

**MAPPING KNOWLEDGE AND EXPERIENCE ABOUT
SPORT PSYCHOLOGY CONSULTING AMONG FINNISH
PREMIER FOOTBALL COACHES**

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Abstract

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Background: Perceptions of sport psychology consulting in Finnish premier football have not been studied before. The current study was inspired by two earlier studies made in England by Pain and Hardwood (2004) and in Sweden by Johnson, Andersson and Fallby (2011) and was done in co-operation with the Football Association of Finland. The purpose of the study was to examine knowledge and experience about sport psychology consulting among Finnish premier football coaches.

Method: Fourteen coaches within the Finnish male and female premier football leagues and first divisions completed the Finnish version of the "Psychology for Football Questionnaire" and then seven interviews were conducted.

Results and conclusions: Only 1 of the coaches was at the time of the study using the services of a SPC and 57% of the coaches had previous experience working with a SPC. The most common way of co-operation with an SPC was individual meetings with the players. The quantitative results showed that the coaches perceived that they have the most knowledge in group cohesion (4.31 ± 0.75) and goal setting (4.15 ± 0.69). Motivation (4.86 ± 0.36) was rated as the most important topic. In collaboration with an SPC the most common topics were self-confidence (4.38 ± 0.52) and goal setting (3.88 ± 1.13). Group cohesion (3.54 ± 0.66) was rated as the most used topic among the players.

The qualitative results show that the general opinion towards sport psychology was positive. Some coaches would like the SPC to work with the coaching staff, some coaches would want the SPC to have individual meetings with the players. All the coaches agreed that the SPC should be a warm and caring person who is easy to approach. Lack of finance and resources were described as the biggest barrier for using the services of an SPC, as well as fear and lack of knowledge. The possibilities for overcoming these barriers were success through mental training and education. Education was the biggest possibility for sport psychology.

Keywords: sport psychology; barriers; consulting; coaches; possibilities; football

1. Introduction

Sport and exercise psychology has a long history and it is constantly gaining interest. It is above all science (Weinberg & Gould, 2011) and is shortly defined as the scientific study of people and their behaviours in sport and exercise contexts and the practical application of that knowledge. Most people use sport psychology in order to understand how psychological factors affect the athletic performance and how participation in sport affects the athletes' psychological development and well-being. In this study the term sport psychology will be used, since the study concentrates on elite athletes instead of exercisers.

Throughout the history sport psychology has viewed athletes from a holistic perspective where psychological performance enhancement will also improve the athletes' life skills outside the sport (Nesti, 2010; Lintunen, Rovio, Haarala, Orava, Westerlund, & Ruiz, 2012). Since sport psychology consultants usually come from two different backgrounds, graduating from either psychology or sport science programs, they tend to discuss either "mental skills training" or "clinical work". The approach should always be chosen based on the athletes' needs (McCann, 2008). Being a complex team sport, football includes several factors that need to be understood when working with professional players and coaches. It has been claimed that understanding the culture of football is extremely important if effective delivery of sport psychology is desired (Nesti, 2010. p.9). Important organizational stressors that coaches, players and others need to cope with include communication, role clarity and conflicts. In premier football even, for example, media and contract negotiations need to be taken into account. Nesti (2010) states in his book *Psychology in football – Working with elite and professional players*, that in English premier football, the clubs have been contacted by several different types of sport psychology consultants that claim to be professionals in the area. Although there are criteria for professionals on the field (e.g. British Association of Sport and Exercise Sciences and British Psychological Society) it is difficult for the coaches and players to know how sport psychology can, and should be used in football, especially if they have no previous experience from working with a consultant. There are criteria and certification for professionals on the field in Finland, but there is no information of how the coaches on the field perceive the sport psychology professionals.

There are many sport psychology consultants working in professional football and especially in youth academies. Since football is the biggest sport in the world, with great amounts of

money involved, it would be surprising if sport psychology did not continue expanding in the game (Nesti, 2010. p.2). In Finland sport psychology is a relatively new area (Lintunen, Rovio, Haarala, Orava, Westerlund, & Ruiz, 2012). Although the field and studies are in their early stages the coaching manuals and frames include a variety of different mental skills and characteristics. There is an increasing curiosity towards the topic and during the last five years The Football Association of Finland, from now on referred as SPL (Suomen Palloliitto), has shown more interest towards the field. SPL has conducted a need on studying the topic in Finland, which indicates the increasing curiosity towards sport psychology. Thus, the timing of the current study researching the existing knowledge and perceptions is greatly accurate.

Since mind and body should not be seen as separate, practicing mental performance is as important as the physical practice. Nevertheless, only a few teams have articulated using a sport psychology consultant (Talouselämä, 2013). By the time of the study no sport psychology professionals appeared on the coaching lists of the premier league teams. Since the bigger picture is missing the aim of this study is to examine and report the current situation. Similar studies have earlier been conducted in England and Sweden (Pain & Hardwood, 2004; Johnson, Andersson & Fallby, 2011). The current study is a replication of a study where the perception of sport psychology consultants within Swedish premier football coaches was analysed (Johnson, Andersson and Fallby, 2011). They also wanted to see how common it is for Swedish premier football teams to have an SPC. In order to reach out to all premier football coaches and to be able to draw general conclusions and in order to be able to answer to the need conducted by SPL, the study was conducted in co-operation with the Association. Through interviews Johnson, Andersson and Fallby (2011) found the possible barriers and opportunities that an SPC encounters when joining a team in Sweden. Similarly, this study aims to through interviews gain deeper knowledge regarding the barriers and possibilities for sport psychology in Finnish premier football. It is interesting to see what kind of similarities and differences there are when it comes to sport psychology between the three countries.

The purpose of the study is to examine knowledge and experience about sport psychology consulting among Finnish premier football coaches and to identify barriers and possibilities that a sport psychology consultant (SPC) might face when working with a football team in Finland.

2. Sport psychology

This chapter includes definitions of sport psychology and different aspects of psychological skills training as well as an insight to the coaching materials created by SPL (2013).

