



THE OLYMPIC PROJECT FWNT

Pasi Mustonen



Where are we now?

What's our goal?

**How do we get there ?
= How do we win?**

SURROUND YOURSELF WITH



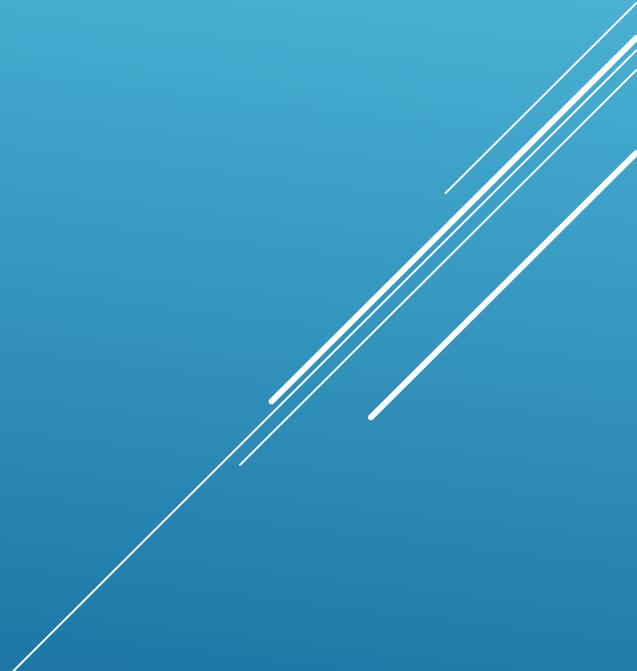
**THOSE ON THE SAME
MISSION AS YOU**

WHO WOULD YOU RECRUIT TO YOUR **CREW** ?

“I don’t motivate my players. You cannot motivate someone, all you can do is provide a motivating environment and the players will motivate themselves.”

Phil Jackson after winning his 7th NBA title as a coach.

WE ARE EACH OTHER’S ENVIRONMENT

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, set against the blue background.

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

Martin Andler



The Sport Psychologist, 2014, 28, 60-74
<http://dx.doi.org/10.1123/tsp.2013-0037>
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THE SPORT PSYCHOLOGIST
www.TSP-Journal.com
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

MOTIVATING ENVIRONMENT



<https://www.youtube.com/watch?v=PptTeyYShdw>

<https://www.youtube.com/watch?v=iaWUXmOd0el>

BUILDING UP THE TEAM CULTURE

- to leave a **permanent footprint** in the team's working culture that enables success in the long run
- to be a **better human being** and thus a better player
- to win an **Olympic medal** / to reach **the next level**
- to give the player ownership of her development process = **athlete-centered coaching**

Implementation of our working culture:

1. Theory
2. Coaching philosophy
3. Structure (process and inside the team)
4. Consistent and "ruthlessly honest" leadership at least in 1000 days ...

