



BASIC NEEDS SUPPORTING COACHING- Finland Women's National Ice Hockey Team

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All Blacks culture



How can we create motivating coaching environment?



Self-determination Theory (Deci & Ryan)

Motivational theory that differentiates **autonomous motivation** and **controlled types of motivation**

Autonomous motivation

- Volition and choice
- Interesting
- Deeply valued

Includes intrinsically motivated behaviors and extrinsically motivated behaviors that have been fully internalized



Controlled motivation - When a person feels coerced or seduces into behaving, with the experience of pressure and oblication.

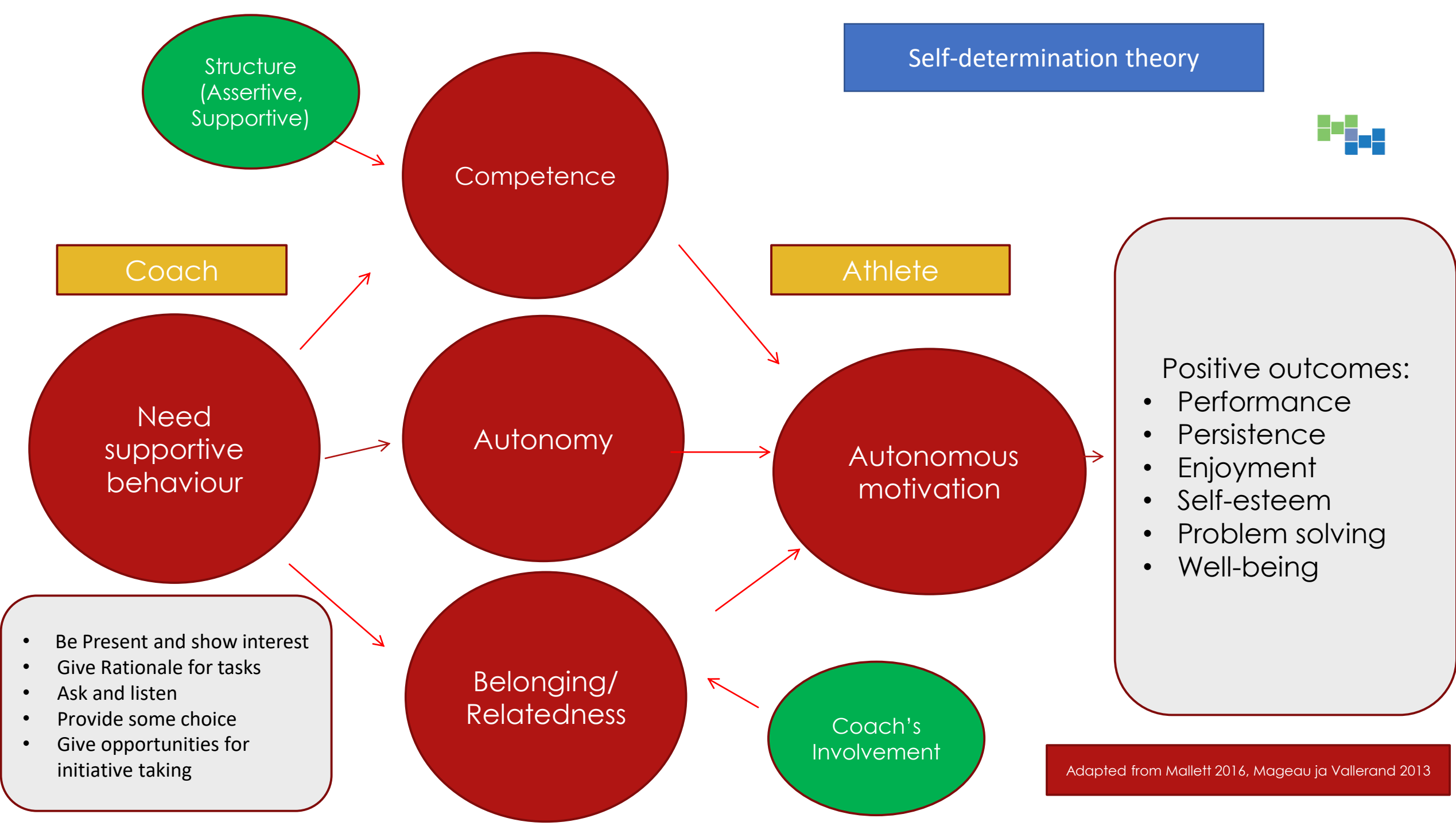
- Seduced
- Coerced
- pressured

"Carrot and stick"



When athletes are autonomously motivated their performance, wellness and engagement are greater than when they are controlled in their motivation

Self-determination theory



Feeling of competence

Individualized coaching – paying attention to each individual. How well you know your athletes? How well athletes know themselves?