2.1. Definitions of sport psychology

Sport psychology can be defined as psychological practice conducted by professionals who specialize in working with athletes (Murphy, 1995). Mental aspects are present in all kind of physical activity, whether we are aware of it or not (Lintunen, Rovio, Haarala, Orava, Westerlund, & Ruiz, 2012). Athletes and coaches seem to have very different ideas of what sport psychology is and how it can be practiced. It is important to define sport psychology since the definition affects our thought and actions. The field was developed through interest in understanding and improving athletic performances. Expertise in sport psychology is created in combination with the research and professional practice on the area. The knowledge is developed through applying the knowledge in physical training and testing it together with the athletes and coaches.

2.1.1. Sport psychology consultant

A sport psychology consultant (SPC) is someone who works with sport psychological questions and issues and in current study the concept covers sports psychology experts, sports psychologists, mental coaches, personal trainers and all similar. The expertise may rely for example on education in psychology or other area, or own experience. An SPC aims to create changes in the athletes' behaviour, which will enable and/or improve athletic performance and well-being. The methods are based in psychological methods that use thoughts and feelings and that have been proven useful by research (Matikka, 2012). According to the Finnish Sports Psychological Association (SUPY) the term "sports psychology expert" refers to experts with different educational backgrounds that are on hobby or professional level operating with sport psychological activities or mental coaching (for example psychologists, sport scientists, physical education instructors, hypnosis or suggestion therapists).

2.2. Techniques of sport psychology

The definitions are based on current studies and Finnish literature regarding sport psychology (Matikka & Roos-Salmi, 2012). The definitions are given to increase the readers' knowledge on the topics that are mentioned throughout the study.

2.2.1. Motivation

Motivation is a complex process where the personality and the environment are combined (Liukkonen & Jaakkola, 2012). Motivation affects the intensity and stability of the activity and selection of the tasks. Combined all these aspects affect the quality of the performance so it is obvious that motivation is a big part of athletic performance.

Motivation can be divided into intrinsic and extrinsic motivation. Intrinsic motivation means that the athlete participates in the sport because of the sport itself (Liukkonen & Jaakkola, 2012). Intrinsic motivation is linked to joy and positive feelings. Intrinsically motivated athletes will keep on practicing despite setbacks and are motivated to make decisions that support developing athletic performances (Ryan & Deci 2000a; 2007). Respectively, athletes with high extrinsic motivation are less likely to be engaged in sport (Vallerand & Ratelle, 2002). Extrinsic motivation means that the athlete participates in sports because of expected rewards or punishments. The extrinsic motivators are difficult to control and though they might work as short-term motivators, intrinsic motivation seems to be better in the long run.

According to Self-Determination Theory (Deci & Ryan, 1985) feelings of competence, autonomy and relatedness are the persons' basic psychological needs. When all these needs are filled, the person feels intrinsically motivated. Knowing how to use methods that support intrinsic motivation is highly important for coaches (Liukkonen & Jaakkola, 2012). For elite athletes the feeling of competence might seem like foregone conclusion. It is though important to remember that setbacks like injuries might affect the physical competence so knowing how to create possibilities for feeling competent is important even in elite sports. Feeling of autonomy is extremely important for elite athletes. A coach should include the athlete in planning of the season and practice in order to support this basic psychological need and intrinsic motivation. Relatedness refers to the athletes bond to the group (Liukkonen & Jaakkola, 2012). In team sports like football relatedness and team cohesion are very important for performance. The coaches can affect the athletes' motivation by using methods that support feelings of competence, autonomy and relatedness.

Motivation can also be defined through goal-orientation. Goal-orientation defines how the athlete experience and define capability and success and can be divided into task- and ego-orientation (Ames, 1992). A goal-oriented athlete defines success through her or his own progress and feels successful when improving her or his own results. Goal-orientation is linked to enjoyment, persistence, seeing mistakes as possibilities to learn something new and

intrinsic motivation. An ego-oriented athlete compares her or his results with others and only feels successful and satisfied when feeling superior and performing better than others. Ego-orientation is linked to unsportsmanlike behaviour, quitting, anxiety and negative feelings. Task- and ego-orientation can co-exist and depend on the situation. This is why it is important that the coaches know their athletes and can create drills, motivational climate, competition situations and feedback based on the athletes' needs (Liukkonen & Jaakkola, 2012).

2.2.2. Confidence

Confidence is one of the most important parts of mental training (Roos-Salmi, 2012). Confidence gives strength, motivation and ability to concentrate, makes it easier to learn new things and often facilitates good performance. Confident athletes feel responsible for their own actions and do not seek reasons or causes from the outside world. Usually confidence is defined as the person's belief in the own skills and abilities in relation to the task at hand (Roos-Salmi, 2012). Sometimes even feelings of mental toughness, certainty, positivity and capability are included (Williams & Krane, 2015). Confidence can have a positive or negative affect on performance. Good confidence facilitates good performance; confident athletes think more clearly and explain peak performance with aspects that they have control over. It is though important to remember that confidence should be on an optimal level, since overconfidence can debilitate peak performance just as much as low confidence. Low levels of confidence lead to lowered motivation and negative feelings. When the athlete does not believe that she or he can reach their goals, they concentrate on the failure more than in the task itself. This leads to a so called self-fulfilling prophecy, where the fear and thought of failure can lead, and be the reason, for actual failure. Respectively, overconfident athletes may for example feel that they do not need to prepare themselves for the tasks, falsely trust on their ability and thus give the opponent an advantage (Roos-Salmi, 2012).

Confidence is often mixed with self-esteem and though these concepts are close to each other, they should be differentiated. Self-esteem is the value a person puts for her- or himself, and how she or he perceives oneself. In elite-sports the own value can sometimes be based on the performance. On the other hand, positive feelings within sports can help in achieving confidence. Unlike self-esteem, confidence can be modified and trained (Hassmén, Kenttä & Gustafsson, 2009). Confidence is affected by social aspects like feedback and social support, practicing on general ability in the sport, preparation and of course the successful performances. In psychological skills trainings, especially visualization and self-talk have

been proven to have positive affect on confidence (Roos-Salmi, 2012). These aspects are explained more closely later in the study.