SELF-DETERMINATION THEORY

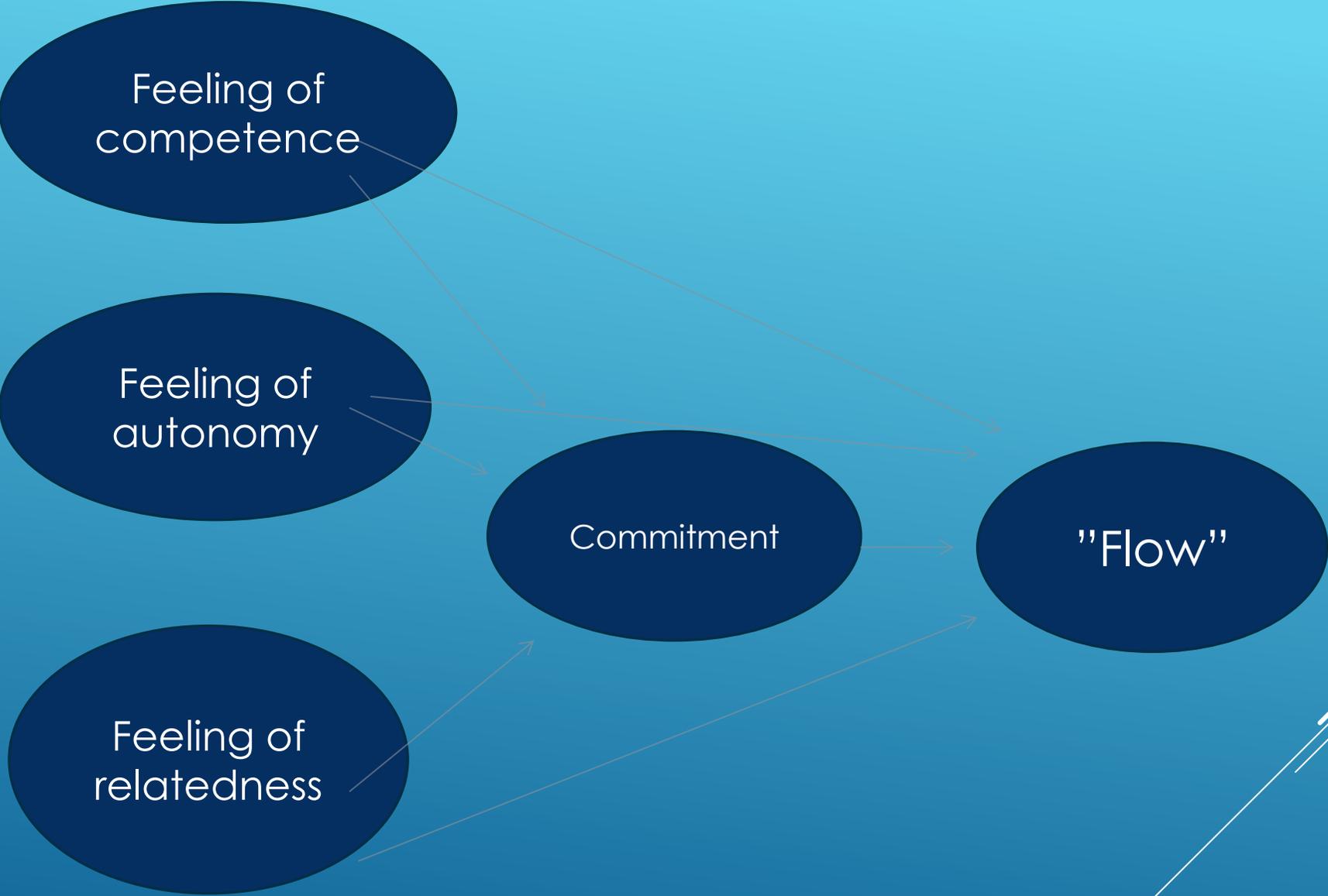
Basic needs

1. Competence
2. Autonomy
3. Relatedness

Research:

- ▶ Coaching process that supports athlete's basic needs → wellbeing, commitment, flow
- ▶ Decreases stress and burnout
- ▶ Feeling of competence is a decisive factor in athlete's physical and mental wellbeing





Feeling of competence

Feeling of autonomy

Feeling of relatedness

Commitment

"Flow"



**1. COACH (=CARE FOR) THE
HUMAN BEING**

2. COMMUNICATION SKILLS

**3. TRUST THE ATHLETE – WORK
TOGETHER**

How did these 3 factors show up?