"We talk by phone on a weekly level and talk about training and goal setting and what I want and need to do better. Being open and honest helps the team in a sense that you feel you can talk about things. I feel I can talk about anything with the leaders".

"We did a development plan in the beginning of the season with mental, off-ice and on-ice goals. During the season we have been updating it. Each week we go through the goals through the feedback software".



Feeling of competence

Encouraging players to use their strength.

"Every time we discuss games or upcoming events, we talk about my strengths and by using them I help the team the most".

"Sometimes I am too negative. They talk about what I do good so I start believing it".

Clear tasks, roles and gameplan.



Feeling of competence

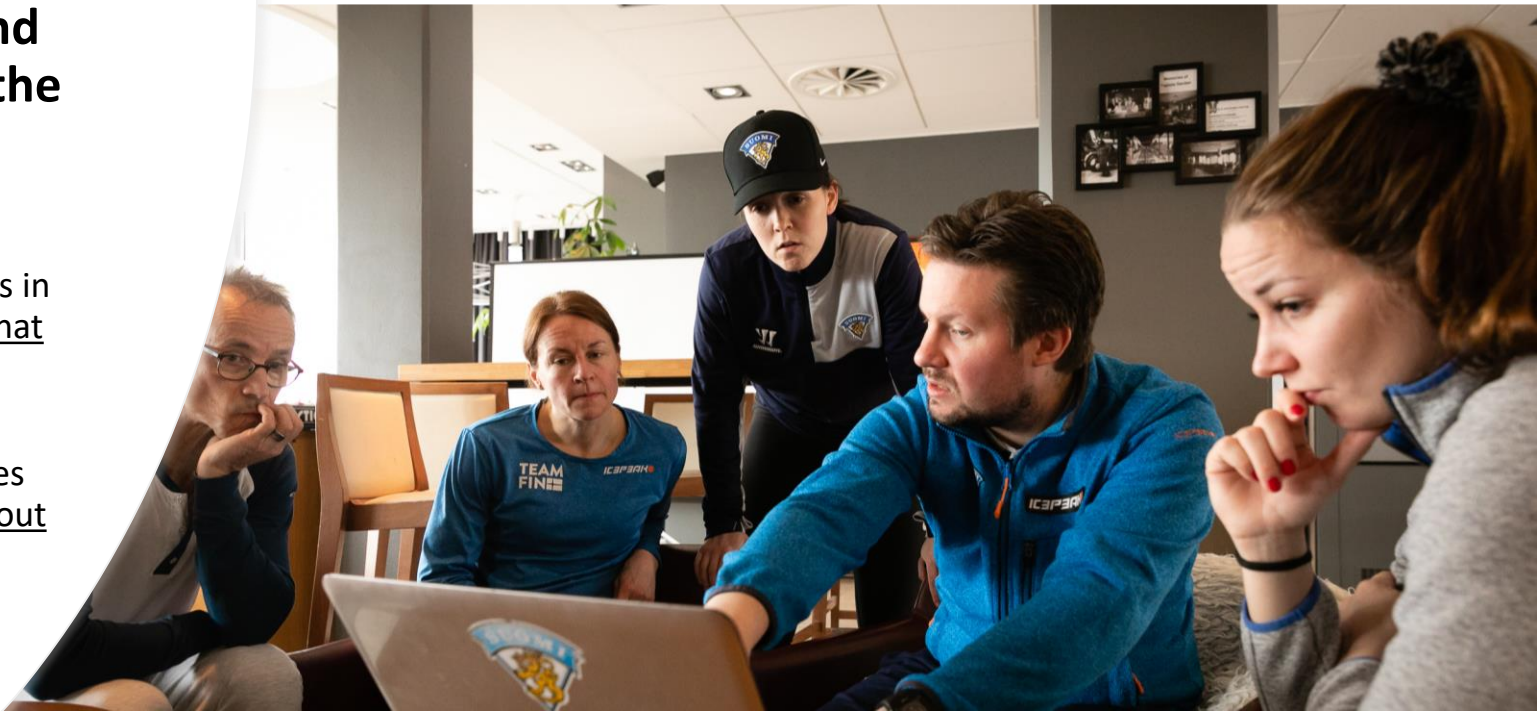
Increasing self-awareness

"Small things like more awareness in my own performance both physically and mentally. Through discussions I will get more aware of how I can improve".