2.2.3. Concentration and attention

Concentration and attention are important for performance so that the athletes can avoid negative reactions and effectively process distractions. Though concentration and attention are as concepts close to each other and often used together, they should be differentiated. Attention is the process where the attention is led from something irrelevant to something that is significant for the performance. Concentration is the athletes' ability to direct the attention to performance specific goals, for example directing the eyes into the corner of the goal during a penalty kick. Athletes need to be able to focus their thoughts and attention to the sport and exclude all the distractions. The concentration is being disturbed when the attention is divided or focused on something irrelevant. (Arajärvi & Lehtoviita, 2012; Matikka, 2012).

Attention can be practiced through reducing focus on the irrelevant things (for example loud audience) or by increasing focus on the important things (for example the opponent). The result of this type of practice is so called selective attention where the athlete knows what she or he should focus on and how (Arajärvi & Lehtoviita, 2012; Matikka, 2012).

2.2.4. Emotion regulation

Everyone has emotions; they are needed in order for us to strive towards our goals and notice the things that possibly are threatening for our happiness and success. Athletes need emotions in order to keep motivated, keep on pushing towards their goals despite setbacks and in order to keep concentrated on the things that are important for performance. Sometimes emotions are though not performance facilitators, but might keep athletes from achieving peak performance. Emotions can hamper concentration and cause for example unwanted muscle tension (Kokkonen, 2012). It can be very difficult for an athlete to know what kinds of emotions are facilitating performance. One way of studying this is by using the model of Individual Zones of Optimal Functioning (IZOF) that was created by Juri Hanin (2000). According to the IZOF-model each athlete has an individual optimal zone of emotions, where the peak performance is possible. If the athlete is having emotions outside the optimal zone, the performance will be debilitated. The model is based on individual emotions before, during and after competition. With help of for example questionnaires and interviews, the athletes can be helped to identify the emotions they are linking to good and bad performances and

how strongly they are perceived. The emotions can be divided into categories according to if they are perceived as pleasant or unpleasant and if they facilitate or debilitate the performance (Hanin, 2000). This means that some of the emotions that aid peak performance might be perceived as unpleasant by the athlete (for example anger or anxiety) and some of the pleasant emotions can weaken the performance (for example relaxation and peace). When applying the theory it is important that the athlete identifies if the emotions are pleasant or unpleasant and facilitating or debilitating. It is also important that the athletes grade the strength of the emotions by using a scale of for example 1-10. Staying in the individual zone of optimal functioning requires not only that the athletes know how each emotion affects their performance but also that the athletes learn how to regulate their emotions.

Emotion regulation means our ability to affect what, for how long and how strongly we feel (Eisenberg, Fabes, Guthrie & Reiser, 2000). Emotion regulation is important so that athletes feel motivated despite setbacks, keep concentrated when learning new skills and get over disappointments that are inevitable in sports. Emotions are also reflected in the athletic performance and behaviour. Emotions can also affect the social intercourse so emotion regulation is especially important in sports where the performance is depends on for example teammates. It is important that the athlete knows when regulating and expressing the emotions is required by the individual performance and social environment. Too low emotion regulation might lead to the athlete losing their temper and breaking the rules. Respectively, too high regulation of the emotions might keep the athlete from expressing emotions that could facilitate team performance. For example, celebration of individual success has been proven to be associated with ultimate team success (Moll, Jordet & Pepping, 2010).

2.2.5. Goal setting

In goal setting the term goal means the aim of the action, something that the athlete or the team is trying to reach (Jaakkola & Rovio, 2012). Goal setting can be divided into three different types of goals: result goals, performance goals and process goals. Result goals are based on a result of a competition, for example winning a championship. Since the result depends on the opponent and other external factors, some type of comparison between the athletes or the teams must be made. Performance goals are based on improving a certain performance, for example accuracy of the passes. They are not dependent on others and can be reached independently. Performance goals can be used in order the athletes to clearly see the results of practice. Process goals are the goals that centred on specific parts of the performance and are used to improve performance. For example the proper follow-through on

a shot can be seen as a process goal. Even the process goals can be reached through independent practice and are not dependent on external factors. The best results are reached if result goals, performance goals and process goals are combined and used together and if both short-term and long-term goals are set (Jaakkola & Rovio, 2012).

The goals should always be challenging but reachable. Challenging goals lead to better results than easy goals. They should also be specific, time-limited and based on a specific action. The athletes should know exactly what should be done for the goals to be reached and set a limit for when they should be reached. Precise goals lead to better results than unclear goals like “do your best.” It is important that the goals are measurable and that development is measured frequently. Easy measurements enable the athletes to see their improvement and support feelings of commitment. Athletes should feel that they can affect the goals and that the goals can be adjusted. Discussing the goals together with coaches and teammates can lift up useful methods for improving performance and reaching the goals. Athletes should be able to use their strengths in order to reach the goals individually or together with the team. Goals that are based on the athletic strengths enable success and feelings of competence. It is better to concentrate on what should be done instead of what should be avoided. This way the athlete knows which path to follow, what needs to be done and can achieve feelings of success during the athletic journey towards the final result goal. (Jaakkola & Rovio, 2012)

2.2.6. Visualization

The term visualization can shortly be explained as an athlete creating a visual image of a practice or performance that is done in past, presence or in the future (Kataja, 2012). Even other senses can be added to the “picture” and using even auditory and kinesthetic senses is recommended. The athlete should try to create as concrete image as possible when using visualization as performance enhancement.

Visualization can be divided into internal and external visualization. The internal images mean that the athlete sees the performance from his or her point of view. In internal visualization the kinaesthetic senses are used and the athlete can for example try to visualize how the muscles feel tense or relaxed during the performance. The external visualization means that the athlete sees him- or herself from someone else’s perspective. This way the athlete can concentrate on the technical details of the performance, like placement of the supporting leg when kicking the ball. Creating an external image is easier than creating an internal image, which demands certain knowledge on the skill. (Kataja, 2012).

