

**PERCEPTIONS ABOUT COACHING AND INDIVIDUAL  
DEVELOPMENT IN PROFESSIONAL ICE-HOCKEY: A  
QUALITATIVE STUDY**

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## ABSTRACT

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The coaching and mental aspects have been discussed in sports for several decades. Therefore, it is important to consider these issues in and from larger perspectives. This study was grounded in Rauhala's (1983, 1989) perspective which considers the holistic development of the person to understand the reasoning for the Holistic coaching process.

This qualitative study aimed at 1) exploring players' perceptions of coaching and the development of the person, 2) identifying the key factors that influence the holistic development process, and 3) examining personal accounts of individual development of world views of experienced players. Participants were 4 male retired professional ice hockey players. In-depth individual interviews were conducted to collect the data.

Mental skills training was perceived negatively among the participants who were not able to evaluate its effects. They perceived that coaching is education activity targeted at the development of the person and they indicated the need for more a holistic view for coaching. The key factors that were identified as influential in participants' development were family, coach's impact, other significant people, team culture and versatility. Some of the themes that emerged from the players' accounts, and were assessed as being important for ice hockey, were being humble, having consistent work ethics, conscientiousness and resilience.

The players viewed coaching as the key in the development of the person. Thus, they acknowledge the need of a holistic coaching process, which should be understood from the perspective of an entity instead of isolated parts. The key factors influencing the holistic development should be taken into account in the holistic coaching process. The mind experiences are influenced by these key factors in the process where the world view is generated. Thus, coaching is a holistic coaching process and the holistic development of the person inevitably belongs to it.

Keywords: Coaching, holistic coaching process, holistic development, ice hockey

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## 1 INTRODUCTION

This study will investigate what coaching and holistic development of the person is from the perspectives of experienced National Hockey League (NHL) players. I will investigate this perspective from a holistic point of view which I express as entity. This entity is seen in Lauri Rauhala's (1983, 1989) conception of man that also guides the research, which is important to study because this area in coaching in Finland is very shattered and not very well-known. The media, culture and people speak about holistic coaching but usually the interpretations of the people are not very clear. Therefore, this topic is important for coaching culture to examine the nature of this activity.

Traditionally Finnish coaching education has been of high quality but usually this education is mainly considered from a mechanical-tactical-physiological perspective. Thus, the holistic development of the person and coaching as a holistic process need to be clarified.

In the beginning of this research I didn't know what to look for. I have played ice hockey by myself for several years and later I played golf at a professional level. During my active career I have tried mental skills training but I did not feel that I had any help from those practices. Thus, I discarded them and felt that coaching should contain views of the development of the person. In addition, this activity is different for each individual because each of us is unique and holds different backgrounds and history. I started to look for different information about this type of coaching but the majority of the information was based on biological-mechanical research. Then, I started to research a philosophical approach to coaching and sports. I found that this topic was considered in holistic conception of man (Rauhala, 1983, 1988). Moreover, this perspective was also integrated into sports (Puhakainen, 1995). This concept gave me a new perspective, not just for the development of a person, but for coaching in general, more accurately for understanding the entity of the coaching practice. Therefore, the practise must begin with the conception of man, the ontological analysis must be considered because the researcher needs to know with what the researcher is dealing with. It would be devastating to ignore other essences in human existence because the essences inevitably influence each other.

The mental, the psychological and the psyche, are part of the discourse that is seen and heard in coaching literature every day. This type coaching has been a discussed aspect in Finnish ice hockey for many decades. I have worked with ice hockey teams as a coach and a coaching director and there is no clear perspective of the entity of coaching where the player is considered as a whole. Coaches and directors of coaching seem to ignore this type of perspective because it does not hold a common ground. Therefore, I consider it important to study the history of coaching approaches in Finland and especially in ice hockey. However, I have tried to find wider approaches in literature what this kind of coaching is and what it should contain. Especially in ice hockey, there are not a lot of studies or literature about it. I feel that there are no studies because the research tradition has not offered the right kind of foundation for this kind of activity. I have found some ideas of entities but they have not offered that I have wanted to present. Therefore, for this study, holistic conception of man (Rauhala, 1983, 88) offers an interesting perspective for the phenomenon. Using this view is an appropriate starting point for considering coaching and the entity of this activity. The following chapters will expose how this problem of coaching has been discussed in Finland and what has been said about and how coaching works as an entity. In addition, I will consider holistic coaching perspectives to clarify the nature of the coaching process.

## 2 PERSPECTIVES ON HOLISTIC DEVELOPMENT PROCESS

The holistic idea for coaching in ice hockey consciously started in 1978 during European junior championships (Suhonen & Korpi, 1992). The coaches' adapted psychological side to the tournament process. Tournament process contained holistic approach where they held meetings where they used imagery for mental preparation for games. There was seen a link between physical and mental processes for performance in ice hockey (Suhonen & Korpi, 1992).

The mental processes and this type of aspect were presented for ice hockey at early 80s (Suhonen, 1983). The perspective for ice hockey was described too physical in ice hockey's sport analysis because the perspective is leaning on physicalism, endurance and strength, in other words the player is only seen from physical aspect (Suhonen, 1983). Physicalism refers that all that exists has physical properties and reality is material and concrete. This perspective has led to wrong kind of sport analysis and which has affected to coaching education and training (Suhonen, 1983). Therefore, attitudes, playing with your heart and thoughts that gives willing to win are the most important things from the psychological aspects in ice hockey (Suhonen, 1983). Attitudes towards to sport are coming from people, culture, society where athletes and coaches live and work (Suhonen, 1983). Coaches' goal must be development of athlete's holistic personality and then athlete will learn to recognize and feel him/herself, lead him/her self and to situational him/herself to others and to society (Suhonen, 1983). This will lead to situation where athlete is able to lead him/herself as a responsible, self-aware and determinate athlete. Development of player's psychological abilities and attitudes, not just as a player but also as a human, player is able to release physical abilities for maximal performance (Suhonen, 1983). This perspective gives more comprehensive insight for this type of coaching process because it is not only considered from physicalism perspective. In addition, values, attitudes, beliefs and are acquired from the world where we live in. These types of concepts were presented in the ice hockey culture but those changed and were never adapted to coaching education. The coaching education has offered mental perspective for ice hockey coaches what was offered for coaching education.

Education manual was offered to coaching education system in Finland included mental skills training (Heino et al. 1986). The manual included 3 main topics as mental skills training which are relaxation, imagery and concentration training. These techniques were described as the mental training for ice hockey players. Perspective is focused on competition based situations. The manual suggest that mental skills training should be systematic and determined which is integrated to other coaching and training (Heino et al. 1986). This perspective has influenced to the coaching education and these type of training was done in the junior national teams at the throughout the 1990s. These techniques were very common at time what influenced on the ice hockey culture. However, these mental skills trainings did not achieve strong ground; anyway, this perspective disappeared from the culture. This view did not include the development of the person which is the key for this type of activity.

New ideas were presented to ice hockey and to junior development. Junior coaching that is pursuant to top-level, the most important aspect is to give readiness to practise and preparation to games independently and teach responsibility (Westerlund, 1990). Hence, when young athlete will transit to top-level from junior level, the athlete will have readiness to self-development independently as a top-athlete (Westerlund, 1990). In addition, team cohesion and dynamics was pondered as a the most important aspect for coaching together with game sense and its development (Westerlund, 1990). The purpose of the junior era is to grow or educate and prepare players for adulthood professionalism. These ideas were closer to development of the person perspective and, thus, were on more humanistic views of the coaching process. This aspect is the right way to consider the development process but later his perspective changed more into searching and scouting for psychological traits.

The ice hockey education pondered personality and its link to ice hockey. Anyway, the perspective shifted away from the development to testing personality traits. For ice hockey, the player needs strong psychological capacity together with skills and game sense abilities (Westerlund, 1997). The perspective is that mental/spiritual strength is coming from personality traits and traits have been tested, also in other sport domains, for several years (Westerlund, 1997). Testing has provided a baseline for athlete's

construct of personality for investigating athlete's strengths and weaknesses (Westerlund, 1997). This testing perspective provides traits that should be looked for and what traits are beneficial for sports (Westerlund, 1997). However, this does not link with earlier aspect of developing the player. This view has potential because it considers personality but not the development what is more appropriate for junior sports. Thus, the personality should be pondered from the perspective of development of it.

This type of personality trait perspective started to integrate more in to ice hockey coaching process. However, other perspectives were presented. Development of the person should be bind to entity of coaching, to physical training, to tactical, to skill training and to experiences that athlete gets from practise and competition situations (Heino, 2000). This type of coaching activity means development of the individual, performance, life control and well being and it must be understood from broad perspective and coaches have influence and responsibility of it (Heino, 2000). This kind of activity is naturally done in normal coaching situations and there is no need of specific expert (Heino, 2000). Therefore, the perspective of the development belongs to coach's everyday activity, in to coaching. The perspectives and aspects started to change in the culture of ice hockey because the holistic approach started to grow in all sport cultures. As we can see, the field changed dramatically in ice hockey during three decades.

University influenced strongly to the perspective of this type of training and process. Seminar held by Liikuntatieteellinen seura presented mental recourses and the use of them. It was highlighted the importance of mental skills training together with the physical training. More accurately, seminar review discussed about hypnosis and relaxation techniques that are for practical tools for achieving high level of performance. Training of these techniques are as important as physical practise it self and right type of situation can be achieved through technological or mechanical practises (Kukkonen, Liukkonen, Pyykkönen, 1992). These kind training techniques started to groove in to sports culture which were used and tested. Therefore, this type of training and coaching was looking its place and nature which was tried to apply in to sports. However, this aspect is not considering the aspects of development of person



experiences which should be accentuated for this kind of activity. The research influenced the education and aspects what was presented in to the field.

The holistic perspective and personality prompted in to coaching and sports culture. The model was created to analyse and parse three fields of psychological coaching (Lintunen et al. 1997). Firstly, psychology of coaching as all the coaching methods and decisions that support athletes and coaches well-being and development of personality, secondly, to practise psychological skills for sport and, thirdly, taking care of athletes and coaches psychological problems (Lintunen et al. 1997). Thus, this model recognises different domains that must be taken into consideration when applying psychological side to sports. Moreover, psychological perspective like as physical perspective is involved with all kinds of coaching activity, in other words, it is inside the coaching process. The holistic perspective for coaching started look for its place in the field and especially it started to gain ground in sports.

The development of personality and the role of the life became involved to coaching process. To accentuate the development of the person means that the starting point of all coaching activity should be athlete's safe and solid development of holistic personality (Liukkonen, 2004). The coordination of the practise and holistic situation of life is necessary for programming and the perspective is coordinated with home, economy, education, it influences to practise motivation and mood of the athlete (Liukkonen, 2004). Accordingly, psychological coaching in larger perspective for volleyball players defined that this kind of activity is coordination of sport and life for balanced training structure (Liukkonen et al. 2006). Thus, school, home and work should be coordinated accurately for helping the athlete to grow for greater responsibility of the training and commitment for set goals (Liukkonen et al. 2006). These views have been seen more from holistic development and factors influencing to the holistic development was taken in to the process. The development of the person and holistic coaching process started to grow in the sports culture. Therefore, Holistic coaching process inevitably belongs to coaches everyday activity and this view should be accentuated by notions of Rauhala (1983, 1989).

Coaching framework using Holistic conception of man (Rauhala, 1983, 1989) was introduced to coaching which opened discussion (Puhakainen, 1995). Dominant coaching culture and mental skills coaching was criticised and holistic framework was integrated in to coaching culture due to better understanding of human being. The Holistic conception of man (Rauhala, 1983, 1989) is a philosophical model that represents the human existence from philosophical perspective. From the perspective of coaching this means that human can be understood as corporeal, consciousness and situationality entity. Holistic conception of man as a framework for coaching accentuates that understanding the athlete as a whole and the development of athlete's different experiences in the consciousness holistically is the appropriate fundamental nature for coaching (Puhakainen, 1995). For this study Holistic conception of man is used to analyse the coaching process and more importantly the development of the person. The notions of Rauhala are guiding principles when examining development of the person in holistic coaching process. Thus, understanding the conception of man for foundation for coaching, and the development of the consciousness or mind experiences, allows understanding the fundamental nature of coaching activity. It is always widening and deepening of the consciousness experiences (Puhakainen, 1995). To clarify vagueness around mental side of coaching, it is important to accentuate that it is development of consciousness and influencing of the organization of the person's world view (Puhakainen, 1995).

Therefore, using this view development of consciousness concept in this research needs to be carefully clarified. The problem in this research is to find right term to clarify the problem the concept of consciousness (Rauhala, 1988). The consciousness does not translate well enough from Finnish to English language. The concept of consciousness is more closely examined later in this research to clarify as what consciousness is and how it is constructed. The nature of development of the person is to influence person's mind experiences that locate in the consciousness. The consciousness is a network of meaning-relationships that is called as person's world view. The mind experience describes best the meaning of consciousness. Therefore, coaching that target to world view is called in this research as mind experience coaching. Nevertheless, to understand the coaching that targets to mind experiences is described as development of the person,

because otherwise it never can achieve its fundamental principle how these experiences can be modified.

The peek to historical perspective shows that around 1990 and later the fashion was in different kind of techniques like imagery, relaxation some kind of alpha-waves/hypnosis. Some of these ideas and concepts still hold but also there has been a change towards something understanding of entities and larger concepts. I believe that dominant research tradition, what is seen from perspective of natural sciences, has leaded this discussion into a dead end. However, also other perspectives of this type of holistic view have been discussed widely over the sports (Lintunen et al. 1997; Heino 2000; Liukkonen 2004). Therefore, I investigate this problem from the Holistic development perspective that I have described shortly and I want to highlight this topic from the perspective of experienced ice hockey players. All in all, I feel that Holistic development of the person through Rauhala's notions is significant starting point to this research.

It is important to note that in this study, I will highlight what development of the person is from the player's perspective and how it can be located in the coaching processes. Theoretical framework (Rauhala, 1983, 89) for this study lies in existential ontology where I consider human being as entity. For clarifying the coaching process that coaches actually do in their activity some notions are important to be highlighted.

