheilullisuus on nykyään itsestään selvä asia, ja jokainen joukkueesta pelipaikan haluava ymmärtää sen.
Uusien pelaajien on helpompi tulla mukaan ja kaikki otetaan hyvin vastaan! Suurin osa uskaltaa olla just sellaisia kun ovat ja ymmärrämme toisiamme paremmin eritilanteissa. Joka helpottaa toimintaa kovissa peleissä.
Ryhmään on tullut paljon uusia pelaajia
Hyvin, uusia pelaajia tulee koko ajan lisää, kaikki otetaan hyvin vastaan, luulen että uusien on helppo tulla sisään
Nykyään tavoitteet ja toiminta sen eteen on yhtenäistä, ja jokainen saa tehdä tarvitsemansa harjoitteet niitä kohti, joita sinä päivänä tarvitsee. Tämä on pitkällä aikavälillä tärkeää.
Mun mielestä toimintakulttuuri on kehittynyt paljon ja kaikki uudet ja vanhat pelaajat otetaan hyvin vastaan ja autetaan tosia päästä joukkueeseen mukaan.
mun mielestä joukkueen taidollinen taso on selkeesti mennyt ettenpäin. Ryhmänä on ehkä jotenkin rennonmpi fiilis tai sellane et kaikki hyväksytään, mut toki voi johtua siitä että paljon kokeneita ja vahvoja persoonia on lopettanu.
Toimintakulttuurin muutoksen myötä joukkueeseen ja sen tapoihin pääsee nopeammin sisään. Jokainen pelaaja voi olla oma itsensä.
Viimeisen vuoden aikana mukana on ollut paljon uusia pelaajia, mutta silti joukkueen yhtenäisyys ja tavoitteellisuus on pysynyt korkealla, mikä on ehdottomasti joukkueen vahvuus. Joukkueen kulttuuri kannustaa pelaajia kehittymään jatkuvasti eteenpäin
We have become more United, we are now a team!

Staff number of respondents: 3

Responses
Team has become even more united
I saw the first steps. We've always had players who care more for the team and players that care more for them selves. This culture supports the positive and competition, to put energy in making your self and team better and making it easier for people to jump for the same path and challenging them selves and the team to be better every day.
trust and care of each other have increased. We care more about the human than only the player.

35. How would you develop further this working culture?

Player number of respondents: 15

Responses
Muiden huomioon ottaminen on tärkeää. Kunnioitus jokaista kohtaan. Hymy ja käytöstavat. Ketään ei pidä jättää yksin tai ulkopuolelle.
-
Ei oo oikeestaan kehitysideoita. Suunta on ollut erittäin hyvä ja kokoajan toimintakulttuuria työstetään enemmän ja enemmän!
Samalla kun mitä ennen
Jatkaa samaa malliin
Olemalla enemmän äänessä.
Kehittäisin toimintakulttuuria hieman selkeämppään suuntaan. Välillä valmennulselta tulee vähän ristiriitaista viestiä ja ainakin omalla kohdalla joutuu vähän arvailemaan.
Jotta kehitystä tapahtuu vuodesta toiseen, täytyy löytää aina jotain uutta. Mielestäni aina jonkin pienen uuden asian löytäminen ja tuominen toimintakulttuuriin mikä on pysynyt samana monta vuotta on juuri se suola millä se pysyy yhä yhtä hyvänä ellei entistä parempana. Eli siis vaikea sanoa yhtä yksittäistä asiaa millä tätä meidän hyvää toimintakulttuuria kehitettäisiin mutta joka vuosi pitäisi pyrkiä siihen että jotain uutta kehitettäisiin kumminkin.
Paljon puhutaan vaatimustasosta ja kovasta harjoittelusta. Itse koen, että kokonaisuuden hallinta ja hyvän arjen rakentaminen ovat tärkeitä. Että elämä on sellaista, että koet tekeväsi itsellesi oikeita asioita ja harjoittelet ja pelaat hyvin, se lisää itseluottamusta. Eli siis itseluottamuksen rakentaminen henkilökohtaisesti, ei vain niin että silloin koet olevasi hyvä jos maajoukkueen valmennus sinulle sen kertoo.
En osaa sanoa
Yhteen hiileen puhaltamista niin pelaajien kuin johtoryhmän kanssa.
En osaa sanoa
Ei tuu mieleen mitään mitä lähtisin muuttamaan. Mun mielestä toimii hyvin.
Leireillä toimintakulttuuri näkyy ja on tuonut tulosta, mutta pelaajien seuroissa ja sitä kautta pelaajien arjessa on vielä kehitettävää.
Help each other even more also on an everyday basis