When starting to use visualization the athlete should try to find a pleasant and quiet place. After improving the visualization skills, the mental images should also be created during practice and competition. The ideal situation is that the athlete can use visualization before and during competition and even under pressure (Kataja, 2012). The athlete should try to picture a perfect performance and use visualization especially after successful execution of the skill in order to memorize the feelings and sensations. When using ideomotoric images, in other words combining visualization to micro-movements (e.g. slightly bending the foot when visualizing a pass), the blood flow in the motoric part of the brain increases the same way as when actually executing the skill. Even muscle-tension and the electrochemical activity of the nerve cells are being increased. This means that automation of the skill gets stronger and the athlete can learn the skill faster (Kataja, 2012). In football ideomotoric images can especially be used for comprehending the tactical aspects of the game.

2.2.7. Relaxation

Relaxation helps controlling the autonomic nerve system that regulates tension and arousal levels (Kataja, 2012). Relaxation can be seen as a mental or physical state. It is a skill that helps controlling the mind. A relaxed mind helps the athlete to charge the mental and emotional batteries. Relaxation can also be seen as a physical condition. The muscles can be completely or partly relaxed and relaxation can cover all or only some of the muscles.

As all practice, even relaxation should be done frequently. Best results are achieved when different types and lengths of relaxation are combined and the athlete concentrates on the relaxation exercise. Successful use of relaxation leads to for example lower pulse, respiratory rate and blood pressure, better concentration and higher self-knowledge. It can be used for stress control, increasing creativity and mental and physical recovery (Kataja, 2012).

There are several types of relaxation exercises and breathing is a big part of almost all of them. If an athlete is able to control the breathing, he or she is likely to be able to control the mind and the body as well. Active relaxation helps the athlete to know the difference between a tense and a relaxed muscle. The muscles are first being tensed and the relaxed in order for the athlete to notice the difference. During performance the athletes should be able to relax the muscles that are not being used so that energy is not being used for unwanted muscle contractions. They should also be able to forget the external world and thoughts that are not relevant for the performance (Kataja, 2012).

2.2.8. Self-talk

Self-talk is the psychological term for all the talk we have with our selves, out loud or inside our heads (Roos-Salmi, 2012). We talk with ourselves all the time and correct use of self-talk can increase motivation and self-confidence (Zinsser, Bunker & Williams, 2008). Self-talk affects our thoughts and emotions and thereby our actions. Since the athletes can affect the self-talk, they should be taught to use it in a way that improves performance. Self-talk can be divided to positive, negative or neutral self-talk. Positive self-talk helps towards success and mental well-being whereas negative self-talk often leads to lowered self-esteem and self-confidence. Self-talk can also be divided into instructional “kick through the ball”, or motivational self-talk “I am strong”. Instructional self-talk is especially effective in movements that require fine motoric, motivational self-talk in situations that demand strength (Roos-Salmi, 2012).

2.2.9. Communication

Communication is the intercourse that takes place between two or more people (Kaski & Kuusela, 2012). People communicate all the time, with or without words. Communication can therefore be divided into verbal (written or spoken words) and non-verbal communication (body positioning and facial expressions) (Williams & Krane, 2015. p.141). Both the person and the situation variables influence communication and how the message is expressed will effect on how it will be received and understood. In the procedure of translating verbal and non-verbal messages information may be lost. Avoiding such misunderstandings is highly important in all relationships and especially in high level sports where performance can be negatively affected by poor communication. Athletes and especially coaches should try to communicate in line with their personalities and without hidden agendas. In sport, good coach-athlete relationship should contain mutual respect and credibility. Coaches who are good communicators are honest, fair, consistent and sincere. The tactical and technical instructions should be clear and meet the athlete’s personality and needs. Effective communication is a necessity in a functioning team and the communication should be based on openness and building on each other’s strengths (Williams & Krane, 2015. p.142). Since a football team commonly has numerous members, it is essential that the members are able to communicate easily and efficiently with one another so that the ideal level of group cohesion and functioning can be reached.

2.2.10. Group cohesion

A group consists of two or more people who interact with each other (Rovio, 2012). If the group members together strive towards a common goal, they become a team. But only striving towards a common goal does not mean that the group members work well together. There are several aspects that affect the team, for example the goals, the groups and its members needs and the cohesion (Rovio, 2012). Group cohesion has by Carron, Brawley, and Widmeyer been explained as “a dynamic process that is reflected in the tendency for a group to stick together and remain united in pursuit of its instrumental objectives and/or for the satisfaction of member affective needs (Weinberg & Gould, 2011). In a top level football team the teams’ needs are put before the individuals’ needs and the players are given roles that are based on the teams’ goals. In order to function properly the team should have clear rules and roles for all the members. Group cohesion depends on the situation and the individuals of the team. Each member contributes on the cohesion on some level – some by personal aspects, some by situations within the team. The group then again affects each individual so the cohesion is an ongoing process (Rovio, 2012).

2.2.11. Interpersonal conflicts

According to Kaski a functioning team is not afraid of conflicts, but they are discussed openly. Each team member should be able to trust in the others’ toleration of possible emotional outbursts that can ensue in conflict situations. In these situations maintaining cooperation and good communication can be difficult, especially if the team has not been performing well. Interpersonal conflicts can lead team members operating according to their own preferences instead of thinking of the teams’ best. If the team members are able to remember the team goals even under stress and pressure, they are more likely to find ways to compromise and adjust their behavior in order to work in line with common interest. In conflict situations the team’s ability to adjust is put to test. A team that can adjust their behavior with open communication and steer their actions towards the common goals will be more likely to overcome the conflict situations. The coach should not be afraid of encouraging the team members to express their visions and ideas of the team and its’ strengths and weaknesses. This way finding a solution for a conflict will be easier. (Honkanen, 2012).

2.2.12. Lifestyle counseling

Athletes, just as any other people, have psychological issues that in sport manifest themselves as for example anxiety or concentration problems. All the psychological skills can be used on and off the sporting field. The goal is to support the coaches’ and athletes’ psychological

wellbeing and personal growth (Lintunen, Rovio, Haarala, Orava, Westerlund, & Ruiz, 2012). Each skill can help people to develop not only as athletes but also as persons and have positive influence on all aspects of one's life. In working life the group cohesion skills and goal setting can be used and communication skills are useful in all relationships. Relaxation helps in all stressful situations and self-talk supports self-confidence when facing problems. Lifestyle counselling can furthermore be helpful in the transition phase when the athletic career is over. Ideally psychological skills training is a whole process instead of the procedure of learning separate skills. The key is therefore to help the athletes to use the learnt skills also on other areas in life, not only on the sporting field. This way psychological skills training can also be seen as lifestyle counselling.