The development of the person is located in the coaching domain. Therefore, it is important to consider how coaching process works and what the nature of coaching is. Coaches tend to work without any model or perspective and base their coaching process on feelings, intuitions, events and experiences. However, this knowledge is very important but the problem appears to be the understanding the relevancy of research and theory how they can benefit in their process (Cushion, Armour & Jones, 2006). The main problem in coaching should locate on the context of the process of coaching rather than in its models. Therefore, the experiences of the coaches' work can offer context for the coaching activity. Representations lead to reduce the effect of the context and reduce the coaching outcome that happens during interactions (Cushion, 2007) The desire for coaching model seems to be accepted despite the amount of problematic issues involved

in the complexities of coaching (Cushion, 2007). Thus, it is justifiable to give critical consideration to the issues for the modelling coaching process (Cushion, 2007). The process cannot be modelled or constricted into simplification because its complex nature. It is known and understood, the complexity of coaches' work but the focus of conceptual frameworks on one particular aspect limits our overall understanding of coaching by narrowing our perspective (Cote & Gilbert, 2009). Complexity of coaching models is its representation because those are presented two dimensionally which appears in logical episodes (Cushion, 2007). Thus, models are unproblematic presentations of complex actions and can only plot hierarchical relationships without generating an understanding of the functional complexity that is behind (Jones & Wallace, 2005). Therefore, this functional complexity might be the key for coaches' work what models cannot adequately answer because of the missing link of generating understanding of relationships between isolated parts.

Coaching model was developed from study with gymnast coaches to express framework to for coaching and it offers schematic representation of the overall coaching tasks (Cote, Salmela & Russel, 1995). The central components included competition, training and organization where components were described to show how expert coaches worked towards their objectives of developing athletes but the model inadequately deals with the operational, dynamic and adaptive aspects of coaching, although it scrapes those relationships between the components. However the model described, remains too general because the coaching task cannot be totally defined. The relationships between the different components of this model highlight the need of more studies on coaching instead on isolated variables (Cote, Salmela, Russel, 1995). The isolated parts and variables can be presented but the its representation does not include the relationships between the parts. However, they considered relationships between coaches' and athlete's personal characteristics which are influential factors in coaching. In the study with sailing coaches (Saudry & Durand, 1998) reported three themes: the set of constrains that characterise training, coaching knowledge and the nature of coaching expertise. Also coaching was defined dynamic and uncertain nature of the situation. Therefore, the coaches' job contains adaptability to cope with several different situations. Coaching was described as "cognitive alchemy" (Saudry & Durand, 1998), meaning flexible application of social rules developed through past experience. Thus,

coaching cannot be generalised because its ambiguity and dynamic nature. Coaching involves various kinds of knowledge that is stated as varying from procedural knowledge and personal knowledge that is strongly linked to experience, context dependent and problematic to verbalize (Saudry & Durand, 1998). Also, a cross-case analysis of three Australian sport teams concluded that effective coaching includes the use of key social skills, personal characteristics and organizational expertise which tried to grasp the deeper understanding of the coaching process (Bennie, 2009). Nevertheless, coaching contains many perspectives inside the coaching process like social issues, development of the person, physical domain and etc... and therefore it is vital to understand the coaching as holistic process. The effective coaching, coaches need to fulfil the expectations of their athletes and gain their respect (Purdy & Jones, 2011). And, the coaching is viewed as personal construction where learning the rules of putative good practise is not sufficient (Purdy & Jones, 2011). Coaching contains social ingredients that must be taken notice in everyday activity. The challenge for coaches is to understand how social forces and situations are present in everyday activity.

Therefore, the nature of coaching activity is important for discussion from the perspective of holistic process. The holistic coaching process must start from the assumption that at first it should be the development of the person, help to find themselves and after that the sport could come in picture (Suhonen, 1986). The development of the total person is the highly prioritised for coaches what reflects of coaching's humanistic aims (Bennie & O'Connor, 2010). Coaches process their own unique philosophy of coaching describing their main values, attitudes and objectives for why they coach as they do (Bennie & O'Connor, 2010). Thus, coaching holds humanistic ideals of developing the player and the person. The coaching process and theories are designs of our understanding, perspectives and models and current understanding demonstrates that coaching is not something that is only delivered, but it is a dynamic social activity that strongly attaches to coach and athletes (Cushion, 2007). This dynamic nature of the coaching process calls for the critical examination of the process as a whole and examination of the role of humanistic ideals. Therefore, the development of the person becomes highly important in the coaching process where holistic development is considered. Thus, the process should be considered as a whole instead of only one part. The missing relationship between different factors of the

process expresses the need of comprehensive studies on coaching instead of focusing on isolated parts. Focusing on isolated part is a view of positivistic paradigm, reductionism, which attempts to understand the functioning of the whole through an analysis of its individual parts (Brustad, 1997). Indeed, the need of holistic approach for research and coaching is important. Thus, the relationship of the parts from the perspective of holistic development should be examined. The holistic development process should explain which factors are important in the coaching process and what are the relationships among the factors in the coaching process.

The coaching process is, from the holistic perspective, dynamic and changing entity. For example, coaching science has ignored integrative/social elements and deprived future educational opportunity (Potrac, et al. 2000). Coaching is a human activity with all featured problems and thus coaching should take notice on these realities. Therefore, culture should shift emphasis coaching education perspective from mechanical mind/body approach to focus on the person by illustrating the complexity of dynamic coaching process (Potrac, et al. 2000). Especially, in youth coaching, the role of the youth sports coaches includes more than coaching technical-mechanical-tactical skills (Gould & Carson, 2008). These technical, tactical and mechanical views are missing important aspects of the development of the person and their relationships to the whole process. Hence, sports performance is not clear science and the role of coaching is something far more complex than technical expertise (Jones, Armour & Potrac, 2002). There is a need for Holistic coaching and coaching starts from conception of man what is based on interaction of the coach and the athlete (Westerlund, 2009). Therefore, it is important to understand how the coaching process is linked in the holistic perspective. Coaching process contains a lot of implicit (relationships, cues, untold rules, underlying assumptions, present moments etc..) tacit knowledge (Cushion, 2007). This sets problematic standards to study effectiveness of coaching and the integration of coaching models and frameworks. Complexity of the coaches' work is known and understood and it has described to be complex because of the person's interaction between each other. Therefore, I suggest that the Holistic coaching process should be taken into closer examination. This process can be seen from the Holistic conception of man (Rauhala, 1983, 1998) which this study intends to do. I believe that by this framework the

coaching can be better understood and it interestingly opens new perspectives for understanding coaching process.

The coaching process is the most important part in the coaches' job and the key feature in the process is the development of athlete's experiences in the consciousness which is the fundamental nature of coaching (Puhakainen, 1995). It has been highlighted that applying models based on rationalistic views to coaching ignores important aspects of the phenomenon (Jones & Wallace, 2005; Cushion, 2007) Thus, these aspects locates are somehow related to personal experiences and implicit knowledge of the coaching process. Understanding the limits of individual agency offers better way of conceptualizing the nature of coaches' job and the nature (Jones & Wallace, 2005). All in all, coaching work is complex and dynamic phenomenon that should be considered like it. Therefore, I highlight these dynamics in this research and I introduce the Holistic conception of man (Rauhala, 1983, 89) more closely for understanding holistic development process for guiding principle for this research. The main idea is use this conception of man for explaining holistic development of the person in the coaching process. Anyway, the intention is not to isolate any isolated essences from the context but rather understand it through and with the holistic conception of man.

Holistic concept of man (1983, 1988) points that how human is an entity in disparity. This kind of concept of man is presented in a threefold way: Consciousness (Existence as experiencing), corporeality (existence as organic processes) and situationality (existence in relation to reality). I will use this concept as guiding principle in this study which offers theoretical framework for this phenomenon.

## 2.1 Holistic conception of man

Lauri Rauhala's (1983, 1988) holistic concept of man points that how human is an entity in disparity. This kind of concept of man is presented in a threefold way: Consciousness (Existence as experiencing), corporeality (existence as organic processes) and situationality (existence in relation to reality). Each of these dimensions of human existence brings with it fundamentally different types of problematic. These forms of existence constitute a holistic entity. Each of them has its own specific and

inalienable function in the constitution of existence. No one of them can be lacking in order to make human existence possible (Rauhala, 1988).

### 2.1.1 Consciousness

This chapter is going to explain what consciousness is and what is meant by this term. The consciousness can be described as entity of mind experiences. The basic structure of consciousness is a unit mind and these units together are the consciousness. This analyse is important because otherwise the notion of consciousness does not reach its true meaning. Coaching can work only because the minds that coach sends to athlete are structured so called meaning-relationships in the consciousness (Puhakainen, 1995). This chapter will describe and discuss the structure of the consciousness and how it can be integrated to coaching and the coaching that targets to this form of existence.

Consciousness in human essence and its principles are different in its fundamental nature than other the essences. Consciousness is an entity of experiencing and its fundamental structure is Mind (Rauhala, 1983). Therefore, the basic structure of the consciousness is mind; it means that the consciousness exist in the organization and structures of these minds. The mind is used to describe the fundamental building block of consciousness (Rauhala, 1983). The building block mind is used to understand, to know, to feel and the mind is “giver” for the meaning. Mind is or mind acts always in structures of mind also known as experience. Mind and experience are always together and these experiences are for example feeling-experience and observe-experiences (Rauhala, 1983). Feeling-experiences offer feeling based mind like love, good or fear. Also, observe-experiences offer observe-based mind like shape of object, colour or size. In sum, the minds are so called basic units in human mind. It is not possible to understand the consciousness itself but only its contents where mind does exist (Rauhala, 1983). The unit mind is athlete’s basic element of experience how the athlete understands the surrounding world (Puhakainen, 1995). Therefore, the unit mind is the basic element for consciousness and when the athlete is experiencing something it happens through some mind. Moreover, it is important when considering and understanding the athlete’s consciousness, and for coaching which sets interesting point of view.



The mind has a relationship with an object or a phenomenon in the consciousness. The result of this is called a meaning-relationship (Rauhala, 1983). In this meaning-relationship, a person locates to an understanding relationship to something that is in the surrounding world, also known as situationality. The meaning-relationships generate networks that are described as the world view (Rauhala, 1983). The world view is important to understand in the holistic coaching process because when coaching targets it always means the modification of mind experiences that refers to outside of the person. The meaning-relationships can be unclear, wrong or right, preferred or unpreferred but it is not necessary to define how wrong or right these meaning-relationships are. The meaning-relationships are our experiences from the world and in the consciousness the meaning-relationships are constantly parsing, reforming and generating (Rauhala, 1983). When we experience for example fear, happy, holiness, etc... or we think through theoretical concepts, these all exist through organization of the meaning-relationships (Rauhala, 1983). The meaning-relationships are always different in nature in the consciousness for each unique person. Meaning-relationships are settled to relationship to something in the outside world and what the athlete understands about the world through these networks of meaning-relationships. These meaning-relationships parse to other meaning-relationships and those form the entity of consciousness. This entity of meaning-relationship is called the athlete's view of world (Puhakainen, 1995). The world view is a key concept when examining coaching in consciousness level. The world view means in other words values, attitudes and beliefs of the athlete because they are located in the consciousness that is related to outside world. The meaning-relationships are organized so that the new minds are in relation to old and information base of experiences (Rauhala, 1983). The old base acts as an understanding connection where the new mind organizes and becomes a component for the development of the world view. Therefore, it makes possible how education, teaching, and psychotherapy for example proceeds but also the process works quite slowly and it is not possible to take out or to put in the consciousness but the process must happen through understanding (Rauhala, 1983). Consciousness is constructed by minds, meaning-relationships also known as experiences of the person's world view.

For coaching and development of the person, it is important to understand that these type of dimensions of experiences allows the athlete to be aware of him/herself, guide, evaluate actions, be responsible of own actions and set goals for him/herself (Puhakainen, 1995). This happens through understanding of the person. The athlete can understand the state of his/her organic processes and life situation because of different type of experiences which reflect to corporeal and situationality existence (Puhakainen, 1995). Consciousness makes possible that an athlete is a person who takes responsibility of own actions. Therefore, it is important to understand that consciousness has a central position in the existence (Puhakainen, 1995). The athlete's mind experiences makes possible that the person can recognise the existence of other essences of existence. The central position of consciousness can be explained by the decisions that are made in the consciousness. The athlete can guide his/her own actions and behaviour, and influence how his/her own holistic existence will develop (Puhakainen, 1995). The consciousness allows the self-regulation of the athlete's own life and volition of decisions (Puhakainen, 1995). Thus, the athlete itself will make the decisions regarding his/her own life and career. These decisions are involuntary and the athlete is forced to choose. The essential feature of the existence of consciousness is self-recognition and ability to guide our own life (self-regulation) (Puhakainen, 1995). In coaching and development of the world view, it is about utilising potential of consciousness and influencing to it. The unique nature of the consciousness is that our experiences refer to outside of us and experiences are realized as different minds (Puhakainen, 1995). In sum, the consciousness is a sum of meaning-relationships from the outside world which constitutes the existence of the consciousness.

The coaching that happens in consciousness level, the goal is to influence to athlete's view of world. The athlete and the coach are interacting with their consciousness and their horizons of experiences are facing and connecting. The coach tries to develop the athlete's view of world with his/her own attitudes, values, knowledge and actions so that the athlete could face his/her own entity of the life (Puhakainen, 1995). Also, therefore, the interaction of the coach and the athlete is important because the networks of meaning-relationships will interact in coaching process. It is important to understand that the athlete in his/her consciousness interprets new minds by his/her earlier horizon of experience. The network of meaning-relationship or horizon of it is acting as an

understanding connection where the new mind organizes as a new meaning-relationship. In other words, when athlete learns something new, it happens with his/her previous understanding and this new and understood meaning-relationship locates to structure of the view of world (Puhakainen, 1995). Therefore, the athlete's world view has its own history. The view of world is developing in its own history and always renewing network of meaning-relationships. By this phenomenological view can explain many problems in coaching. At first, this historical action of consciousness can explain why all the cognitive enlightenment towards the view of world and so called reshaping of attitudes is hard and it happens relatively slow (Puhakainen, 1995). The reason for this is because nothing can be put or to take out from the consciousness like an object (Rauhala, 1983). Everything must happen through his/her own understanding. Secondly, this fundamental view helps the coach to understand that learning and understanding something new is limited by one-sided and readiness to experience in athlete's view of world. Because of them, the development of the view of world is hindered and the athlete only repeats the same patterns of thought (Puhakainen, 1995). Coaches' job is to open and educate views of world but in order to do so the coach must know the story of the athlete and understand that the athlete doesn't understand the world by the same way than the coach. This is important this in the holistic coaching process because the coaching is complex and dynamic problem.