Honest feedback from your performance and development areas – becoming student of the game! Curiosity!

"I've gotten tools that help me compete against the best players in the world. I've been told directly what I have to improve and what will take me to the next level".

"It is based on good communication. I get feedback from single games and from tournaments. The coaching staff watches games and stays in touch over phone. So we have good discussions about what is going good and what I could do better."



Feeling of competence

High demand level and high standards → Self-confidence and competence

”The level of demands has been raised on all levels. That reflects right on the athleticism. Demands are higher on an individual level and on a team level. It helps a lot for openness that we have clear standards how we work together as a group, both players and staff”.



Feeling of competence

Going out of your comfort zone

"Our goals are high, so I feel I need to step out of my comfort zone. You don't get far by being in the comfort zone all the time".

"at times it hasn't been feeling too great, but when noticing the difference and the development, the complaining has been unnecessary".



Autonomy

Players leadership group –Dual Management

Athlete taking responsibility of their own development. Asking good questions! Making them think!

Instead of having just one person who thinks (Coach), there are 20 players who thinks! → Better results



Relatedness

Caring and safe environment

- “The coach tells me I’m important. My teammates also show me that I’m important by cheering on me, also after I make mistakes”.
- “The fundamental idea that you feel well around the team so that you can get everything out of yourself is good”
- “If you are a good person and you treat others well, it impacts everyone for better well-being in the group”.
- “Everyone seems to care for each other. First time I came to the team I felt wowed how nice it felt to come into the team. It feels the same for everyone. You feel important in this team”.

Servant leadership - main goal of the leader is to serve

- “It felt like I had been on the team before, that’s how well I was introduced to the team. Everyone was very kind to me”.