2.2.13. Psychology of injury

Although injuries in sport are often a cause of the physical surroundings (opponents, equipment or faulty biomechanics) the psychological factors always play a role. Some psychological aspects predispose athletes to injuries, while others can be seen as protecting. As proposed by Andersen and Williams the psychological factors linked to stress, especially to negative stress, are the ones most likely to predispose athletes to injuries (Williams & Krane, 2015. p.462). Major life and sport events like death in the family, change in residence and change in playing status can be seen as injury risk variables. Since people perceive stress differently, desirable personality attributes and coping mechanisms may help to shield athletes from stress and therefore injuries. Stress management and relaxation as well as attention control, good communication between the coach and the athlete and team cohesiveness have shown to be helpful psychological skills that help injury prevention (Williams & Krane, 2015. p.467). Regardless the hard effort from the athletes and coaches, sometimes injuries happen. Although the nature of the injury is often physical, the athletes are also psychologically affected. For the athletes sake the rehabilitation process should therefore include psychological exercises to ease the stress that the fear of reinjury or bad performance may cause. When mental training is added to the rehabilitation process, the adjustment when getting back to the sport is healthier and easier and higher levels of performance is achieved faster (Williams & Krane, 2015. p.469).

2.2.14. Coping with fatigue and pain

Just as the athletes should be able to relax to reduce stress and anxiety, they should be able to energize and increase arousal when the activation level is not sufficient. Physical and mental fatigue and pain can debilitate performance and athletes need to recognize the signs and

symptoms of low energy. Breathing, imagery and self-talk interventions have been proven to enhance performance (Williams & Krane, 2015. p.230). In these interventions the exercises have been used on an opposite direction compared to relaxation and stress-management exercises and used to increase the arousal levels.

2.2.15. Misuse of stimulants

Stimulant drugs are used to facilitate performance since they increase the work capacity of the heart, respiratory system and the central nervous system. Some stimulants improve alertness by preventing mental and physical fatigue, others might be used by the athletes to suppress the pain and thus enabling an injured athlete to continue practicing and competing. All the stimulants have a minus side and harmful effects including sedative effects, hypotension and in worst case scenario seizures or a stroke causing death. Controlling misuse of stimulants is very important because of legal, medical and ethical reasons. Some stimulants are banned by most sport organizations and even against the law of most countries. (Williams & Krane, 2015. p.423)

2.2.16. Clinical questions

Clinical sport psychologists have extensive education in psychology and concentrate in helping athletes with emotional disorders like severe depression and anxiety or suicidal tendencies (Weinberg & Gould 2011). They are needed since, just as in the normal population, athletes can develop emotional disorders that sometimes are caused by the sport and that require treatment.

2.3. Sport psychology in Finnish football

During the year 2015 a new training centre was conducted in Jyväskylä and one of the main areas of the training centre is the psychology of football. Occasionally SPL offers coaches lectures about mental training. These lectures are often held in connection with general coaching education by Finland's leading sport psychologist, sport psychology consultants and former elite football players. During the years 2012 and 2013 SPL in co-operation with the leading sport psychologists in Finland created a framework for mental training in football (Suomen Palloliitto, SPL, 2013). For adult players the framework includes controlling the own practice, evaluation of the activity, preparation for competition, player's self-awareness, group cohesion and athlete's well-being. Mental toughness is one of the main topics of the individualistic coaching philosophy created by SPL (SPL, 2013). Communication skills, cognitive skills and interaction between the coach and the player are mentioned often

throughout the whole coaching frame conducted by SPL. The coaching frame includes a list of the psychological characteristics that are essential for a football player. These demands have been constructed by Finnish football professionals. The mental and social demands are divided by gender and by position. For male players the general psychological and social demands mentioned by SPL include courage, confidence, prediction ability, activity and self-motivation. The characteristics divided by position can be seen in figure 1.



Figure 1 Psychological and social demands of a male football player divided by position

For female players the general demands include taking initiative, courage, taking action, passion and mentality of winning. For goalkeepers (1) the demands are the same as for male goalkeepers: fighting spirit, leadership skills and tolerance for pressure. Both the wing (2 & 3) and central defenders (4 & 5) and the lower midfielders (6) should have leadership skills, be aggressive in their game and have willpower. The wing midfielders (7 & 11) should be creative and have willpower. The upper midfielders (8) and forwards (9 & 10) should be creative, aggressive, have willpower and tolerance for pressure. The question is if these demands are being developed through practice and if the coaches conduct mental training? Since no studies have been made on the field, this study takes a first step towards filling that

gap of knowledge. Developing a general picture is important before further studies can be constructed.

According to a report of the situation of Finnish female football (Jeglertz, Matikainen, Kälälä, Miettinen, Saloranta, Julin, Mäkinen, Nikkola, 2010) the female players are often confident and willing to learn. They are loyal to the team and the coach but are generally perceived as shy and careful on and off the field. The confidence varies a lot and often the players are not as confident as they should be. The report is questioning how the players are handling losses. It has been noted that young players lack role models that could be needed on an international level. Furthermore the motivation seems to be an issue, some of the players are unsure if they have the motivation that is required in premier level football. The report gives a general picture on which psychological and social areas should be trained more. No similar report has been conducted regarding male players.

2.4. Background framework

The perceptions and knowledge in sport psychology have been studied in English and Swedish football and was now also examined in Finland (Pain & Hardwood, 2004; Johnson, Andersson & Fallby, 2011). Since the current knowledge regarding usage of sport psychology in football coaching is somewhat diffuse, it is highly interesting to gain knowledge regarding the situation in Finnish premier football. Since the topic is not well-studied in Finland, it is important to look to the international studies on the field in order to gain a comprehensive picture of the topic.