To solve these kinds of problems the coach must understand the history of athlete's view of world and knowing its understanding the connections better. The goal of the coaching is the education of knowledge and shaping of the attitudes, beliefs and values. This requires always a change in the athlete's structure of the subjective view of world (Puhakainen, 1995). In other words, generating new understanding connections is his/her consciousness. However, the question is how the coach success to open new horizons in the athlete's view of world, which initiates desire for learning and searching new patterns (Puhakainen, 1995).

It is also important to clarify that consciousness has two levels of experiences: psyche and spiritual. These are direct translations from Finnish to English but it important to understand what is meant by them. The spiritual means personality spirit where human can observe, analyse and conceptualise the experiences in the consciousness. This

spiritual level of experiences is examined more closely in this study. The spiritual cannot exist without psyche based experiences and these psyche experiences are foundation for spiritual experiences where it is being analysed and observed (Rauhala, 2009). Thus, these spiritual experiences are for observation when considering the athletes subjective world view.

Athlete's existence of consciousness is not similar at its fundamental nature. In the consciousness two forms of experiences can be differentiated. These are two mind acting levels: psyche and spirituality (Puhakainen, 1995). Psyche is for athlete more lower level than spiritual. It is non-objective individual basic experience. Psyche experiences mean that they are lower level in their development level like basic level feelings, anxiety, fear, needs, happiness, satisfaction and usually these forms of experiences are also unintentional (Puhakainen, 1995). Experiences do not have object or where they refer to. In psyche situation, the athlete only experiences these experiences and does not observe or evaluate these experiences in consciousness level. Psyche experiences are more feeling based. The spiritual level of consciousness where the athlete can take distance to experience, conceptualize, and evaluate or observe is called spiritual (Puhakainen, 1995). Athletes spirituality compared to psyche is observing, evaluative, organise, control and knowledge forming. It has intersubjective potential which allows athlete to communicate about his/her experiences of psyche to other people. Spirituality makes an athlete to take ground for ethical observations. In this fashion, spirituality is highest level of consciousness (Puhakainen, 1995). The spiritual is the influencing channel for the coach because the spiritual is in cooperation with the psyche level where the emotions are based. Emotions are the source of energy for the activity everyday life. If the sport is fun, the energy level can be very high for body to work. The spiritual is the level where athlete is observing and evaluating the consciousness intersubjectively and this is the part where the coach can influence. In this study, the spiritual level based experiences are observed.

### 2.1.2 Corporeality

Corporeal is organic processes. It is always material-organic touching close effect; material and organic processes are something that person can see, touch or measure, it is

concrete (Rauhala, 1983). This does not happen symbolic or abstractly. The heart pumps the blood by doing concrete hard work to deliver oxygen to the body. Either other internal organs don't work by conceptualization but they work concretely by material-organic principles physical principles (Rauhala, 1983). Body functions work together and complete processes started by other functions, stabilize, control other functions, and they function in hierarchical circle in holistic structure. Logically the organic processes that happen are totally different than processes in the consciousness (Rauhala, 1983).

When understanding corporeal world relationship, it is important to reveal the fundamental nature of this existence. For example, when athlete is running his/her body sweats and the hearts and lungs action quickens (Puhakainen, 1995). These actions of organs do not involve cognitive reasoning because the body proportions this action to the world, which physical activity initiates. It is important to understand that the corporeal relationship differs in its fundamental nature from athlete's world relationship of the consciousness. The corporeal existence means material, organic and touching close effects. Corporeal actions do not happen through same principle than actions of the consciousness (Puhakainen, 1995). Therefore, while athlete is running the organic functions doesn't base the action to thinking, observation, feeling experiences. The organic processes in the body always work by doing the hard concrete work. Muscles, brains, energy metabolism etc. systems and organs do not work in athlete by sending minds, but they are acting in concrete materialism and life supporting phenomenons (Puhakainen, 1995). These essences cannot be separated because they work together in the entity of being. However, it should be examined how different those are when consider the athlete development and research for different phenomenons.

Within the organic life, the information between the body functions is more reliable than symbolic interpretations given by consciousness and the consciousness gives symbolic interpretations about body functions (Rauhala, 1983). They also depend on the perspective and the view of world of their interpreter. The empirical research for corporeality must be done by anatomical-biological methods. The symbolic interpretations of corporeal structures and body functions will not offer adequate descriptions. However, the consciousness and corporeality can not be examined or

researched by same methodology (Rauhala, 1983). The research and coaching has based their activity on biology-physical concept. The procedures that are based on natural sciences are not suitable for coaching, because in sport, coaching and in individual activity it is the question of humanistic phenomenon: in sport, human observes self as living, experiencing and values also goal oriented person (Puhakainen, 1995). The difference of problem types realizes that the organic processes in coaching can be examined anatomically, physiologically, biomechanical and medicine as a physical problem, but not as problem of meaning (Puhakainen, 1995). Exploration and understanding of the athletes experiences with physicality methods are unsuitable for this because the consciousness relationship to the world must be examined by psychological and pedagogical perspectives (Puhakainen, 1995). The body is a tool for experiencing that gives meaning-relationships to the consciousness and the consciousness cannot exist without the body. This is important to understand because the corporeality and consciousness are strongly in resonance with each other. This resonance is important when understanding the entity of the athlete where he/she is in relation. This resonance is considered more in chapter unity in disparity.

The experiences of the athlete happen always through corporeal relationship to the world. The body of the athlete proportions to the world and it “generates” the world that athletes understand in the consciousness (Puhakainen, 1995). The body is the supporter of the experiences of the consciousness and the experiences must locate to the boundaries that the body enables. The body is not the reason for the experiences but it is the condition, where the athlete can realize as a consciousness creature. The experiences and meaning relationships needs a world to exist and the athlete’s experiences must have content. The consciousness can only reflect life and exist in the world (Puhakainen, 1995).

Like mentioned earlier everything happens as organic close-effects in the existence of the corporeality, but the athlete is also as a body in understanding relationship to the world. The body functions can react to the effect of the training and the body can response to that (Puhakainen, 1983). It is important to understand the difference between the corporeal and the consciousness. For example: when athlete gets hot he/she will sweat, which is sensibleness for the relationship to the world. However, this

reaction of sweating becomes aware in the consciousness (Puhakainen, 1995).

Understanding the role of the body is important when considering the entity of the development. The body gives experiences to the consciousness through the body sense channels. It will give the coaching its own fundamental nature which is totally different than consciousness.

Coaching in sport requires the physical touching transfer of information. The theoretical teaching for the consciousness doesn't have effect for the condition or the physical performance (Puhakainen, 1995). The training towards sense- and muscle systems has the ability to receive the training stimulus. When coaching happens to the body functions, it is necessary to take into consideration that how different organic processes react to physical training (Puhakainen, 1995). The coach must know what kind of effects the training has on the athletes body before there can be preferred changes in the body (Puhakainen, 1995). Therefore, it is important that the coach understands this type of problem of biology-physical coaching orientation. It consist of athletes movement mechanics and athletes body functions that are related to movement. However, it must be noticed that this type of orientation, research or coaching can not examine sports as a humane phenomenon. Therefore, biology-physical examination method can not reach the athlete as experiencing and self-guiding person who sets aims and goals for his/her sports. Thus, it must examine the athlete as a living organism also known as object-body (Puhakainen, 1995). Therefore the coaching sets different perspectives to coaching in corporeal and consciousness perspectives.

It is important to parse consciousness and corporeality in their own fundamental nature but for this study it is important to understand how these essences resonates in the entity of being. That resonation is important when considering the holistic coaching process because these essences are working in the holistic process simultaneously. However, the situationality is and it acts the important role in the holistic conception of man. The following chapters will explain what situationality is and how it is located in the essence of being.

### 2.1.3 Situationality

The existence of the athlete is not understood only by analysing the consciousness and the body without the world. The athlete is consciousness and corporeal only if the athlete has a relationship to the world (Puhakainen, 1995). Holistic conception of man highlights that the athlete cannot be understood unattached from the world. Therefore, by taking the world in to consideration in the analysis, it is possible to understand how the athlete realizes as a corporeal and consciousness and how the athlete's entity of existence is structured (Puhakainen, 1995). Understanding the situationality is important for coaches and persons working in the field because the situationality inevitably belongs to the entity of being. Consequently, it is important to clarify what situationality is how it is constructed.

The situationality is nothing outside of athletes and will act as an environment stimulus (Puhakainen, 1995). The situationality is more fundamental in the existence of the athlete because the situation is the part of the athlete. It offers the so called "being conditions" for the realistic being in the world (Puhakainen, 1995). Understanding situationality as an inevitable part belongs to the being and it important for the holistic coaching process. Therefore, all of the structures of the situation are guiding factors in his/her sports and it also guides the coaching process. The understanding the situationality allows a coaching orientation that all influencing to situationality is also influencing to the athlete itself (Puhakainen, 1995).

Situationality means humans entwined reality in his/her life situation (Rauhala, 1983). Situationality has to be understood by that when he/she is entwined as a component of the situationality he/she becomes like that how the world's components imply. Therefore, it is important to understand how situationality is constructed. Person's components of situationality are decided by fortunately/destiny, in other words he/she could not have influenced it what they are (Rauhala, 1983). He could not have selected his/her parents, genes, race, skin colour, nationality, society or culture where he/she is born. Many components of situationality he/she can choose and moderate (Rauhala, 1983). He/she can choose the spouse, friends, work, nutrition etc... However, the person cannot choose against the destiny (Rauhala, 1983). Since the person's situationality has different components it is important to examine which components imply in holistic conception of man.



The components can be divided to concrete and ideal. The concrete are nutrition, pollution, bacteria, geographical and weather conditions, the phenomenons of society and culture, all the forms of realistic interaction between people, the nature etc... (Rauhala, 1983). The ideal are values, norms, the atmosphere of spirituality, religious or ideologies streams, contents of human relationships, art, the nature how it is experienced (Rauhala, 1983). Person's life will exist in these boundaries that belong to their existence. The athlete can influence to these components by his/her actions and selections. The athlete selects constantly his/her existence and quality of life by doing choices in everyday life (Puhakainen, 1995). The athlete can select a sport or a hobby, profession and place of living. These choices can be only done inside of destiny like components for example a blind cannot play ice hockey under normal ice hockey conditions. It is essential that the athlete can change the life situation by these choices, but the same time his/her being conditions will change (Puhakainen, 1995). When a boy chooses to play football, it means that his being conditions and fact basis will change where he gets the experience (Puhakainen, 1995). Because of the decision to play football, the boy is not a random player in the park but he realizes now as a member of the team, a player who is coached and a team-mate for other members (Puhakainen, 1995). In a result, this small change will affect to components of the situation and existence (Puhakainen, 1995). The concrete and ideal components are factors that influence to the consciousness and for this study it is important to understand how these influence the holistic development of the person. Thus, it inevitably belongs to the holistic coaching process.

When a component belongs to the person's situationality it determines what human is in his/her consciousness and in corporeal functions. Situation is what human is related to, and in turn, this being in relationship is "in effect" with the component of the situation; human is what the situation is (Rauhala, 1983). This is seen in experience of consciousness and in bodily functions. It will influence and somehow is a part of the whole existence. The person is not something else that his/her situationality is (Rauhala, 1983). Therefore, when some component belongs to individual's situation, it has some kind of effect to way and quality of human existence. In summary, if the phenomenon

of the world does not shape the human existence it does not belong to the situationality (Rauhala, 1983).

This relationship between components, where the component of the situation is effecting and guiding how human is experiencing in the consciousness or how the organic processes will function, is called pre-understanding (Rauhala, 1983). It means that some component of the situation or content is not depended on consciousness but it is before the consciousness. Therefore, the consciousness is going to experience the history of content which is located in the entity and experiencing has multilayer structure in which it organises (Rauhala, 1983). The selection of the content of situation is the starting point of all research about experiencing. For person to experience love, in his/her situation must be an object of love (Rauhala, 1983). When person experiences fear, there must be some scary component in the situation which is pre-understanding for consciousness (Puhakainen, 1995). The pre-understanding is affecting body and consciousness differently. Therefore, the relationships to situational pre-understanding are formed twofold way, the channel of consciousness and corporeal. The concrete components of situation are in relationship through corporeal. Nutrition, poison, pollution, bacteria, working environment, weather etc... is offered to entity by the channel of corporeal (Rauhala, 1983, 2005). They can influence although they are not experienced in the consciousness. Poisons, pollution or bacteria can be feared when they have relationship to the person through the consciousness. The channel of consciousness is ideal component of situationality, more accurately values and norms in relationship to the entity. There is a pre-plan for athlete's relationship to the world which sets the boundaries and guidance for the existence (Puhakainen, 1995). These being conditions in the athlete's existence guide and set boundaries for corporeal and consciousness existence is called pre-understanding (Puhakainen, 1995). Therefore, it is important to accentuate that pre-understanding do not refer to consciousness or corporeal understanding. It means that corporeal and consciousness existence faces being conditions that already contains interpretation. In other words, it is pre-understanding for the consciousness experiences. Pre-understanding refers that the athlete cannot set components of the situationality aside but the person is with or alongside with the components. If the component is in his/her situationality, it is the content where the experiences come from. Because of the pre-understanding, the athlete must face the

phenomenon and contents always as related in something. The pre-understanding affects differently in the consciousness and in the corporeality, because the part can be in the only effective in consciousness and a part in the corporeality (Puhakainen, 1995). The athlete is exposed to bacteria, viruses and to practise and training effects. These components don not have consciously experience but they are components that realises his/her existence.

The channel of the consciousness is exposed to ideal components of the situationality. This channel enables values and attitudes for the entity of the existence. For example, norms that “good feeling is killing development” or “to achieve the top, the athlete must work hard” will affect after the athlete has accepted and understood these as the rules that guide athlete’s actions (Puhakainen, 1995). Pre-understanding and the construct of situationality for coaching is important because understanding the athlete from these perspectives gives factual content how, what and where should be done in coaching. Therefore, situationality is important part of the holistic coaching process where the coach can operate. Each athlete’s situation and construct of situationality is different and unique. Therefore, athlete’s identity can be recognised from these components and from their contents. The situationality has important meaning in formation of identity and also in understanding athlete’s history. The athlete is seen as historical process where the athlete’s structure of the situation is understood as individual reorganization (Puhakainen, 1995). The coaching process must take this horizon into consideration when considering the individual. The coaching cannot be designed and implement unless the historical entity is not taken into process (Puhakainen, 1995). For coaching, the history of the athlete is important because the coach can understand how the athlete’s holistic development has constructed. Also, the coach can understand how consciousness, corporeality has developed through components of the situationality. This holistic development of the athlete can give factual content for the coach and it provides excellent view for understanding the identity of the athlete.