Staff number of respondents: 4

Responses
Lisäisin vielä avoimmuutta ja viestintää, pelaajilla on myös oma vastuunsa kehittymisestään ja sen pitää näkyä myös aktiivisempana yhteyden pitona ja sitä kautta vaatimustason nostona valmentajien/medicin suuntaan. Aina ei voi jäädä odottamaan, että heihin otetaan yhteyttä jos jotain akuuttia asiaa on. Eikä myöskään ole kivaa kuulla

kiertoreittejä kritiikkiä omasta toiminnasta, itse haluaisin sen suorana palautteena. Tämä siis pelaajilta valmentajalle.
Tiedonkulkua paremmaksi, usein kuulee asiat jälkikäteen.
Keep the structures for communication as low as possible, keep support structures for individual motivation, have more motivated people to join the staff to give players and staff more tools to get better, collect data and estimate together - what more to be done - learn with the process.
If there is something you wonder or you have noticed something you want to say, it has to be said straight to her or him it concerns - less assuming

36. You are free to write your own opinions about the current working culture

Player number of respondents: 8

Responses
Hyvä tapa toimia!! Edellinen kyselyn vastaus meni ihan pieleen! Sen voi mitätöidä ja huomioida vain tämän!!!!!
Tykkään nykyisestä toimintakulttuurista erittäin paljon!
Yleisesti erittäin hyvä
Mielestäni toimintakulttuuri mikä meillä on maajoukkueessa on aivan huikea! Voi olla oma itsensä, saa luottaa omaan tapaan harjoitella ja jos tarvitsee apua niin sitä saa. Sitten jäällä keskitytään siihen omaan yhteiseen tekemiseen ja pelin kehittämiseen ja yritetään saada toisistamme se parhain irti joka päivä. Kukaan ei kehity sillä että tulee maajoukkueleirille viikon ajaksi ja treenaa ja pelaa hulluna sen yhden viikon. Arki täytyy saada kuntoon ja sen ylläpitäminen myös leiriviikoilla on tärkeää ja siihen on pyrkimys.
Pidän nykyisestä toimintakulttuurista.
Toimintakulttuurimme avulla pystymme saavuttamaan unelmamme
Toimintakulttuuri on avointa ja se on selkeä. Se tuo pelaajille luottoa sekä joukkueeseen että muihin pelaajiin, kun kaikki tekevät töitä yhteisten tavoitteiden eteen.
We are going to win an Olympic gold medal in 2022 🏅🏆

Staff number of respondents: 2

Responses
Johtoryhmän sisällä pitää olla vielä enemmän avoimuutta puhua asioista asioina, lähinnä yhden jäsenen kohdalla ollaan jotenkin varovaisia koska hän ei osaa ottaa kritiikkiä/kehitysehdotuksia vastaan vaan kokee ne hyökkäyksenä häntä kohtaan ja heittäytyy usein marttyyriksi.

Pelaajien kesken tuntuu olevan hyvä yhteishenki, mutta vielä enemmän voitaisiin tukea me-henkeä, myös leirien ulkopuolella.

Kokonaisuudessaan toimintakulttuuri näkyt ja kuuluu erittäin hyvin, hankalista asioista voi puhua ja niistä voidaan turvallisesti myös kiistellä.

Let's stay focused - this good situation and working culture will not stay if we do not work with it every camp and every day.