The interest towards sport psychology in football is increasing and the general perception of using sport psychology in football training is positive (Pain & Hardwood, 2004; Johnson, Andersson & Fallby, 2011; Gillham & Weiler, 2013; Diment, 2014). Several football clubs and youth academies are using sport psychology consultants (Nesti, 2010. p.2) and according to Johnson, Andersson and Fallby (2011) about half of the premier league football teams in Sweden contacted a sport psychology consultant during the year 2008. These readings have inspired for the current study since no similar knowledge can be found regarding the situation in Finnish premier football. Kato and Latvala (2012) conducted a similar study where the perceptions of specialist in elite level sports about the Finnish sport system and sport psychology was studied. They stated that the current sport system does not support direct teaching of psychological skills to athletes. They lifted the problem of coaches not knowing how to link sport psychology and psychological skills training to daily coaching. The

participants were positive about education helping to solve this problem and noted that co-operation with an SPC can be very helpful for both the athletes and the coaches.

It is known that coaches can affect the team and allow or deny co-operation with a sport psychologist (Morris, 1997; Gould & Maynard, 2009). Evidently coaches want to prepare their teams mentally before the games (Gould et al., 1999; Freitas, Dias & Fonseca, 2013). They want to improve confidence and motivation but rarely use psychological techniques in order to succeed in this. According to studies the football coaches have most knowledge in group cohesion training and goal setting (Johnson, Andersson & Fallby, 2011). The coaches should see using an SPC as a huge possibility. Evidently, using the services of an SPC in group cohesion interventions has indicated great results in football settings (Holt & Dunn, 2006). Similarly, goal setting interventions have led to increased focus for both the players and the coaches during the games (Gillham & Weiler, 2013). Johnson, Andersson and Fallby, 2011) articulated that coaches have very little knowledge in relaxation training, emotional control and self-talk. Later studies have found that the only psychological techniques used by the coaches are goal-setting, self-talk and imagery (Freitas, Dias & Fonseca, 2013).

Although the general perception of using sport psychology in football training is positive, there seems to be several barriers the sport psychology consultants face when entering and working with a football team (Pain & Hardwood, 2004; Johnson, Andersson & Fallby, 2011; Diment, 2014; Gillham & Weiler, 2013). Throughout the history, lack of finances seems to have been the biggest barrier for an SPC entering a team (e.g. Voight & Callaghan, 2001; Johnson, Andersson & Fallby, 2011). Even though money is a great part of sports, some sports clubs have difficulties with fitting sport psychology in their budget. Thus, the clubs sometimes offer for example travels with the team or season tickets as alternative ways of compensation for the services of an SPC (Andersen, Van Raalte & Brewer, 2011).

Both players and coaches show negative attitude and lack of understanding when it comes to the value of an SPC (Pain & Hardwood, 2004; Johnson, Andersson & Fallby, 2011). In fact, lack of knowledge seems to be one of the biggest barriers. To ensure the quality of the services of an SPC there are criteria for professionals on the field (e.g. British Association of Sport and Exercise Sciences and British Psychological Society). In Finland the certification for sport psychology consultants received new criteria during year 2013 (<http://supy.sporttisaitti.com/supy-n-ammattieettiset-saannot/>). In order for a consultant to receive a certification a certain amount of education and supervised work on the field is

required (Psykologiliitto, 2013). The certification ensures professional knowledge on the field and can thus help overcoming the barrier of lack of understanding towards the field.

No matter what type of training, using the services of a professional should always be seen as beneficial. As already stated some coaches appear though to be sceptical towards appointing an SPC, especially on a short-term basis. It has been shown that the best results are achieved when the sport psychology consultant is working with the team on a long-term basis and is fully integrated with all the staff (McCann, 2008). Early studies revealed that same perceptions apply to athletes; the SPCs who had worked with the team for an extended period of time were liked the best (Orlick & Partington, 1987). Building a rapport with the client (the athlete or the coach) can be seen as the basis for psychological coaching (Andersen, Van Raalte & Brewer, 2011). Getting to know the athlete and the coaching staff is a big part of the job and takes time.

Coaches have expressed a fear of the SPC being a threat to the authority of the head coach (Johnson, Andersson & Fallby, 2011). Since this has been identified as one of the barriers for sport psychology in football, the role clarity is highly important. Sport psychology consultants usually want to work where they are needed: on the field. However, this may increase the blur when it comes to the roles; is the SPC a coach or a therapist (Andersen, Van Raalte & Brewer, 2011)? The correct answer would be none of them. Integrating the consultant to the coaching staff and defining a clear role is essential for a functioning co-operation. It is important to remember that sport psychology consultants have their own area just as the physicians, strength coaches and doctors. The goal is to work with the mental aspects of the sport and an SPC should not interfere with the competence of coaches in the other fields. It has been stated that coaches can look to the well-known football clubs in Europe, them using sport psychology consultants makes it more acceptable and sport psychology more attractive (Johnson, Andersson & Fallby, 2011).

It is evidential that sport psychology consultants face different kind of situations in their work, varying from personal issues, e.g. problems within the family, to enhancing performance with the help of psychological skills training. Studies show that sport psychology consultants should be ready for everything, and by successful results prove how beneficial sport psychology can be (McCann, 2008). In football setting, the empathic and compassionate way of working seems to be highly appreciated (Gilbourne & Richardson, 2006). Since the world

of football is very challenging, performance and well-being go hand-in-hand and treating players and coaches as people is extremely important.

The purpose of the study was to gather information and opinions about sport psychology consultation among Finnish football coaches. It investigated how sport psychology is used in premier league football. The study gave valuable information about how the coaches perceive sport psychology, how much information they have regarding the different skills in mental training and how they would want to include them to training.

3. Method

The study was inspired by two earlier studies made in England by Pain and Hardwood (2004) and in Sweden by Johnson, Andersson and Fallby (2011). It is a needs assessment using survey approaches (Royse 2009) and was done in co-operation with SPL. No similar studies have earlier been made in Finnish premier football and the need was conducted by the Football Association.

3.1. Participants and procedure

The participants were the head coaches from the teams playing the highest leagues in Finland, Naisten Liiga (n=11), Veikkausliiga (n=12), women's first division (n=8) and men's first division (n=6). Additionally the inquiry was sent to four contact persons in women's first division and four contact persons in the men's first division due to lacking contact information for all head coaches. Altogether the questionnaire was sent to 46 persons and a total of 14 replies were received. This sample included the total number of head coaches for female and male teams within Finnish premier football for the 2014 season. Selection for the interview was made based on answers from the questionnaire and among volunteers. Both female (n=2) and male (n=43) coaches were included in the study. The mean values for age and coaching backgrounds can be seen in table 1.