The importance of the situationality as a form of existence is seen in formation of identity (Puhakainen, 1995). When we relate to some component of the situation, we get that kind of ability, function or position from the component’s content (Puhakainen, 1995). For example, we are a part of the society because the structures of the society are

a part of our situationality and we acquire societal values, attitudes and beliefs from that content. For holistic coaching process this view is important because we can understand how world view is shaped. Therefore, the identity can be easily recognized through our everyday language when we speak a person as a father, mother, teacher, icehockey player. Consequently, this is the person's identity relationship to the situationality. In contrast, if these kinds of relationships where we have realized would be banned, our personal identity cannot exist (Puhakainen, 1995). There is no one whose situationality is the same and the situationality must be understood always unique which is crucial in coaching process. The individual components of the situation are seen in their fortunately/destiny selection which enhances individuality. Person is guiding his/her life in selections which develops the situationality towards greater individuality and a change can cause multilayer effects because the contents of situation will change the nature towards each other (Rauhala, 1983). The athlete relates the components of the situationality and gets an attribute or a function where the life situation is related. For example, in relationship to society and to Finland the athlete is Finnish or in relationship to sport he/she is an athlete and representative of the sport (Puhakainen, 1995). These types of components of the situationality are not something outside factors, but they are a part of the athlete's identity. The identity is all that what reflects from the relationships where the athlete realizes in the world. The athlete's identity is constituted by the situationality (Puhakainen, 1995). Therefore, for holistic development of the person and coaching process this offers understanding how athletes personality has developed. The components of the situationality are essential for this study because it holds important factors of development of person's world view and the identity, in other words the holistic development of the person.

The world means in the holistic conception of man all that concrete and idealistic reality where the human can be in the relationship. The athlete faces the world from his/her own point and every athlete has their own relationship to the world in which only the specific part of the world is limited to athlete's area of existence (Puhakainen, 1995). This is called the situationality and the situationality as a essence of the existence means that the athlete is in the relationship to the world through his/her own life situation, that sets the boundaries for existence (Puhakainen, 1995). The life situation in other words

situationality has a broad meaning in the holistic conception of man. It means all the objects, phenomena and conditions where the athlete is in relationship with.

The existence of the athlete is constantly entwining to these kinds of life guiding situationality structures (Puhakainen, 1995). It is important to notice the dynamics of situationality and the athlete is not passive receiver of the environmental factors. Conversely, the athlete is his/her life situation's active builder. The choices that the athlete does, as an active builder, seem to be small and insignificant but choices will influence the existence. Therefore, ability to choose is the cornerstone of our existence: our own power of choice and own responsibility towards ourselves and others (Puhakainen, 1995). The situation of the athlete, where he faces the world, is not stopped and locked. It is constantly changing and dynamic flow of being, where the athlete realizes to the world and actively participates holistically (Puhakainen, 1995). Therefore, the athlete becomes that how his/her life situation presupposes; what is in the situationality of the athlete is also in the athlete's consciousness and corporeal (Puhakainen, 1995). As a result, the holistic coaching process deals with twofold problem, concrete and ideal reality of the athlete. Therefore, these two different components of situationality offer realistic content for coaching process. The realistic effective content can be for example proper conditions to practise and a good relationship with the coach.

#### 2.1.4 Unity in disparity

Although the essences of being are ontologically parsed it does not mean that these are separated. These parsed parts are described as unity in disparity. The essences of being are together and the micro events constantly entwine the entity (Rauhala, 1983). This can be explained by example of human standing in the traffic lights (Rauhala, 1983): The red light is the important component of the situation and the person must use the organic (corporeal) processes to acknowledge this content. For him/her to understand this, the person must have a consciousness where this meaning is understood. Therefore, none of these essences cannot be lacking when this happening would realize. Actions that represent different essences will constitute with other essences and with their co-operation they form being. The existence is seen parsed in holistic conception of man

but it does not mean that essences are not unattached or independent from each other. All the essences are as primary, as necessary and present at every moment and only in their reciprocal relationships they can form an entity and any form of existence cannot be lacking of (Puhakainen, 1995). Therefore, complexity of this entwined entity must be noted for holistic coaching process

The Holistic conception of man should be understood as complexity of being. Hence, Causal explanation is not the best way to understand actions and connections of actions in human being (Rauhala, 1983). Causal relationship explanation in natural sciences requires clear difference in a reason and an effect. However, in holistic conception of man, essences together are complex because they constitute each others in the entity (Rauhala, 1983). The idea of Holism necessitates that human is examined and understood by situationality, consciousness and corporeality entity. This entity is called situationality regulation where situationality has a guiding principle (Rauhala, 1983). Therefore, it is important to understand that the essences necessitate other essences to exist in their own function (Rauhala, 1983). The different parts of essence are at the same time “being present” and their holistic being together is logical contemporaneous. It means that being together is occurring currently. I want accentuate that what is happening now, it is constantly happening through all the essences. Therefore, causality and explanation is not possible to fit in this concept (Rauhala, 1983). The reciprocal relationships in the existence of the athlete is contemporaneous, all the time present and life lasting. The entity in this case means that all the different entities, corporeality, consciousness and situationality always entwine together (Puhakainen, 1995). In other words, the actions in one form of existence will penetrate each other, the entity is generated which has abilities that any other essence hasn’t got alone. The phrase for sports clarifies the problem, “team is more than sum of all parts” explains this clearly and it is the first step for understanding holism and holistic coaching process. The entities are based on the disparity of the essences and when essences unifies and load into entity that cannot be explained nor understand as a sum of the parts (Puhakainen, 1995). The entity works together with all essences and the whole process cannot work if something is ignored in the process. This is complex process where I try to highlight how these essences of being work together as a process. However, this summarises the idea of the holistic coaching process which must be taken into consideration especially

in coach's everyday activity. All the essences are present in every coaching situation which helps the coaches to understand the coaching process. This is called situationality regulation.

The entity is the mutual being of the essences in situationality regulation (Rauhala, 1983). The essences constitute in their mutual existence and they set conditions for themselves and other essences (Rauhala, 1983). They penetrate themselves in their own actions and for example, a feeling or an emotion resonates instantly in all essences of existence. Therefore, the whole entity is in shaping or moving all the time which is seen as resonance in other essences (Rauhala, 1983). The situational regulation is useful for human helping actions because when there is a change in the person's situationality, it modifies the content where the experience gets its contents (Rauhala, 1983). The person can modify his/her situation by choices like the way of life, hobbies or finding friends. Moreover, the society can influence to persons situation by organizing work, building houses, etc.. It is obvious that preferred changes in the situation offer safety, relief from fear or stress or if when depression or stress mitigates, the body functions will normalise (Rauhala, 1983). When the experiencing or experience in the consciousness changes, the contents of situation will change. Therefore, the component of the situation interprets when observing it from the consciousness which can happen naturally or cognitive (Rauhala, 1983). For example, when the fear about the situation mitigates, the content of situation doesn't seem so scary anymore; the functions of the body will normalise when the fear will mitigate (Rauhala, 1983). Therefore, the resonance between the essences is important notion for holistic coaching process.

The athlete realizes into entity so that the forms of existence entwine together reciprocally (Puhakainen, 1995). Therefore, this logic of entwine means that actions that happens in essences entwine together. The nature of this logic explains that the forms of existence constitute each other, these are conditions of existence and the essences resonate to each other (Puhakainen, 1995). This idea in holistic conception of man accentuates that the athlete's form of existence does not limit only to its own existence, but it also influences to other forms of essences and thereby to whole entity (Puhakainen, 1995). Moreover, the entity of existence is called in holistic conception of man due to its orbicular nature as situational regulation (Puhakainen, 1995). The

situational regulation for coaching process means that the athlete is a dynamic entity that structures in his/her teamwork of essences. Therefore, the coaching process must acknowledge the context where the essences act and note that essences are more than their sum (Puhakainen, 1995). The entity of existence can be explored from different angles but it is important to notice that any activity cannot be understood without the entity (Puhakainen, 1995). Consequently, holistic coaching process and development of the person has realistic content for its abstract nature. Therefore, these concepts help to clarify the dynamic and complex nature of coaching practise. The consciousness holds a central position because in coaching the coaching activity happens at the consciousness level and situationality regulation is the game-space where the coach can operate

The basic block of the situationality regulation is consciousness and choices and selections are done by it. Cognitive guidance of the situationality regulation is done by consciousness. Therefore, the development of the person is using the channel of the consciousness (Rauhala, 1983; Puhakainen, 1995). The goal of this activity is to achieve self-guidance and then person is able to take care of him/herself. It is not necessary to oppress other essences but the consciousness is the most humane existence in person (Rauhala, 1983). Therefore, the consciousness is important because the person can effectively modify his/her situation and body by meaning-relationships in the consciousness (Rauhala, 1983). The holistic conception of man gives an understanding what the athlete is and what kind of perspective should be noted when considering the coaching process. The athlete is a constantly shaping entity where changes in essences resonate to each other. Therefore, the channel for influencing is the situational regulation what is also considered thoroughly in this study. I try to highlight how situational regulation can be modified to better situation in order to produce changes in the whole process. For coaching process, the situational regulation is effective. Therefore, if athlete is suffering from stress, it is important to explore what stress means in situationality, consciousness and corporeal context (Puhakainen, 1995). For situationality stress can mean conflicts in family, school problems etc.. For consciousness the stress can expose in ways of experiencing like overly high expectations, feelings of failure etc.. However, the source of stress can be found in corporeal domain: knee problems or bad condition can result the stress. In sum, it is essential to notice that all essences can result this type of problem but the problem itself



is in the entity of the singular situational regulation (Puhakainen, 1995). This is the key for understanding the coaching as a holistic coaching process. In coaching, the most important is to consider the problem from these kinds of perspectives; consider the problem from holistic picture.

The idea of the situational regulation integration to coaching means that coaching knowledge and the practical coaching methods are possible only in boundaries of each individual's entity. Thus, there is no average athlete that could be coached and researched by mean value laws and the destiny of the athlete is to be a unique individual (Puhakainen, 1995). This kind of approach to coaching will enhance strongly the need of the individual coaching perspective. Therefore, the coaching always targets to the individual. This does not make an athlete as an outsider from the team sports but the athlete in the team is those relationships which the athlete faces in the team environment (Puhakainen, 1995). This highlights the fact that the individual is a basic unit for coaching and research. In other words it can be seen as an individual person. Thus, stating the core question how the athlete has become what he/she is through his/her individual being conditions and how he/she can be developed as an athlete and person towards the goals he/she has set (Puhakainen, 1995).

The holistic conception of man and its ideas are used in this study because it offers an understanding of the development of the person view through the framework of holistic conception of man. The framework of holism opened interesting topics and themes to consider the development of the person that have not researched before from this perspective. Therefore, it is fruitful to consider the topic from the player's perspective and identify how the situationality influences to development of the person. However, any generalizations cannot be made because each athlete is unique case but it opens ideas for holistic coaching process.

When considering the coaching process and an athlete as an entity, it sets a question how athlete as an entity has to be understood. In coaching, the core is the athlete and not the program, institution, the coach, parents or the club. The athlete is the key which helps to expose the field how this problem should be considered. I have ontologically parsed this field based on Holistic conception of man what helps to explain and

understand the phenomenon better. The threefold entity gives fruitful and parsed understanding to the coaches and all the people who are working in the sports field.

The threefold entity is ontologically parsed which abstractly offers framework. In the beginning, corporeality means the athlete understood as physical-mechanical concept understood as relationship to the Situationality and Consciousness. Secondly, consciousness means athlete understood as psyche-spiritual concept understood as relationship to Corporeality and Situationality. Lastly, situationality means the athlete understood as life situational (thrown in to world) concept understood as guiding principle for Corporeality and Consciousness.

In this analyse ontologically parsed entity, I want to accentuate the guiding principle of the Situationality. The culture, the ice hockey culture, society, the world shapes us who we are. We are in the dialectic relationship with the world because we are part of the culture what we shape and the culture shapes us. This dialectic relationship is the key in this entity. Let's consider the ice hockey culture, when the person is in relationship with that culture, his/her body starts to shape towards the physical requirements what is needed to play ice hockey. Also the consciousness starts to shape within the culture what means the beliefs how ice hockey is played or how players must attitude themselves toward the game. However, we are a part of the culture but also products of the culture and because we are the parts of the culture we also shape the culture. This dialectic process is the key element of understanding the relationship to the world. The Situationality means to be in relationship to the elements of the world. The person is in relationship to the ice hockey, to his/her parents, to the society and so on.

For coaching the key element to consider is the view of world what is formulated in this threefold entity. The view of world is constituted within the world and it means persons subjective view of world. The coach can modify the view of world through athletes own understanding and in consciousness what I call and describe coaching. In this action, the coaches' and athlete's consciousness faces, in other words consciousnesses are communicating. The coach's job in everyday activity is to enrichment of world views and experiences. When operating with experiences, coaching and education has a dialogue nature what means it happens between the athlete's and coach's consciousness.

The athlete's situationality is inevitable part of the entity and its existence should not be excluded from the process.

The situationality is very different from each others situationality. Any kind of right, good or top-player production situation cannot be generalized because top-players are from very different situations. Each athlete is going their own path of development. Therefore, the coach itself is an important part of the situationality and the coaching is constant dialogue between the athlete and the coach. In addition, it is the individual dialogue and not a dialogue only with the team. The situationality is offering meaning-relationships from the world to the consciousness and the individual's world view is entwined strongly to the situationality what he/she lives and experiences. For example if the athlete is having problems with the spouse, what is a component of the situationality, it influences to the motivation and the feelings somehow and inevitably.

This Holistic conception of man perspective to the research was conscious choice. I wanted ponder the development of the person from that perspective, as a whole when pondering the entity of being. Therefore, it is interesting to see what kind of factors are influencing to the entity. However in the sports field, the concept holistic is generally spoken but the content and meaning of it has been very unclear and shattered. It is important to highlight the conception of man as a guiding principle for sport culture and I try to clarify this perspective.

Holistic concept of man relies strongly to the perspective that the human being is an entity and it must be considered as an entity. The core of the holistic concept of man is the human's relationship to the world. This relationship is always present when considering the coaching process. Human cannot be considered as a sum of the parts what would be the devastating for coaches, psychotherapist or educators who work with people. Especially in sport coaching, the most important aspect is to consider the player holistically when considering the coaching process. The coach must take the player in to consideration holistically what means in Holistic conception of man framework that the player is corporeal, consciousness and situationally entwined entity. This ontologically parsed framework is good guideline for coaching and research which allows the human explored holistically. Therefore, the framework is guiding this research to understand

what consciousness is, how it is constructed and what factors will influence to it holistically.