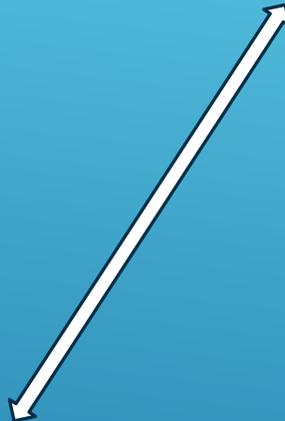
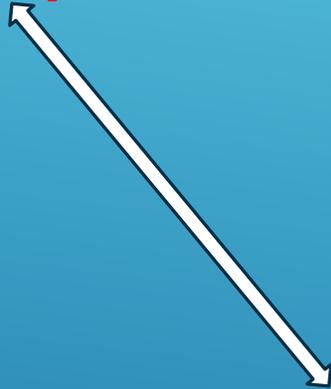
- ▶ Brother`s drug abuse
- ▶ Brother`s suicide
- ▶ Father`s alcoholism and drunkdriving
- ▶ Father`s death
- ▶ Grandmother`s/father`s sudden death in the middle of a tournament
- ▶ Can you "get rid of the head coach"/do you have enough power or should we work together instead?
- ▶ Mother`s cancer
- ▶ Which one will be awarded the custody of the child
- ▶ Economical problems – who will finance the sport career?
- ▶ Body composition
- ▶ Mental health services – do you need help to organize it?
- ▶ 3 malignant brain tumours (father)

CARE, COMMUNICATION, TRUST?

**Player`s
leadership
group (8/10)**

**The coaching
team/management**

The players



Players` leadership group

Possibility for them to make a difference, feel relatedness and use their competence

Autonomy motivates!

Sets an example, walks the talk and brings up new leaders for the future

Plans the process together with the coaches



FEELING OF COMPETENCE

- ▶ Athlete-centered coaching = focus on the individual

"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".

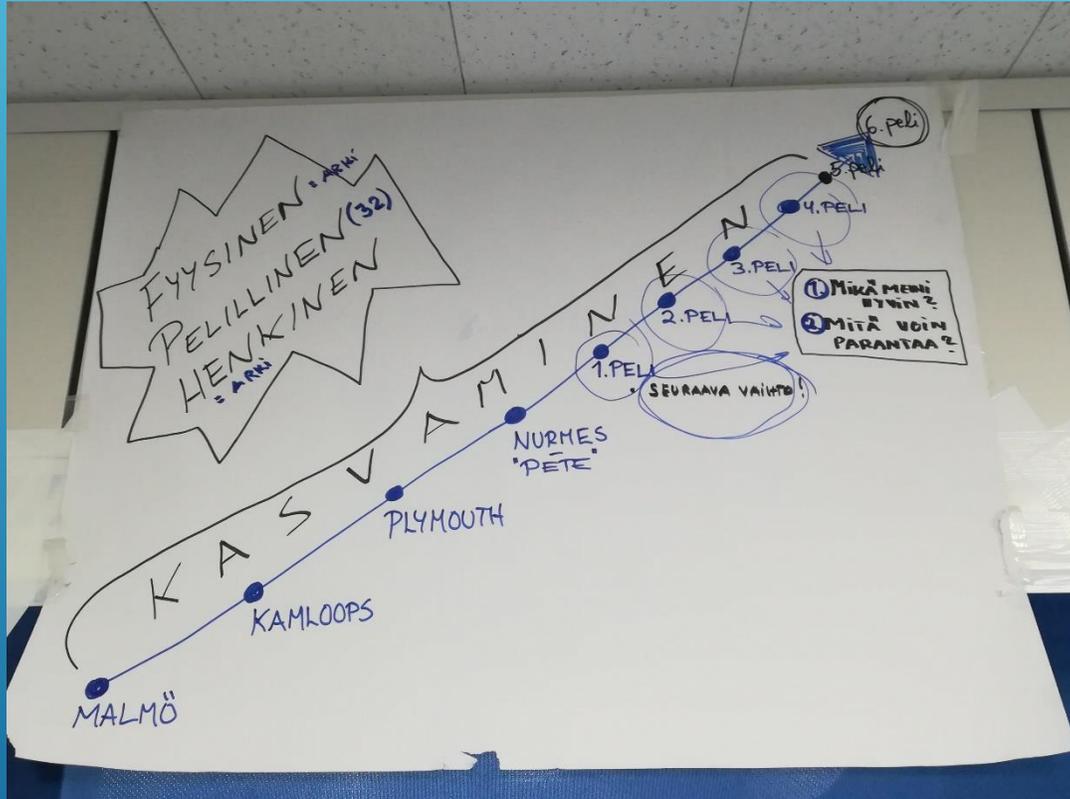
- ▶ Encourage/emphasize the strengths

"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".