Table 1 Age and coaching background in years (mean + SD, n=14)

	Age	Coaching background, adults	Coaching background, juniors
Years	44 ± 8.29	9.43 ± 7.08	6.43 ± 4.62

A qualitative inquiry was chosen since no similar studies have earlier been made in Finnish premier football. The purpose was to investigate the general picture and situation of sport psychology in football and thus no specific area of sport psychology was chosen. Because of low participation rate, eight coaches were chosen for an interview in order to be able to gain deeper understanding about the perception regarding sport psychology in Finnish premier football.

3.2. Measures

Since similar studies has earlier been made using The Psychology for Football –questionnaire, it was reasonable that the same questionnaire was used in the current study. The questionnaire was developed by Pain and Hardwood (2004) for a study about knowledge and perception regarding sport psychology in football in England. A Swedish version of the questionnaire has been used to study sport psychology consulting among Swedish premier football coaches (Johnson, Andersson & Fallby, 2011). A mixed methods approach was chosen in order to not only increase the information regarding usage of sport psychology but also to gain understanding regarding the complex processes that lead to certain outcomes. The questionnaire consisted of both open-ended and structured questions and the thematic interview. Using open-ended questions helps to discover the answers that the participants give spontaneously and to avoid the bias that can be resulted from pre-suggested answers (Reja, Lozar Manfreda, Hlebec, & Vehovar, 2003).

In current study a questionnaire based on the Swedish version of The Psychology for Football –questionnaire was used (Pain & Harwood, 2004; Johnson, Andersson & Fallby, 2011). It was translated by the author in three steps; (1) translation from Swedish to Finnish, (2) back-translation of the Finnish text to Swedish, and (3) confirming the backtranslated Swedish version properly match the original. The translation from Finnish to Swedish was made by a person with good knowledge in both Finnish and Swedish languages and sport psychology. To ensure validity, the Finnish version was piloted using two experienced coaches. After the validation, the question type was changed for all the 15 questions in part 4. All questions were changed into statements: from “Do you think that sport psychology is only for players with mental problems?” to “I think that sport psychology is only for players with mental problems.” The Likert-scale was changed from “1=not at all, 5=very much” to “1=completely disagree, 5=completely agree.” After consultation both sport and language experts agreed on the change being necessary to ensure clarity. The questionnaire can be found in appendix 1.

The questionnaire has altogether 68 questions, divided into 5 sections, about the coaches’ knowledge, perception and opinions regarding work with a sport psychology consultant (SPC). The first section includes 13 questions about the coaches’ personal information, for example age and background. The second section was only answered by the coaches who have been working with an SPC. This section includes 25 questions about the coaches’ perceptions of working with an SPC, for example “Was the SPC part of the planning of the

season”. The third section includes 20 questions in which the coaches should rate the knowledge they have on the different fields of mental training, for example “Was goal setting part of the co-operation with the SPC” and “How important do you think goal setting is”. Regarding each field of mental training the following questions were asked: portion of the co-operation with the sport psychology consultant, coaches’ knowledge and perceived importance as well as the frequency of usage among the players.

The fourth section includes 15 questions about the coaches’ perceptions of sport psychology consulting, for example “Do you think sport psychology is only for players with problems”. The questions in part three and four were answered on a five-point Likert scale ranging from 1 (not at all, completely disagree) to 5 (very much, completely agree). The fourth section also includes questions regarding risks concerning co-operation with a sport psychology consultant, for example “Do you think there is a risk that the SPC would handle ethical and/or moral questions unprofessionally”. The fifth and final section included open-ended questions and gave the coaches an opportunity to add any thoughts they had on the topic. At the end of the questionnaire the coaches were asked if they could participate in an interview and the volunteers were asked to leave their contact information.

Based on the answers from the questionnaire, eight coaches were chosen for an interview. The questions were based on Johnson, Andersson and Fallby’s (2011) study and the interview guide they used. The interview contained open-ended questions that provided a deeper understanding on how the coaches worked with the SPC and how they would want to work in the future. The interview guide can be found in appendix 2.

The interview questions can be divided into six subcategories. The first questions were regarding the coaches’ background. The background questions were asked in order to gain detailed information about the coaches’ level of education and experience in coaching as well as their previous co-operation with a sport psychology consultant. The second subcategory was the coaches’ knowledge and opinion regarding sport psychology. The purpose was to gain information regarding the opinion regarding sport psychology in addition to knowledge regarding mental training and its usage. The coaches were also asked if and how they use sport psychology in their own coaching and leadership. The aim of the third subcategory was to advance the knowledge regarding the co-operation with a sport psychology consultant. The questions concern the characteristics and methods the sport psychology should have and use

when working with the team. Even the fourth subcategory concerned the co-operation with the sport psychology consultant. The coaches were asked about the general opinion towards sport psychology in Finnish football and how they would describe a good co-operation with an SPC. The purpose was to receive advices on how the coaches would like to work with a sport psychology consultant. The two last subcategories were barriers and possibilities. The coaches were asked to describe the current barriers for sport psychology and describe what possibilities there are for overcoming them. The purpose was to gain information about what barriers the coaches experience to be the biggest ones and how they in the future can be crossed.

The participants were contacted by email with support from SPL. The Psychology for Football –questionnaire was developed in electronic form and sent out to all coaches in Veikkausliiga (n=12) and Naisten Liiga (n=10). After two email sent outs the study was expanded to the first divisions for female and male football, because of low response rate (n=7). The questionnaire was sent to first division coaches for female (n=8) and for male (n=6) football. Additionally the questionnaire was sent to four alternative contact persons in both leagues due to lacking contact information for all head coaches. After the expansion seven coaches answered the questionnaire.