### 3 PURPOSE OF THE STUDY

The purpose of this study was to investigate the perceptions about coaching and the holistic development of the person from the perspective of experienced ice hockey players by using the framework of the holistic conception of man (Rauhala, 1983, 1989). This qualitative study aimed at exploring players' perceptions of coaching and the development of the person, identifying the key factors that influence the holistic development process, and examining personal accounts of individual development of world views of experienced ice hockey players.

How do they perceive mental skills training? What the development of the person means in ice hockey? What the development of the person is in the coaching process?

What components of situationality were important for the players' development? How these components of the situationality influenced the holistic development of the person?

What kind of values, attitudes and beliefs the players' perceived to be important for their careers?

## 4 METHODS

### 4.1 Participants

The participants in this study were 4 male ice hockey players having experience of an elite level. The participants were from team sports and they were retired from the sport. The data consist of four male players' minimum of 49 and maximum of 51 years of age. Players have a minimum of 3 and a maximum of 10 years of elite level playing experience and the participants are still involved in professional ice hockey in various different positions. The criterium for the interviewee was that he must have had the experience of playing in the NHL (National Hockey League), which highlights the professionalism and experience of the participant. Any other criteria were not set for the interviewees. This sample was selected because of their development backgrounds in Finnish ice hockey culture and their elite experience in professional leagues.

### 4.2 Instrument

The interview guide was based on concrete development of the person definitions that were described in holistic conception of man (Rauhala, 1983). These definitions were integrated into ice hockey environment and I added questions about their perception of coaching and development of the person. The interview was semi-structured, allowing free speech of their experiences and perceptions.

These definitions are Consciousness of Values (setting values, respect of human dignity and life in general, volitions based on values of life). Responsibility/accountability (of self, altruism, nature), Being aware of a person's own development/growth and implementation (accepting of oneself, brightening of one's own growth potential, feeling of love and beauty), Becoming a true individual (to achieving auto-guiding potential in one's life, being critical of mass influence, being dependently creative in one's own potential) and Socialization of the person (implementing ethical principles in a person's own life, aiding others virtues, acting constructively in society). These definitions were integrated into the interview guide for the structure of the interview.

I conducted a pilot interview where I tested the recorder and practised my interview. I did not change the structure of the interview or the content because I felt the questions produced valuable information about the topic. During the interview I tried to lead the conversation and not attach myself too much into the data. The pilot interview showed me that the conversation naturally dealt with coaching perceptions and the development of the person. I realised that the designed interview is the structure for the interview and I should allow the natural flow of speech. The interview consisted of three parts: the first part concentrated on the participants' perceptions about coaching and development of the person, the second part consisted more closely of the components of the situationality which are related to the holistic coaching process and the third part examined the world views of the participant.

#### 4.3 Procedure

I contacted the participants who were selected with the representative of the Finnish Ice Hockey Federation, through whom I also got the contact information. I contacted the participants as a student and their participation was voluntary. I contacted 5 players and every one of them agreed to participate. However, I could not reach one of participants later for an interview although I tried to contact him several times.

I made 4 interviews with experienced athletes and the purpose of the theme interview was to start with their experiences of coaching and to continue to what their perception of this kind of activity was. Prior to the interview, the participants signed a consent form which assured their anonymity. The interviews were made in the places that the participants had selected and we did not have any interruptions during the interviews.

I followed the themes of the interview and I wanted to allow of flexible flow for the interview because of the fruitful experiences and opinions the participants had. I had the structure to help me to maintain the basic form and I also tried to ask more questions on the topics that they seemed to have fruitful information about

The interviews were audio recorded and transcribed verbatim. The interviews lasted from 1h 3minutes up to 1h 10 minutes. The data consisted of four transcripts. The transcripts were the total length of 10 to 12 pages in times new roman and in font 12. I

also marked down laughs, the tones of the voices and pauses. I didn't modify the speech to written language and I wrote down their dialect as well whenever the interviewee used it to express themselves. I did not have any problems with the recorder or with the understanding of the voice on the recorder. The consent form explained the aim of the study that was being done and it highlighted the participants' anonymity in the study. All the participants agreed to participate.

#### 4.4 Data analysis

When the interviews were ready and transcribed verbatim, I analysed them with grounded theory coding (Strauss & Corbin, 1998) in nature of hermeneutic circle. The principle of the grounded theory is that data collection and analysis happen at the same time. Thus, the hermeneutic circle and the grounded theory have a dialectic relationship. The researcher should enter the field empty-minded but that is not possible. A purely inductive approach is questioned because the data based the research take place without some kind of pre-understanding about the phenomenon (Rauhala, 1983; Strauss & Corbin, 1998). Therefore, the researcher has a pre-understanding about the phenomenon because without the pre-understanding, the phenomenon could not exist in the researcher's consciousness (Rauhala, 2005b). Hence, the reasoning model that is located between an inductive and a deductive one is here called abductive reasoning. It means that the development of a new theory is possible when there is some guiding principles or clues which lead the research. According to abductive reasoning, pre-understanding or guiding principles can be non-specific concepts about the phenomenon or hypothesis of the phenomenon (Grönfors, 1982). In grounded theory, the themes emerge from the data but the pre-understanding of the phenomenon inevitable influences the researcher's understanding about the phenomenon. Hence, even grounded theory research contains abstract structures in the interpreter's consciousness. For understanding the data, the guiding principle in this research is a holistic conception of man.

As to Grounded Theory (Strauss & Corbin, 1998), there is no univocal interpretation in the field. The theory contains three coding phases, which are used in this study. The Grounded Theory provides a procedure for developing categories of information (open coding), interconnecting the categories (axial coding), building a story that connects the



categories (selective coding). The three-phased grounded theory ends with a set of theoretical propositions (Strauss & Corbin, 1998).

In the beginning, I gathered the codes from the questions that I had selected for the interview guide. For example, I asked: What do you think what mental coaching is? I set the mental coaching code and I wrote a memo on what the interviewee said about that code. Thus, I received codes and other connections that are related to this code that generated more codes. During coding, the axial coding happened at the same time. I pondered how the codes were located and what the relationships between the codes were. I located unconsciously and consciously the codes into the framework of the holistic conception of man (Rauhala, 1983, 89). Thus, it gave me an understanding of the codes in the wider perspective. As I pondered the data, I understood that all codes are related in a bigger perspective, otherwise the codes do not have a meaning. As the analysis proceeded, my interpretation and understanding changed constantly as new information was offered to my consciousness. In summary, both the hermeneutic circle and the grounded theory work in a dialectic relationship where I and my consciousness work as an instrument of the interpretation.

During the analysis, as I acted as an instrument of the interpretation, my views and pre-understanding influenced the interpretation. I have played ice hockey and I have been involved in ice hockey throughout my life. I have been also working as a coach in ice hockey for several years and these topics have been important in my coaching practice. The views for holistic coaching and the development of the person have grown during the coaching experience while working and studying at the university. These experiences have influenced the work because both the data collection and the interpretation of the results happen in my consciousness, which is the instrument of the research. Thus, my interpretation has been affected by my past experience as a player and my experiences from coaching on junior and senior levels.

#### 4.5 Trustworthiness of the interviews

The participants were helpful during the interviews and the natural flow of conversation was easy to maintain. In one interview, I used probes in a careful manner for deepen the

responses for a more accurate result because the answers of the interviewee were short and fast. Other participants were able to describe their understanding clearly but sometimes ponderously. The interviews were valuable experiences where the participants laughed but also told personal information' being willing to share their knowledge and experiences with me. The participants showed that they had considered the topic during their career and the information they provided highlighted professionalism in their careers. All the interviews were unique in nature and provided abundant information about the topic.

The interviews are based on language, which is only one way of communication. During the interview there were a lot of hand signals, looks, feelings, among other things which influences the interpretations. The interview is a unique method of finding fruitful information when the participant is speaking freely and in a narrative way. The interview can then provide new and unexpected information about the phenomenon that is being researched.

I made the interviews before I investigated the theories more closely because I wanted to keep outside influences in the minimum. Instead of testing previous theories or how previous they fit into the development of the person, this research was data based. My goal was to find free and fruitful data whereto find supportive concepts and to illustrate the versatile problem of the development of consciousness.

In the following section, the results, I use quotations to illustrate my data. The quotations are translated from Finnish to English. I translated the quotations so as not to lose the central message. I left out information that could reveal the participants' identity, i.e. the place, the name and the club. If I have left out irrelevant information, or the quotation is too long, I have marked it with brackets and three dots. The three dots mean the interviewee had a longer pause in his speech. I gave a number code to each player, which is presented as Player 1 to Player 4.

#### 4.6 Ethical considerations

It has been important to highlight ethical principles in this research. I especially wanted to consider the anonymity because the participants are well known in Finland. I explained them that their anonymity is protected and they will not be tracked down on the basis of said. I explained them how I am ethically responsible as a researcher and as a private person. I promised them that the material that I have is only for the research and the researchers of this study. Throughout the research, the participants were able to cancel their participation if they wanted to do so. I also promised them to ask their permission if I would want to use this material in the future (see appendices). Some of the participants were familiar to me, which helped me to contact them. The relationship to the participant did not affect the interview because the themes and topics were different than the quality of the personal relationship.

## 5 RESULTS

I have parsed results into themes which are presented in Table 1. The table presents the main findings from the interviews which help to perceive the entity of the results. The table illustrates the main results. At first, the experiences of the mental skills training and the development of the person's perceptions is presented, the key factors in the holistic coaching process, and thereafter the world views of the professional ice hockey players.

**Table 1.**

<b>Holistic development process</b>		
General Dimensions	Higher order themes	Raw data themes
Mental skills training experiences	Negativity towards mental skills training	Lying on your back sessions ( <i>n</i> =3) Felt asleep ( <i>n</i> =2) Laughing ( <i>n</i> =1)
	Inability to evaluate the effects	Didn't do enough ( <i>n</i> =2) No concrete help ( <i>n</i> =2)
Development of the person	Sport education activity	Education activity ( <i>n</i> = 4) Raising ( <i>n</i> =2) Guiding ( <i>n</i> = 2)
	Good person	Good persons( <i>n</i> = 4) Teaching responsibility ( <i>n</i> =2) Mentally strong ( <i>n</i> =2)
Holistic coaching process	Family	Education of parents ( <i>n</i> =4) Foundation for values ( <i>n</i> =3) Transfers from home to outside ( <i>n</i> =2)
	Coaches' impact	Father Figure ( <i>n</i> =3) Teacher of values ( <i>n</i> =3) Not just ice hockey ( <i>n</i> =2)
	Significant others	Values learned in the group ( <i>n</i> =3) Free practise hours with friends ( <i>n</i> =3)
	Team culture	Social values ( <i>n</i> =4) Rules in the team ( <i>n</i> =3) Order ( <i>n</i> =2)
	Versatility	Played differed sports ( <i>n</i> =4) Soccer at junior teams ( <i>n</i> =3) Tract and field ( <i>n</i> =3) Swimming ( <i>n</i> =2) Basketball ( <i>n</i> =1)
	Word views	Humble ( <i>n</i> =3) Work ethics ( <i>n</i> =3) Conscientiousness (=2) Resilience ( <i>n</i> = 2)

The *n* indicates the number of participants statements categorised into raw data themes

### 5.1 The mental skills training experiences by professional ice hockey players

Players in general were negative and sceptical about the experiences they had about this type of training like Player 2 described: *“I am the generation that we have had lying on your back trainings... maybe I came too late for that”*. Lying on your back is described sessions were players are lying down and someone is making imagery or relaxation session. Their experiences were during the junior national teams and the trainings they had were so called traditional like player 4 states *“ Federation had sometimes in junior national teams tried (...) relaxation and imagery training, but not in the adult levels”* . Players have gone through this type of coaching suggested in the especially Player 4. These kinds of methods did not reach the players at that age but also Player 2 mentions that he came too late for that. This negativity can be heard from all their answers. In addition, they concluded that it did not have any concrete help for them. Player 1 mentioned: *“I have had some in the junior national teams, we had someone who made us lay down and think... about things and spoke something (...) I feel that it made us to laugh or to sleep but I cannot think that it had any concrete help”*. These mental trainings have done in team or group sessions, which have influenced the atmosphere of the session but also at young ages. However, after many years of experience in top-level sport they concluded that it was not a help although the coach had relaxations sessions individually without the group atmosphere like player 2 presents *“a coach kept me few individual sessions to relax during the game days (...) I tried the method few times but I did not get in to that”*, *“I had it in the national team camps few times, but ok you felt on sleep but we had been training already four days and you relaxed. I never got anything out from it personally”* Thus, they said that they have not done the training enough to say if there is help for them but also the negativity towards this kind of training is there for example Player 3 *“Maybe a little bit I have had, maybe something concentration training but not much (...) I don’t feel that any training is bad for you, but I have not done it as much that I can know any results*. They were not able to evaluate the benefits of these kinds of techniques they have done. Therefore, the negativity towards these methods has affected their ability to consider the benefits. In summary, the interviewees had negative experiences towards the mental/spiritual coaching and training that they have received during their careers. However, they considered mental/spiritual coaching

to be important part in ice hockey and they considered opinions what this type of activity should be.

## 5.2 The development of the person

It is important to highlight what is the goal of the coaching process. The production of top-level players seems to be the main goal of the ice hockey nowadays. The answer from player 2 reveals that the people who work with the ice hockey players think this way *“I start from that the ice hockey before everything is sport education work and not production of top-level players... someone pop-ups but... that’s it”*. Sports education is the beginning of all sport activity from development of the person perspective. Someone from this starting point can end up being a top-level player but it should not be the goal of the coaching process. Therefore, it is important to consider what development of the person should contain and what it is.

Players strongly considered that this type of coaching starts from education. It shows in the answer of player 2 that it relies in helping, raising or guiding. *“I think that if I have raised my children reasonably and I have let them to experience by guiding their actions in some criteria (...) from there becomes the mental/spiritual growth. You learn to take care of your own things and to take responsibility of your own actions”* Thus, parenting and coaching share similar ideas when considering growth of the player

The importance of this kind of coaching and education is inevitable because it related to physical training. Player 1 simplifies the goal in junior sport *“For all kinds of sprints, strength trainings, ice trainings and shooting practises there is enough time to do those. In junior coaching the goal should be learning to play, understand the game and mentally to foster these boys, why not girls as well, to good persons and mentally strong to face their own challenges”* The goal of the junior sports is to help, raise and guide them to good persons. Physical training is also important when considering ice hockey but physical side alone should not be the target because development of the person issues are present in everyday activity.