Relatedness

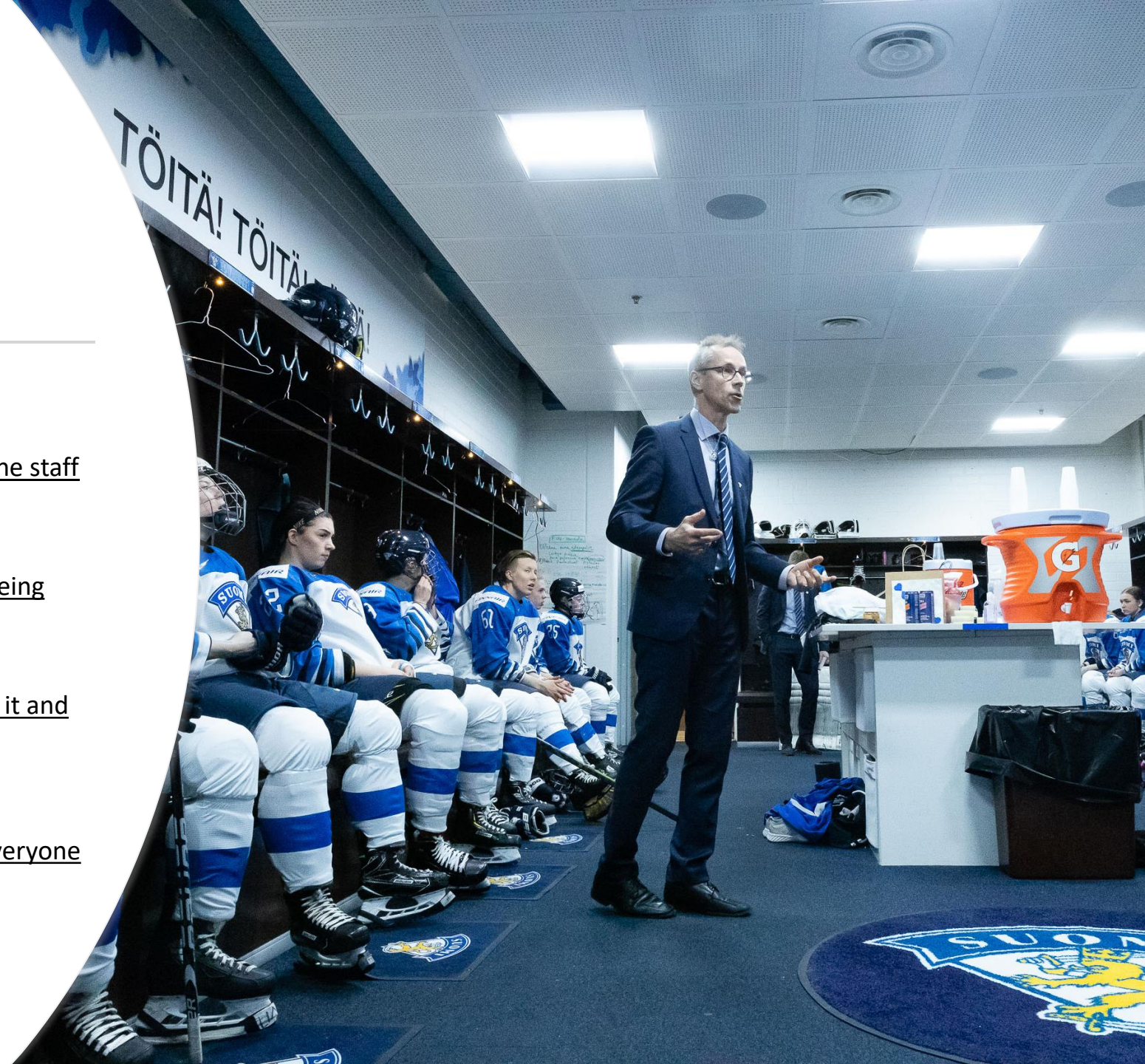
Open communication

"It is good that we have basic behaviour codes. And I think the staff shows it pretty well through their actions".

"The coaching staff is very open. You can disagree without being denied right away."

"It is good that whatever comes in front of us, we talk about it and we don't sweep anything under the carpet. I think it helps everyone to be able to be themselves".

"I think the roles are clear and conflicts are avoided when everyone knows their roles"



Relatedness

Showing example

- "The more experienced and older players lead with example and shows how to act and do. They inform the younger players of what to do and why. If one of the younger players is uncertain what to do or why, the older more experienced players show and explain".
- "I feel that I've tried to make it as easy as possible for the young players to join. I want to be easy to approach and ask questions. I also want to make sure that the new players understand how things work around the team, what our ways of working are".
- "The more experienced players explained how it works in the national team and I was not left as an outsider. They showed interest how things are and how everything works in the team. It made it easy for me. The coaching staff supported me well and told me what they expect".



Relatedness

Enjoying the success of others

"It comes from the team spirit that has developed a lot during this season. This season I have seen that players are happier when someone succeeds. Someone doing something well means that the team succeeds".

Trust

"in games when someone makes a mistake, another player will make up for the mistake. You can talk to the teammates about your personal stuff and know that you will get help. Especially from the more experienced players".

"Everybody knows that everyone gives their best. We have a common goal so it is easy to pull the same rope".

"I can be myself on the team and I don't have to worry if I say something wrong".



Relatedness

Common Goal

"sometimes we only have players meetings where we talk about everything. We all show that we are striving for the same goal".

"We have our common goals. It comes from small things like cheering on each other. Small things build up to a good feeling and a good flow".

"We are going towards a good way, working together. I feel we stand behind each other".



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A Change in Team Culture Towards an Autonomy Supportive Working Environment - A Case Study of the Finnish Women's National Ice Hockey Team

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APPLIED RESEARCH

A Case Study of Excellence in Elite Sport: Motivational Climate in a World Champion Team

Ken Hodge

University of Otago

Graham Henry and Wayne Smith

New Zealand Rugby Union

This case study focused on the New Zealand All Blacks rugby team during the period from 2004 to 2011, when Graham Henry (head coach) and Wayne Smith (assistant coach) coached and managed the team. More specifically, this case study examined the motivational climate created by this coaching group that culminated in winning the Rugby World Cup in 2011. In-depth interviews were completed with Henry and Smith in March 2012. A collaborative thematic content analysis revealed eight themes, regarding motivational issues and the motivational climate for the 2004–2011 All Blacks team: (i) critical turning point, (ii) flexible and evolving, (iii) dual-management model, (iv) “Better People Make Better All Blacks,” (v) responsibility, (vi) leadership, (vii) expectation of excellence, and (viii) team cohesion. These findings are discussed in light of

Building motivating coaching environment