"I can play through my strengths. Coaches tell me to play with my strengths".

FEELING OF COMPETENCE



- ▶ Feedback on performance and development plan – don't destroy competence through accusations

"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. It is nice that the coaching staff shows interest towards us players".

"We have been doing a lot more video for feedback to understand the game better and to create the picture about what we want".

FEELING OF COMPETENCE



- ▶ Players and coaches "raise the bar" together

"we have a lot of common goals and you can see it in every practice, off-ice and on your free time. Everyone puts 100 % into it"

"The level of demands is very high. We are not satisfied that we are better than last year. We want to be even better and to get as much out of each individual as possible".

- ▶ High level of demand creates 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

- ▶ Stepping outside one`s confidence 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".

"Mentally I need to challenge myself. Some things I have always done in a certain way and it is hard to adapt when someone brought forth that I can do it another way".

"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".



AUTONOMY

- ▶ Players` leadership group
- ▶ Players take ownership
- ▶ Distinct structure and work plan is a must



"we players are the ones' doing this change in the team culture and we get to influence it. The responsibility is of great value. The team's goal is a medal in the World Championships"

"We have discussions about my goals and when I have been injured coaches ask a lot about how I think. Coaches tell me how they feel, give me options and I get to decide how I proceed".

"I get to participate in my own goal setting. I am asked what to improve and what I do well. I'm happy to stay in the background when it comes to the team's decision making".

"I haven't had the need to impact the decision making. I feel like I can express myself and that my voice is heard".

"I plan the off-ice and send it to the off-ice trainer who gives me feedback and ideas".

FEELING OF 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"
- ▶ "We are each other's environment so many days a year that we need to be able to impact how we act towards each other and the thought that a better person is a better player shows straight to yourself and to others. If you are a good person and you treat others well, it impacts everyone for better well-being in the group".
- ▶ "The leaders are always present and they show real interest in what we are doing".
- ▶ "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".

We are each other's "servants"

- ▶ "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".



FEELING OF RELATEDNESS

▶ Sincere and 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.

"Open discussions are held and all answers are well explained".

"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".

"We speak openly about things. Players also discuss what to do better". "I have known my strengths and areas of improvements earlier. I think it helps that we have a lot of feedback discussions about what the coaching staff wants and what they demand and especially what they want to see during the games".

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



RELATEDNESS

- ▶ Setting examples/being a role model

- ▶ "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".



FEELING OF RELATEDNESS

Enjoying of other`s success

"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".

Confidence

"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

▶ A 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".