The coaching process is in relationship to all essences of human being. The corporeality and consciousness are related because a change in one essence will result a change in other essence. The relationship between essences can be seen in illustration by player 3 *“I believe that the most important mental/spiritual coaching is self-confidence and doing. (...) I mean that if you are in a top shape and you trust yourself, this is the whole package, and then your mental readiness is going to enhance automatically through repetitions. You practise your work so long that you don't have any doubt and then your mental side have enhanced an extra gear (...) that is the basic thing, without that mental side cannot be at the good level (...) You simply cannot give it to anybody and it is a result of long continuum (...) someone else needs maybe something else than the good practise”*. Good practise will result as an increase in self-confidence. This example shows the relationship between corporeality and consciousness. The holistic concept of man explains the same problem where the other essences work as an entwined entity. It is important to understand this relationship between corporeality and consciousness because they resonate inevitably somehow in the individuals being. However, these effects are very individual and effects are different between individuals. This link is important when considering the holistic coaching process where essences influence to each other. The place where this type of coaching should be started seems to be already in junior era.

The junior coaching seems to be the place where this type of activity can be done like Player 2 points out *“In junior coaching, there is the big job and the opportunity. We know that everybody cannot be an ice hockey player but we know that they will be better persons”*. The place to start this activity is at junior era where coaches act as educator. The role of mental/spiritual coaching is important and the goal of this activity is help, teach and guide them to be better persons. This kind of perspective to junior coaching gives more clear insight what is the nature of this kind of activity. The mental/spiritual growth is raising children and teaching them to take care of them selves and the goal of this kind of activity is to help them in their challenges that they are going to face in their life and career. The opportunity to this kind of activity is in junior coaching because the coaches are a concrete component of their situationality. Therefore, coaches must understand that are a component of their situationality and thus they have influence in players being.



### 5.3 Holistic coaching process

The home is where everything begins. The child spends the most time in that environment what is very influential for development of world view like Player 1 explains *“I suppose that what is taught in home (...) my parents didn’t use a lot of alcohol and I haven’t got any problems with it. I think that in the families where can be problems, can be bigger probability to have problems with it. Tidiness was very important... especially mom... I hated Fridays always because we had to take mattresses outside (...) but you just had to do that. I see that these come from home and that no lying and you must keep the promises. I remember that I have that kind of picture from home... I believe that from there comes a lot”*. The home is the first place where the world view starts to shape and it will show the examples for life. The home is where everything begins and it will transfer from there to outside of the home like player 1 states *“if you are conscientious at home I think it transfers from there to outside of home”*. The home is very influential factor in athlete’s life where habits, attitudes and mind-sets are learned also known as world view. The parents are in great role when educating children, so that they could show the good example but they have to understand what this activity is all about, Player 2 points out the problem *“ When we speak about young players, any generation, but my biggest advice would go to home and for players agents (...). Fourth line winger is though as a top-player at home and in there the humble attitude should be. One young player who played in the junior national teams and still plays, last year was hard for him and the father wanted to took him to Club X because Club Y doesn’t appreciate. The boy simply couldn’t play A-junior league. The parents must get the biggest message and the finnish ice hockey must organize them and parents must be kept outside until paying. (...) I see the parents and supporters as a bigger problem. That is number one”*. The advice should go to the parents and supporters about their role. It is important to consider that the home is very influential concrete component of the situationality that offers content to the consciousness where the world view is generated. Finnish Ice Hockey federation should organise education for the parents and supporters because they have such a great influence over the player.

Social support is important when considering the players' development but it can have also detrimental effects. Parents tend to push their children at the top-level but they do not understand detrimental effects which Player 2 expresses naturally *"If I have been told at the age of 10 that you are a tough guy (good player), I don't know would I have been at the age of 15 between 16 already bored about it. Again we return to fact that how we get control of the parents and how to make them understand the core of this activity"* The parents tend to push their children in to the success very strongly what can influence drop outs and unwanted world views. Thus, it is important to consider also education activity for the parents because parents are very key elements for development of consciousness.

The parents must understand that a sport is for the child. Children are where the motivation to activity should start and not from the parents like Player 4 states *"Home has the big influence and before everything the parents but also it should be right kind. We should have the motivated children who want to practise, come to practise and develop... I think that nowadays we have more motivated parents whose own career was so and so and they want their own boy to be. I think this is the big dilemma these days (...) from the boys the excitement must begin"*. However, parents should of course be supportive and help but parents seem to be on wrong tract. The parents must understand the core about education activity and their role for the education. Hence, the most important is players' intrinsic motivation to the sport.

Home is a concrete component of the situationality which cannot be chosen at early ages. Values, beliefs and attitudes also known as world view are learned from home what is the first step of person's life. The second phase is outside of the home like Player 3 mentions *"Well I guess it is home. The starting point is the home... then is my junior coaches. Junior coaches, probably have showed the baseline"*. Shaping of world view continues from home to other factors. In this study junior coach was very influential for interviewed players.

The goal and key to this activity is not to make ice hockey players but help them grow better persons. The junior being a top-player at adult level is not predictable and a coach nor a parent cannot predict it. By having right kind education and environment, it works

as a foundation or building blocks for career and life. The big job and the opportunity is in junior coaching and junior coaches have great influence to the children like Player 2 describes that his coach was a father figure” *The coach was almost like a father figure (...) he became my coach when I was 11 between 12. I was lucky that he was throughout the whole junior career my coach (...) it is nice how this circle closes, all the showing your ass in the restaurant and other mess ups I talked with him. I didn’t talk about that with my father.. this circle closes just to the fact that the biggest job and an opportunity is in junior coaching. Everyone not necessary will become players like we know but they will become better persons trough that. There we need to get that doing and the younger the better because then they learn to trust and to openness”* The coach is an important component of the situationality because the coach will influence strongly to the development. Also, the coach affects, not just sportwise, but holistically to the development. The coaches will influence already at young ages where the opportunity is along with the home. Therefore, it is important to understand the role of the coach as an important component. The job must be done in junior coaching where is possibility to influence on attitudes, values and beliefs, all in all to the world view.

The junior coach sets the rules and boundaries where children act. Rules of the group are learned in this environment and these rules are coming from coaches. This seems to be one large component in their growth process at young ages which Player 3 mentions *”We had basic rules at young ages. (...) the rules were rules and we obeyed them... and we hold on to them pretty well and you didn’t slip and you knew it. I have got a good baseline”* All interviewees mentioned rules of the team and their coaches being strict which seems to be very good baseline for coaching process. Their type of coach also seems to be fatherly or father figure to them and they remember these types of coaches from their junior era. The junior coaches teach values, beliefs and attitudes like Player 4 points out *”Respecting other people and these basic things. In someway he was very fatherly but strict and if we together agreed on something, we kept the promises. We had to do pull ups and I remember as a small junior that we agreed to increase the result by 15% during the summer. That time we didn’t have practises together but the persons who didn’t increase were not allowed to come on ice (...) He was very punctual but very fair”*. A good coach is described as fatherly, strict and fair.

The good junior coach not just influence to one individual but also to the whole group. This coach taught them to be better persons what starts from small teachings like Player 4 shows. *“The big thank you belongs to coach who coached me from the age of nine and he was a father figure to me and a teacher. When you look at our age group, there have become very good persons. It has begin from the coach., if you in the morning when you came to practise and you didn’t say “good morning” he put you to do it again (...) there it has become and many times we have been speaking with the boys that he was very strict, demanding and fatherly and teachings has started from basic values and basic things. More we need this kind of persons to juniors who teaches basic things (...). I believe he had a big part in my doing”*. Basic values and basic teachings are mentioned which can be basic manners of life, for example saying good morning. Junior coaching needs these type of coaches who takes responsibility of their education, not only physical, but also on mental/spiritual issues. Therefore, right type of junior coach is beneficial for holistic growth. These effects should be taken into consideration in coaching education because the job and opportunity is in junior coaching. Junior coaching is the place where the foundation for values, attitudes and beliefs is located. Players in the team are usually friends also outside of the sports environment.

Friends have an influence on world view which seems to be very significant for the values, attitudes and beliefs of life. Players tend to spend spare time with friends that are selected from the team. The right type of group of friends is important component of the situationality. Player 1 mentioned possible negative factors that can guide to wrong direction, however, also good beliefs are learned from that kind of group *“ One is the friends that if there would have been the usage of alcohol, smoking, telling lies and you get to the group where is stealing for example. I guess these have... pretty big influence”*. Therefore, group of friends develop the world view.

The group of friends hold values, attitudes and beliefs which shape the world views. In this example Player 4 explains that they had big competition inside their group. *“Enormous competition was always, it was unbelievable. We played fun game and nobody wanted to lose if we played basketball for warm up. Competition drive was hard anything we did. (...) It was always that we wanted to win and I don’t know but if you set up fun game nowadays it is a fun game. That time fun game meant that you played*

*your tong under your belt*” Therefore, it is important to understand group of friends as a one factor of development process that influences inevitably to consciousness and corporeality. Players learn for example the competition drive in this kind of environment that player 4 described and somehow this competition drive inevitably has influences on the corporeality, for example as better physical condition. The Holistic understanding of the coaching process is seen in previous example. Therefore, friends or group of friends is important component of the situationality which should be considered for coaching. It is important to understand how values, attitudes and beliefs are acquired from the situationality.

The components of the situationality are building blocks for growth and education. An example of Player 2 gives good perspective also for the amount of sports that he has done over his childhood *“Everyone played and it had important meaning. Our neighbourhood had own yard ice, at summer we played soccer. The whole community was about sports, swimming, and all kinds of ball games at summer, at winter we had the ice and the yard. We had the yard although we almost lived in the city centre but we always found a place... it had very strong meaning because of innate activity and so much more sports (...) It had great influence”*. These components of the situationality have somehow influence to the development process. In other words, two components of situationality, which are place of living and friends influenced as a innate playing that influences inevitably on physical condition and understanding of the fundamentals of the game. Thus, these components are important for holistic development process.

The group of friends seems to carry for long time because friends are selected to them who play in the same teams. This was the case with all interviewees that friends were selected to them who played on their team. The power of groups for elite level sports is important like Player 4 replied *“It had very strong influence (...). We were going to place X. We gathered there every morning 9 o’clock. Eight players were drafted to NHL from that group and we spend there from 9 to evening 6 over there. We played some cards, we practised 2 hours at the gym and went to eat and back, and then we ran place X stairs or we played basketball but we practised two times per day and we didn’t need a coach and we had tough competition. All of these have played in coach X’s team at young ages and we didn’t do anything but sports at that time (...). I don’t believe that*

*these age groups were any talented than others but we practised two times per day but four to five hours*". Eight players of that group were drafted to NHL like player 2 mentioned and five of them played at Finnish league. Consequently, groups and friends have influences holistically to the development of corporeality and consciousness because friends/groups is a component of the situationality in the persons being. The amount of practise is determinant of the successful career and having friends sharing the common goal is a big help. Accordingly, the motivation is coming from athletes itself and coach is not needed to be there controlling and supervising what is done.

Values, attitudes and beliefs are acquired from the components of the situationality of the person. Thus, the components inevitably influences somehow in the holistic process. Ice hockey team consist usually around 20 other people which is also a component that has influence on social based values and rules. In sports settings, the team and the coach together is influencing factor for the person like Players 3 points out " *My group of friends selected from friends around the team and we became very coherent. We started to spend spare time together already early on, games and all the practise time together... we had similar goal...(...) You have to trust your friend and you have show to be trusted (...). That kind of team spirit things*". Therefore, it is important to consider the team as influential factor of the development.

The team environment teaches values, attitudes, beliefs and shapes the world view. At the best case, the team can be very good teacher for the values, attitudes and beliefs which is crucial part of the development process. Ice hockey is a team sport where individuals must obey the rules and order which is important for development of consciousness like Player 3 presents " *The team has leaded... the team has educated a lot... They have put you down if you have gone to wrong path or you almost have gone. In its simplicity, you have done the groundwork for long time, and the team have shred you back from your wrong path. And you have got the safety from there and home and the whole package. It is the best spiritual training. That groundwork creates the frame where you go, to the professional sport or to anything else... but it doesn't necessary is enough*". The best spiritual training is to have a whole package which means to have right kind of building blocks. Those are home, team, coach and friends where you can go into the professional sports or to anything else. However, also the team could show

also wrong type of values, attitudes and beliefs. To be involved with the adult's team seems to be very strong influence in the young players. Young players must learn to handle these types of examples like Player 2 mentions *"It probably added the hunger to work hard because I have been following Player Xs and I have tasted the success they got at the Year X. But it has mixed my world and values of life... there was no door which didn't open to Club X players. There I went at the age of 16 to the best restaurants in town with the big boys and it mixed that state a lot (...). It brought me the strong passion to play in that team what helped to work harder but there was these side effects because Club X players were kings of the town and that mixed my values of life"* The team has a strong effect on values, attitudes and beliefs for players because they want to be part of the team but it can also have very negative effects. The team and club hold values, attitudes and beliefs where players can grow in to. These qualities form the identity of the club and the team. Interviewees mentioned that their clubs in the past had identities what have influenced on their mind-set. All in all, the world around us where we live is shaping our world view.

For Holistic coaching process, it is important to understand how other essences influence and what the big picture is. The interviewees were able to describe the relationship between the essences together and to evaluate how holistic entity works in the coaching process. All the activity mentioned above ends to the corporeal activity; quotes and discussion are linked to the corporeal play or activity. Player 1 expresses how corporeality and other essences work as an entity *"Talents are insanely important but also that we have spoke the mental spiritual training and its development with those ie. independent initiative training and I believe that in Town X there was no one who practised as hard as I did throughout my entire life. From early on, I practised my physical abilities and I practised alone in the forest where is easy to give up. (...) But also the support from the family, from the friends and from the coach when you face adversities and you can see that you follow the golden string"*. The perspective of entity is very important when considering an athlete as whole and when identifying factors that influence to the consciousness.

This topic arose from data when the talk was about corporeality. Versatility doesn't only mean corporeal but also consciousness like Player 1 explains *"If and when the kid*

*goes as far, these kids who are only one sport persons physically and mentally, they have problems to adapt in to the society and it might be the reason why they don't get far with their careers because they are not interested anything else than ice hockey, and they cannot do anything else than ice hockey".* It can be hindering effect on the development if the players concentrate only to ice hockey. In addition, the world view must be versatile because the player understands the game and life from different perspectives, not only from ice hockey perspective. It is important to develop physical abilities and consciousness towards versatility.

Football and track and field was mentioned as their hobby during the summer time. In addition they have done overwhelming amount of hours of sport like player 3 explains *"I played football at the summer time and I played everything all summer and all winter. Playing is always good no matter what you play; play is a play. At summer we did athletics but not in any club or a team but just for own enjoyment and also a lot of swimming. I would say I have got a versatile foundation (...). It has been very important and later I have understood that it gives you foundation for conditioning where it is easy to base everything".* The amount of sports is crucial for success and it seems that the time to do sport is at young ages. In the interviewees case, they have got a versatile foundation from other sports like track and field, football and swimming. Versatile background seems to be important factor in development. Therefore, this kind of background is important to have and the amount of free play is very important.

The most of the ball games share similar features or fundamentals. Thus, playing different games and sports will help the other games. Player 3 mentioned that football is similar than ice hockey in its fundamental nature *"Football for example as a game is similar, the ball is moving similarly and men are moving like in ice hockey. In athletics this jumping like high jumping or pole vaulting, it is body control and also this long jumping which are rhythmic movements that you need for any sports. You learn without any guidance or anything, you know. It is richness, free richness practised in your free time (...) In self-prompted practise you learn and you have to think about it, when the practise is guided it will be too mechanical, robot-like but when it is self-prompted it generates more versatility".* The other sports have features and skills that support respective main sport. Games and other sports seem to be important factor for



development holistically. Therefore, by playing other games and developing skills further, it has important meaning for the entity, the entity of variety of skills, abilities and understanding the game. Free practise and self-prompted play is important factor for development. When this activity is self-prompted it will have variety of positive influences. Free practise will give freedom to try and do but also willingness to play comes from inside of the person. Free self-prompted practise is vital for versatility because innate creativity and amount of practise hours.

It is important to understand the principles of the different ball sports. Therefore, versatile understanding of different games improves the understanding of the holistic picture. The basic principles of ball games are very similar like Player 4 illustrates *“Well there are the same principles, like if you don’t move you don’t get the ball. Basketball and football is the same that the players without the ball like in ice hockey the players without the puck will create the space and they open the game, the principles are same. In basketball you have to stay inside the game, don’t stay outside or the opponent scores right away, play tight and don’t give any cap. I think that the young players should play more different kind of ball games”*. Playing and learning of other games actually improves the understanding of all ball sports. Understanding the game also known as game sense is big part of the playing process. Young players must play different games and the coaching process should be designed to enhance it. At the top level where skills and physical differences are not big, the understanding the game becomes very important. Learning the game involves many methods like interviewees have presented. Playing great amounts all kinds of games, having a right type of coach and watching the game were highlighted in NHL player’s replies.

Values connect to the sport and life and those are learned during their life from the components of the situation. Player 4 summarises his world view *“I have tried to be in ice hockey and in life very humble and I have tried to learn all the time something new and tried to develop as a player and as a person. Family and my health are very important and the ice hockey should not take too big part of the life because in life there are much more important things as well (...). Feet on the ground and humble and I tried to work very hard”*. The sport should not take too big part of the life and values for life and sport do not differ. Learning new and developing as a player but also as a

person is important in sport. Player 2 summarised similar values but he also added that values grow from other values, for example “ *being humble, willingness to work and respect of other people what comes through being humble (...) humble, work ethic and respect of others and I don’t think that I have changed from that*”. Work ethic and being humble were common values, attitudes or beliefs among interviewees which looks to fit in sport environment and in life. Therefore, it is important to survey the world view of top level athletes.

Values generate other values and the important thing is to have basic values of life that gives you foundation for life and sport. These foundation values are important at the beginning and other values come from there like Player 3 explains “ *I have got along with resilience when you face difficulties; you can bend but you cannot snap (...) you need resilience and of course will power more and more everyday. These are the baseline where other abilities come from. (...) Baseline is honesty at the beginning, will power and resilience would be good foundation... (...) You start with them and then those will spread out and I believe that these can take everyone far*”

Values are learned from the world we live in, in other words, person’s situationality. Value foundation is guiding the actions how persons understand the world and how person must act and relate to different concepts; the person’s view of world is very important in light of mental coaching.

It is important to understand the meaning of values, attitudes and beliefs thus also understand where and how these are acquired. The components of the situationality are the key for shaping the world view. The situationality regulation is very important when considering the coaching process. Therefore, the coach can alter, modify and adapt these components for right path

## 6 DISCUSSION

The purpose of this study was to investigate the perceptions about coaching and the holistic development of the person from the perspective of experienced ice hockey players by using the framework of the holistic conception of man (Rauhala, 1983, 1989). This qualitative study aimed at exploring players' perceptions of coaching and the development of the person, identifying the key factors that influence the holistic development process, and examining personal accounts of individual development of world views of experienced players.

In the beginning is important to realise that the data was gathered in Finland from Finnish people who have grown in Finland. Therefore, it is important to consider findings from the perspective of Finnish culture, society and environment.

I want to highlight that holistic development process was seen from the perspective of holistic conception of man. Therefore, development of the person is entwined into Holistic development and coaching process. The nature of Holistic coaching process is an understanding of the entity as a whole and how different essences influence to each other by forming the holistic development process. In order to the development of the person, the entity must be taken into consideration. Thus, consciousness, which is the target of modification, it is important to understand how other essences influence to the development of the consciousness. Although, the essences are separated for the analysis of human being, it does not mean that each essence has its own separated location in the process.

Participants experiences were perceived negative what comes to mental skills training. This negativity of the experiences might be resulted by their inability to evaluate the results of this type of activity but also the amount of this type of training. They mentioned as mental skills training to be relaxation, goal setting, imagery and concentration trainings that they have done during their career. These trainings were described as lying on your back sessions. For interviewees, mental skills training was not successful. Thus, it should be considered how this type of activity can be introduced to ice hockey culture which has not achieved ground among players. One possible

reason might be the culture itself because ice hockey teams are socially very demanding cultures where it is hard to come from outside. The culture is macho, masculine and Darwinistic where psychologists, therapists etc... are not seen positively. I assume that this kind of activity should arise from the ice hockey culture itself, from the inside, for to develop ice hockey specific training method.

The goal of development of the person activity is not production of top-level athletes but it is the development of the good person. The nature of this development is education to guide the players to take responsibility of themselves and their volitions. The coach, institution or the organization cannot produce the player, it is simply impossible because the individual has the power to choose. However, in the sport culture can be heard about production of players or developing players to top-level but all this is quite absurd because nobody can do it for behalf of someone. Therefore, the power of choice and self-guidance are our cornerstones of our existence (Puhakainen, 1995). Moreover, the sport culture does not support this because some sport institutions and organizations see the athletes as their humble servants and tools of their processes (Puhakainen, 1995). The problem in coaching is that the players should be educated to take responsibility of their own actions and highlight that they by their selections become what they are.

The player is not an object of coaching but it should be seen as subject. The subject of coaching process is the player thus it must be seen as the development of the person which is the task of sport education activity. Accordingly, the central topic in this form of education is authentic civilization (Rauhala, 1983). This process happens by forming and reforming the meaning-relationships and the goal is always the fulfilment of person's view of world and enrichment of the experiences (Rauhala, 1983). Thus, the activity is to influence the consciousness of the player (Puhakainen, 1995). Therefore, the goal of the activity should be very clear to the educator and the educators, in this case the coaches should understand the opportunity and the goal of this activity. All the development towards this can only be culturing and care of the meaning-relationships (Rauhala, 1983). The goal is to modify, culture, nurture the meaning-relationships of the player by educating, raising and guiding. In this activity, the coach's and the player's views of world are interacting with each other and the fundamental nature of the activity

is raising, guiding and education. In sum, the goal of the activity is the development of the person. This view is located in the holistic development process and it should be discussed how it can be developed into coaching process.

The situationality between the interviewees was not somehow different. The concrete components are similar in each person's life because of the sports culture and the Finnish society. The key factors that were influential to the holistic development process were concluded to be family, coaches' impact, significant others, team culture and versatility. Situationality is the most influential factor in our development. The core of holistic concept of man is its human's relation to the world (Rauhala, 1983; Puhakaine, 1995). Therefore, home has a great effect on our growth which is the baseline for everything. From the perspective of sports, the home should enhance right type of values, attitudes and beliefs that can be transferred to outside of home. Accordingly, parents are central figures optimizing such experiences appropriate for mental toughness (Gucciardi, et al., 2009) Thus, the home has significant influence on the holistic development process. The meaning-relationships for life that are offered from home are very significant for later development in sport life. Moreover, the home is concrete component of the situationality where everything begins. Later on the player can start to choose ideal components but the parents are significant for the meaning-relationships. The concrete components of the situationality sets the conditions for the development the person and the person cannot fight against the concrete components what you cannot choose (Puhakainen, 1995). In other words: a person born without legs is not going to be an ice hockey player at the highest level. The interviewees discussed passionately about the parents and they see parents as the problem in Finnish ice hockey. The parents inevitably belong to the player's situationality and somehow influence to the development process. Hence, the parents could be educated as well to understand the core of the sports what was concluded by interviewees and I conclude that Finnish ice hockey should start to educate the parents because the values, attitudes and beliefs transfers from home to outside, in this case to sports environment. The biggest paradox happens when parents and the coaches see things differently and the sufferer is the child, who is the subject of coaching. Possibly the child is living in the paradox where the message from home and from outside is different. The player is the

most important in this activity; the player is the centre person for whom this activity is done. Therefore, the best results would be obtained if all subjects would work towards the same direction. Similar findings also have been reported (Durand-Bush & Salmela, 2001; Gould & Dieffenbach 2002) that parents and coaches played an important role in their development throughout the athlete's career. The continuum from home in this study was the player's coach. The coach is a concrete component of the situationality in most cases but it can also be ideal that players and parents can choose.

The junior coaches have strong influence on the person and thus the coach plays a crucial role in the holistic development process. Accordingly, coaches' goal must be development of athlete's holistic personality (Suhonen, 1983). The coach is very strong component of the situationality what sets the conditions for the player. As we see from the results, the interviewees highlight the importance of the junior coach. The coach has been key factor for their career and they were able to remember basic teachings from their coaches. Data supports also that coach has a strong role in psychological development (Weinberg, Butt & Culp 2009; Gould et al. 2002). The coach is an example for the juniors and they acquire great amount from their coaches. It is that values, attitudes and beliefs are coming from there after the home. Values are learned from junior coaches where the example is shown. I was found similar influences from coaches; it shows that coaches at all levels have major influence, not only physically but also mentally (Gucciardi et al. 2009). Thus, it shows that interviewees respect teachings and things that they have learned from their junior coaches, especially they mention being strict, punctual, fairness and rules of the team. Coaches are seen like teachers of life and sport instead of only sport (Hämäläinen, 2008). The coach is rather an educator and raiser what communicates equally with the athletes (Puhakainen, 1999). Also this is supported, the task of the coach is to open conversation, act as an educator, teacher and demander (Suhonen, 2002). If this is so, the biggest job and opportunity in development of the person is at junior coaching like it is concluded. The coaches' job in this area is to teach and set the value foundation for the sport. It means, how to be in the team, what you have to do to develop as a player, what are the attitudes etc. Hence, the coaching education in Finland plays important role for enhancing these qualities and these should be taken into more consideration in the holistic coaching process because the coach is such an in important component of the player's development. From the applied

perspective, the coaches are in the position to moderate the consciousness; the coaching education should target making coaches aware of this aspect of coaching. The development of new perspectives for coaching education is needed because the coaching is indicated more on holistic process. Coaches who emphasize “holistic” development in which they prioritize athletic and personal over and above success is consistent with award winning coaches’ perspectives (Gould, Collins, Lauer & Chung, 2007).

One important factor in the holistic development process is friends. Friends seemed to generate attitudes, beliefs and values but also provided high amount of versatility and hours of free practise. The amount of practise and practise hours can be mentioned from the perspective of 10,000 hour rule. In order to be expert in respective sport, there must be 10,000 hours of deliberately practise (Ericsson et al. 1993). However, in this case the more appropriate concept to consider would be deliberately play during sampling years. Talent development identified three stages of development in sport: sampling years (age 6-12), specialisation years (age 13-16) and investment years (Age 16+) (Cote (1999). Sampling years are characterised by higher amount of deliberately play (Cote, 1999). Consequently, the interviewees were referring to these years when describing the amount of play they did over the career. However, sampling years, specialisation years and investment years was seen in their cases. The friends can be a crucial towards the amount of practise and the holistic development. Three out of four interviewees reported that many top-level players was grown, not just themselves, in their group of friends. It is important component of situationality if the group holds right type of values, attitudes and beliefs. Thus, it must be taken into consideration as a significant factor. In addition from later results, versatility was important factor when concerning corporeality and this component generated the hours, free practise and innate ability to play. The friends were selected from their place of living and from their team-mates which seemed to be a cohesive group. This relationship between the deliberately play and friends in holistic development process is important factor when considering the development of corporeality and consciousness. The component of situationality influences to inevitably to other essences. Thus, these groups where friends from the same ice hockey teams who shared the same coach and there is influence also from the

coach. It is important to understand the entity of the coach, friends and the team in the holistic coaching process.

The team culture also generates values, attitudes and beliefs if the team itself is cultivated by good kinds of world views. The team culture is the representative of the values, attitudes and beliefs that has generated by the players and coaches in the teams. The coach has important task when considering the team culture and how this culture can be build to enhance important factors like sport based values and independent initiative practise. When considering the amount of practise in order to become top-level player, team practise is not enough for that. The coach can educate or enhance the team (or small groups in the team) to go and play during their free time that has maybe happened in case of interviewees. As we can see, the coach is very important in junior sports because the coach is such an important component of the situationality. However, the coaches' impact resonates to many factors. The coaches' job is to cultivate the team culture. Thus, the team can be very good teacher of rules, norms and social values where players grow into. However, the team can have dangerous influence on the players if the culture is based on wrong type of values, beliefs and attitudes. The coach itself and the team leaders are very influential when considering the development of the team culture. In sum, the team is influential factor in development of values, attitudes and beliefs because it is a strong component of situationality.