Clipboard: Cut, Copy, Paste, Format Painter

Font: Calibri, 11, Bold, Italic, Underline, Text Color, Background Color

Alignment: Left, Center, Right, Justify, Merge & Center, Wrap Text

Number: General, Percentage, Decimals, Thousands Separator

Styles: Conditional Formatting, Format as Table, Cell Styles

Cells: Insert, Delete, Format

Editing: AutoSum, Fill, Clear, Sort & Filter, Find & Select

	D	E	F	G	H	I	J	K	L
4	2015 - 2016		2016 - 2017		2017-2018				
5	Camp 9 May 2015	Blade to blade/backchecking	Camp 17 May 2016	Blade to blade/backchecking	Camp 25 May				
6		<u>Overmanning/Box out</u>		<u>Overmanning/Box out</u>	Team cohesion				
7	Camp 10 August 2015	<u>Courage to play</u>		<u>New angling 0-5!!</u>	Camp 26 July				
8		<u>Stick in one hand when checkin</u>	Camp 18 August/Sept 201	<u>Box outs</u>	<u>Setting a pick/boxouts</u>				
9		<u>Overmanning</u>		Stay on the net	Off.game-empty side usage				
10	Camp 11 Aug/September	<u>Overmanning</u>		<u>Angling</u>	Blocking shots				
11		<u>Stay on the net/go on the net</u>	Camp 19 Oktober 2016	<u>Blocking the shots</u>	Drive on the net				
12	Camp 12 November 2015	<u>Stick in one hand when checking</u>		<u>Defencemen`s co-operation</u>	Camp 27 August				
13		<u>Backchecking</u>			<u>Setting a pick/boxouts</u>				
14	s in mz	<u>Pitsinnypölays</u>	Camp 20 November 2016	<u>Box outs</u>	Off.game-empty side usage				
15		<u>Box play</u>		<u>Game rhytm (change when ir</u>	<u>Tight unit in oz</u>				
16	Camp 13 December 2015	<u>Stay on the net/go on the net</u>		<u>Blocking the shots</u>	<u>Eliminate "delays" in skating/reacting</u>				
17		<u>Overmanning</u>		<u>Angllng 0-5</u>	Drive on the net				
18	mz		Camp 21 December 2016	<u>Game rhytm</u>	Camp 28 October				
19	Camp 14 January 2016	<u>Stay on the net/go on the net</u>		<u>3 on 3 -game</u>	<u>Play forward-details!</u>				
20		<u>"Close the doors" = box outs</u>		<u>"Near" support</u>	Special situations-details!				
21		<u>Changing "on the fly"</u>		<u>D on ringettelines in OZ</u>					
22	Camp 15 February 2016	<u>Box outs</u>		<u>Breakouts behind goal line in DZ</u>					
23		<u>Stay on the net/go on the net</u>							

Results of the survey questionnaire on the project

Haaga-Helia academical thesis (Martin Andler)
<http://www.theseus.fi/handle/10024/126732>

Structures are needed in order to enable an environment where the individual can develop and reach her/his goals

Clear and equal rules for everybody!

Information on what will happen both on short and long term

The whole managing team has to participate, not only the HC

Everyone is important and has a role

Trust each other, care for each other

The coaches support players, not the other way round

Expectations and goals – concrete individual goals(3) + monitoring

”A license to be yourself” is important

Consistency

Feedback: positive, negative, constructive or brutally honest

Every player agrees: Changing the team culture helps us to reach our goals!

External prize (a medal) => Internal prize for the well done work!!

The co-operation between the players and the coaching team is the absolute key point!

The right to decide

Everyone doesn't want to show up and decide – let them gradually grow into this process

Players are in different phases of their career – support them in different ways

Keep yourself fit

Give up or fight back

Inform of different roles and strengths

All of us need feedback – most of the time

Coaches lead by example – be present mentally and show you are interested in both the player and the person

There has to be room for discussion (structures/program)

Constant contact with the players during the camps

How do we behave ourselves together and towards each other?

The coaches` job is o facilitate the player to act in the new team culture

The players take more and more ownership

The players work by themselves (team meetings)– let`s ”bring the cat on the table” right away

”The change was needed in order to reach the next level”

”I can disagree without being accused or labelled”

”Feedback can be critical as long as I don`t feel guilt”

”Tiredness and total loading has to be taken into account”

”Competition causes turbulence”

”We are delighted when other players succeed”

”We can focus on the essential (issues)”

”The level of internal (own) demands is very high ”

”Changing the team culture made me go out of my comfort zone”

”There is a greater cause than only getting better and participating”

”My own wish to improve and get better”

”A change in hat I am used to makes me uncomfortable and drives me out of my comfort zone”