Versatility was highlighted by the interviewees. It is important when considering the corporeality because of many different physical abilities. Hence, by playing only one sport can hinder the development because of one-sided development of corporeality. Versatile playing and exercise will teach variety of different skills and abilities that will help the development process holistically. Children who participated in more sports environments than children who did not, received large scale of physical and mental qualities and skills helps them in the sport where they specialize (Franzen, et al. 2012). Hence, the versatility is important for corporeality and consciousness. For sports coaching, it should be highlighted that meaning-relationships does not remain one-sided (Puhakainen, 1995). When considering the holistic coaching process, I want to bring up the playing and game sense as decisive factor. The game sense is a sum of meaning-relationships from the perspective of ball games and different game situations in the



consciousness. All the interviewees mentioned that game sense is decisive factor when concerning success in respective sport. They reported that by playing different kind of games you learn skills and understanding that you need in ice hockey, but you do not learn it by playing only ice hockey. I conclude that versatile playing opens horizons in the consciousness which builds the world view; playing games will diversify world views which are the keys of the game sense. In other words, the meaning-relationships in the consciousness work with the same principle; the game sense means how the player understands the game situations through his/her consciousness as the corporeality works as a tool for experiencing the game. Thus, the game sense ability should be considered from the holistic process of coaching, how to expand the horizons of consciousness. However, from the philosophical point of view playing touches the person as a holistic being (Puhakainen, 1997). Thus, the athlete can experience how corporeal playing lead to understanding of his/her relationship to the world. Study investigated elite ice hockey player's involvement in Canada to sport activities and noted that players achieved expert status without significant increase of deliberately practise during sampling years (Soberlak & Cote, 2003). Playing increases awareness of the world and then must be not ignored. For ice hockey, therefore, holistic coaching process should not consider early specialisation. Consequently, the holistic coaching process should concentrate on participation of variety of sports for versatility especially during sampling years but also not to forget versatility over specialisation years. Interviewees reported that they played a lot to the start of investment years (age 16+). Versatility in corporeality and in consciousness is important for the development of players. Moreover, watching games also was mentioned what could be interesting issue for future investigation. In sum, expanding the networks of meaning-relationships or horizons should be also target along with physical practise. Playing, watching and experiencing different type of games are a good ways to expand but also to increase the amount of hours and to get the free play. Contradictory, specialisation at early ages will inhibit the development of consciousness because of one sided world views. Early investment in junior sport predicts early success but contradictory has negative effect on senior success (Güllich & Emrich 2006). Also, having supporting sport beside with main sport will delay the success of the main sport at young ages (Güllich & Emrich 2006). Accordingly, this can obfuscate the importance of versatility in junior sports because the desired success is delayed in main sport. Versatility does not offer success

in short-term but it enhances it in long-term. Therefore, it is crucial to understand what factors and components of development are the most influential when considering the problem from holistic coaching perspective. In conclusion, the most influential factor is the everyday activity of the individual and how he/she attitudes him/herself to the sport. The world view of the player will decide the development process and the coach's job is to teach, educate and guide the player to right type mind-set.

The networks of the meaning-relationships are the sum of the athlete's world view. The following values, attitudes and beliefs that interviewees described based their foundation for their sport and life. The specific world views that interviewees mentioned were being humble, work ethic, respect of others, conscientiousness and resilience. These qualities are meaning-relationships of the world; these values are acquired from the surrounding world. Children learn habits, attitudes, beliefs and values from the environment and from the people where they are and they play (Suhonen, 1983). Thus, it is important to understand where and how these values have been acquired. The player who posses these qualities can be described as mature athlete. The consciousness gets its content from the situationality (Rauhala, 1983). Therefore, the culture or environment should surround with these kinds of qualities where players can grow into it. The situationality regulation can be described as coach's game-space where the coach can operate to achieve desired experiences for the player (Puhakainen, 1995). The situationality is where the player's entity of life and sport will realize. However, the player and the coach are not the passive builders of the situationality but rather active where choices of the player and the coach will build this entity. The components of the situationality are the building blocks for mind experiences. In other words, home, coach, friends and the team are ice hockey specific components that generate meaning-relationships to the consciousness. For developing consciousness, this kind of activity is to utilise the potential of consciousness and to influence it (Puhakainen 1995). Therefore, the nature of the development of the person is to influence the experiences of the players and therefore influence the world views. The coaches must realize how they utilise the opportunity to modify these world views. The coach will influence the player's subjective view of world by his/her own view of world. Therefore, the coach's and the player's world views are going to encounter; this is considered as athlete-coach interaction. This is the core of the coaching process. This

kind of coaching activity influences to the entity of player's consciousness by meaning-relationships (Puhakainen, 1995). The coach will offer content to the player's consciousness where the player understands the content based on the network of meaning-relationships. Hence the content that the coach offers to the subjective word view will open new dimensions for understanding of the phenomenon

The entity is more than sum of its parts, is commonly used phrase in everyday activity. Therefore, development of the person is not only seen as one part of the process but rather to understand it from the perspective of the entity. The development of total person must be taken into coaching process and coaching holds humanistic ideals (Bennie & O'Connor, 2010). Thus, this type of coaching means coaches' everyday activity because entity is always present in coaching situation and it should understood like it. There is no separated type of coaching because the essences are entwined together, Therefore, development of the person is located inevitable in the holistic coaching process. For example, training targets to physical functions but mind experiences are always present in the situation where this activity happens. However, the coaching perspectives in sports are seen very separated and divided: Physical training for muscles, concentration training for consciousness and life management for situationality. This way of thinking separates the most important fact away from the entity which is the resonance effect. Because of this resonance, the essences always entwine together in existence and phenomenon can not be understood only from one aspect. Hence, understanding of this diverse problem gives us right perspective to coaching. Person's entity of being is much more than sum of its individual parts

This study shows that development of the person is in the holistic coaching process and it cannot be separated from the activity. During the interviews, the concepts shifted from the narrow into broad coaching perspectives and also the concepts entwined to holistic coaching process instead of narrowing the perspective to the one aspect of the phenomenon. The problem cannot be understood without taking the whole process into consideration. They expressed that broad perspectives are issues in coaching that should be considered, not to stick on too much on exact data. Thus, they indicated more holistic view for coaching. The interviewees located issues into bigger perspectives which also question the dominant coaching culture in Finland which is based on mechanical-

physical aspects. The coaching culture should shift emphasis coaching education perspective from mechanical mind/body approach to focus on the person by illustrating the complexity of dynamic coaching process (Potrac, et al. 2000). Coaching is leaning too much into physicalism (Suhonen, 1983). In sum, the coaching is seen more as a holistic coaching process.

This assumption binds this research together because I highlight the dynamic and diverse problem of the coaching process. Coaching is dynamic and complex process (Cushion, 2007). The coaching models are unproblematic presentations of complex actions and can only plot hierarchical relationships without generating an understanding of the functional complexity that is behind (Jones & Wallace, 2005). In result, coaching is rather a holistic process where undefined forces and concepts will inevitably influence. The focus of conceptual frameworks on one particular aspect limits our overall understanding of coaching by narrowing our perspective (Cote & Gilbert, 2009). However, the factors are connected to each other and these relationships between the factors are important in the holistic coaching process. The relationships between the different components of models highlight the need of more studies on coaching instead on isolated variables (Cote, Salmela, Russel, 1995). Coaching can be described as “cognitive alchemy” (Saudry & Durand, 1998). Therefore, the coaching is a holistic process.

The development of the person is the coaches’ everyday activity and it is located in the holistic coaching process. Coaching includes the use of key social skills, personal characteristics and organizational expertise (Bennie, 2009). Therefore, holistic coaching process is a concept that tries to understand the problem from wider perspective where different aspects influence on each other. It requires many qualities like experience, information of variety domains and adaptation from the coach and the coach is the operator of the process. This kind of activity is done in normal coaching situations and there is no need of specific expert (Heino, 2000). Coaches process their own unique philosophy of coaching describing their main values, attitudes and objectives for why they coach as they do (Bennie & O’Connor, 2010). However, the role of the coach is to be the educator of the person but sport psychologist can be the consultant for the coach who is doing the work. The role of the consultant can bring more insight to

development of the person issues in this process and it should be pondered and discussed how the coaching practise could evolve. Moreover, the nature is influencing the person's world view through their own understanding (Puhakainen, 1995).

Therefore, this type of activity is influencing to consciousness that will happen through meaning-relationships what influences to the athlete's constructed entity of the world view (Puhakainen, 1995). Thus, influencing to attitudes, values and beliefs is influencing to athlete's constructed entity of the world view what is their personality what is constructed by their situationality.

The results had similar ideas than in the bigger concepts that I presented earlier. (Suhonen, 1983; Westerlund, 1990; Puhakainen, 1995; Lintunen et al. 1997); Heino, 2000; Liukkonen, 2004) were presenting ideas about the development of the person. Coaches' goal must be development of athlete's holistic personality where the athlete will learn to recognize and feel him/herself, lead him/her self and to situational him/herself to others and to society (Suhonen, 1983). Also, athletes and coaches well-being and development of the personality should be supported in sport (Lintunen et al. 1997). According to model where psychological coaching was divided in to three fields, the development of the person was located in the beginning before the mental skills training (Lintunen, et al. 1997). This study recognises similar finding that before the mental skills training, usually targeted to top-level, the foundation for the development of the person must be considered. Therefore, the development of the person is the goal in this kind of activity that is located in the beginning and it will be the foundation for sports. Thus, attitudes towards to sport are coming from people, culture, society where athletes and coaches live and work (Suhonen, 1983). Therefore, the components are significant factors in the development of the person. The goal of the coaching process should give realistic content for the activity. Hence, junior coaching that is pursuant to top-level, the most important aspect is to give readiness to practise and preparation to games independently and teach responsibility (Westerlund, 1990). Therefore, the coach has important influence because they are a key component in the player's existence. Thus, the coaches designing the holistic coaching process have important job and opportunity. Development of the person means development of the individual, performance, life control and well being and it must be understood from broad perspective and coaches have influence and responsibility of it (Heino, 2000). The

content of the activity sets conditions for the coaching process and the holistic concept can offer perspective for coaching. Holistic perspective accentuates that understanding the athlete as a whole and the development of athlete's different experiences in the consciousness holistically is the appropriate fundamental nature for coaching (Puhakainen, 1995). Therefore, the development of the person is located in the coaching process. Accordingly, psychological coaching should be bind to entity of coaching, to physical training, to tactical, to skill training and to experiences that athlete gets from practise and competition situations (Heino, 2000). The coordination of the practise and holistic situation of life is necessary for programming and the perspective is coordinated with home, economy, education, it influences to practise motivation and mood of the athlete (Liukkonen, 2004). All in all, the holistic coaching process can be right type of guideline and framework for coaches to ponder the coaching and develop the coaching practise.

The research findings concentrated on junior education where of course the groundwork should be done. However I ponder how these findings could be used in professional sport and in adult sports. These issues are for targeting from the junior era to the top sport but how findings can be noted in adult sport. I believe that the traditional mental skills training can help professional athletes if the foundation and baseline has been done when considering the world view of the athletes. Therefore, I highlight that junior era should be learning and understanding values, attitudes and beliefs but at the professional level there might be something else. If the foundation is proper from perspective of values, attitudes and beliefs, mental skill training can help professional athletes. However, these mental skills are not appropriate for junior era where foundation of values, attitudes and beliefs should be done. Thus, the professional era is based on the groundwork that has been done earlier. Consequently, we should examine our sport culture, society, sports institutions more critically and ponder if there is something to reconsider. Finally, these results support that development of mental is a long process and it takes long period of time and it is influenced by several diverse factors (Bloom, 1995; Csikszentmihalyi et al. 1993; Gould & Dieffenbach, 2002).

The problem of this kind of research is to produce concrete data because of the small sample and the concepts are abstract in nature. The problem also lies in the English and

Finnish language because notions of Rauhala do not directly translate. Translation of the concepts might change the meaning of the content and therefore the meaning can alter. The term consciousness is misleading because corresponding word in English has different meaning. Anyway consciousness was used by Rauhala itself for describing the entity of mind experiences in English. In addition, the Rauhala's notion of mind which is the basic unit of consciousness might be understood by the wrong way. The abstract nature of the study does not offer exact data to help designing the coaching processes. However, this offered an existentialism point of view to see coaching in new perspective. Any generalizations cannot be made from these results to be concrete but this study gave a different type of perspective to look into coaching process. The topic during this research shifted into entity of coaching and its relation to conception of man. For designing the coaching process, the problem in this perspective is that each participant's situationality is unique; their life situation is different than any others. The situationality cannot be compared at any ways but it offers content for the holistic coaching process.

In future it would be interesting to study more closely about the resonation of the essences and to apply information found from components of the situationality. The components of the situationality have strong influences on the development and it would be interesting to see also additional components like the society and the media more closely. Indeed, the society offers content for our consciousness but the societal values, attitudes and beliefs can be seen in our consciousness. The culture is the active builder but also we build the culture. I believe that mass media and social media have grown into strong factor in development of values, attitudes and beliefs. Mass media is an instrument to inform, instruct, examine social problems and model social values (Moradi et al. 2012). Therefore, the role of the media should be noted in terms of development of values, attitudes and beliefs.

Influencing to athletes world view is the coach's job but the coach must understand how the consciousness is constructed and what factors are influencing it. It is the everyday activity from the coach in normal environment and it happens through discussion. The coach, by his/her own attitudes, beliefs and values is trying to educate the athlete's world view. Coaching is targeted to the individual and the nature of coaching is dialog.

The coaching and the development of the person must be seen from the perspective of Holistic coaching process. Also, the coaching must be seen as a process.



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## APPENDIX

### Informed Consent Form

The purpose of this study is to build a spirituality coaching framework for Finnish Ice Hockey Federation. Potential benefits of this study include development of athletes spirituality holistically that could assist both athletes and coaches.

By signing this consent form you are giving your consent to participate in a sports psychology research study that will examine the experiences of NHL level player's development of spirituality

Confidentiality of all information provided is guaranteed. Any mention of names or people, and other features that could be used to identify you will be removed or coded in the written texts. Data will be secured and only researchers will be able to access it. At no time will your identity be revealed in any published reports.

Additional questions about this study can be directed to Iiro Sutinen, Masters Student of Sport and Exercise Psychology at the University of Jyväskylä, [iiro.t.e.sutinen@jyu.fi](mailto:iiro.t.e.sutinen@jyu.fi)

Your signature below indicates that you have been informed:

- of the procedures;
- participation is entirely voluntary;
- all information provided during the research will be confidential;
- you may withdraw consent and terminate participation at any time during the project, and
- upon request, you can receive a summary of the findings from this study.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
e-mail