Table 2 Timeline for questionnaire

Mail	Leagues	Answer time (d)	Sent to (n)	Answers (n)
1st	Veikkausliiga	8-14.6.2015	14	5
	Naistenliiga			
2nd	Veikkausliiga	15-21.6.2015	9	2
	Naistenliiga			
3rd	Veikkausliiga	29.6.-5.7.2015	7	1
	Naistenliiga			
1st	Ykkönen Miehet	29.6.2015-5.7.2015	14	6
	Ykkönen Naiset			
2nd	Ykkönen Miehet	6-12.7.2015	8	0
	Ykkönen Naiset			

Altogether fourteen coaches answered the questionnaire of which ten coaches volunteered for an interview. After analysing the answers eight coaches were randomly chosen for and

interview among those who volunteered interview participation. Four of the coaches had collaboration with an SPC, four of them had not. The coaches were first contacted by email or text message to notify about the selection, and then contacted by telephone for the interview. In the interview phase one participant dropped out of the study. This resulted in altogether seven interview participants. The interviews were recorded and transcribed verbatim for analysis. The interviews took place in July 2015 and lasted between 20 and 29 minutes. Altogether 164 minutes of interviews was recorded, transcribed resulting in altogether 13 728 words, and analysed.

3.3. Ethics

All participants were informed of the purpose and the method of the study. The participants were informed of the voluntary and anonymous participation. All answers in the report were delivered and handled with care and confidentiality. Withdrawal without any explanations or repercussions was enabled. Only those participants, who gave their permission for an interview, had to leave their personal information. All personal information was gathered only to enable later contact with the participants. The participants received this information in the beginning of the questionnaire and agreed on the terms by proceeding in the questionnaire. The consent form can be found in appendix 1. In the beginning of the interviews each participant was reminded of the anonymity of the study and voluntary participation. All answers were stored in a file that was locked with a password and only the author was allowed access.

3.4. Data analysis

The answers from the questionnaires were analysed resulting in descriptive analysis and comparison regarding perceptions and knowledge when it comes to sport psychology and consulting among Finnish football coaches at the elite level. Descriptive analysis was used since the purpose was to investigate the general perceptions regarding sport psychology. The categories in the questionnaires were divided into performance and non-performance topics. The knowledge of sport psychology, perceived importance, portion of co-operation with the SPC and frequency of usage among players regarding each category has been reported (see tables 3 and 4).

The interviews were recorded, transcribed and analysed. The analysis process involved seven steps: (1) reading the transcriptions several times to gain a deeper understanding of the answers, (2) creating an abstract for each interview, (3) categorization of the data per

question, (4) identifying and creating 1st and 2nd order themes based on the answers, (5) creating a list of each coaches' answers for each theme, (6) creating a description for each 1st and 2nd order theme and (7) choosing a quote that best describes the 2nd order themes (see tables 5-9). Altogether five 1st order themes were created. In further analysis each 1st order theme received two to seven subthemes. Throughout the analysis the transcriptions were repeatedly read through to ensure that no relevant data was excluded.

4. Results

The purpose of the study was to examine knowledge and experience about sport psychology consulting among Finnish premier football coaches. The aim was to identify barriers and possibilities that a sport psychology consultant (SPC) might face when working with a football team in Finland. The study resulted in both quantitative and qualitative results that have been presented below.

4.1. Questionnaire

The presented quantitative data is built upon the coaches' answers to the questionnaire which resulted in descriptive analysis about the knowledge, perceived importance, portion of co-operation with the SPC and frequency of usage among players regarding 16 subcategories of mental training. The descriptive statistics demonstrate that only one of the coaches was at the time of the study using the services of an SPC and 57% (n=8) of the coaches had previous experience from working with an SPC sometime during their coaching career. During that co-operation 38% (n=3) of the sport psychology consultants were part of the planning of the season and 25% (n=2) were present at least once or twice a week during the season. Four coaches (50%) reported the possibility for group education or meetings at least once a month. Results show that the coaches perceived individual player counselling as the predominant form of collaboration (75%, n=6), while the least common form of collaboration was to use the SPC at away games (13%, n=1). Although 88% (n=7) of the coaches reported a possibility for individual coaching counselling, only one coach (13%) reported using this possibility. Three coaches (38%) reported the sport psychology consultant being present in most of the home games and only one coach (13%) reported the presence in the locker room.

The coaches that had had previous co-operation with an SPC articulated that the co-operation consisted of player and coach meetings. They had received support in both psychological skills training (e.g. goal setting and communication) and their own psychological well-being. The most common way of co-operation was individual meetings with the players.

Table 3 contains the mean knowledge levels and the levels of the perceived importance of the coaches regarding the under categories of mental training. Topics are ordered to highlight those with the highest understanding. In performance topics the coaches rated highest amount of knowledge regarding group cohesion and goal setting. Self-talk, relaxation training and visualization were the least understood topics. In non-performance topics problem solving and

lifestyle counselling were rated as the most understood. Misuse of stimulants, psychology of injury and clinical questions were rated as the least understood non-performance topics and were simultaneously overall the least understood topics.

Motivation was rated as the most important performance topic and problem solving as the most important non-performance topic while the least important topics were visualization and communication.

Table 3 Coaches' knowledge and perceived importance of sport psychology topics (mean + SD, n=14).

	Knowledge of sport psychology	Perceived importance
Performance topics*		
Group cohesion	4.31 ± 0.75	4.71 ± 0.61
Goal setting	4.15 ± 0.69	4.43 ± 0.76
Motivation	3.92 ± 0.76	4.86 ± 0.36
Self-confidence	3.92 ± 0.64	4.79 ± 0.43
Attention / concentration	3.54 ± 0.78	4.50 ± 0.76
Emotional control	3.38 ± 0.51	4.14 ± 0.77
Self-talk	3.31 ± 0.85	4.00 ± 0.88
Relaxation	3.15 ± 0.80	3.86 ± 0.77
Visualization	3.08 ± 0.86	3.57 ± 0.94
Non-performance topics*		
Problem solving	3.85 ± 0.80	4.14 ± 1.03
Lifestyle counselling	3.54 ± 0.88	4.07 ± 0.92
Communication	3.08 ± 0.64	3.57 ± 0.85
Coping with fatigue and pain	3.00 ± 1.08	3.93 ± 1.00
Misuse of stimulants	2.85 ± 1.21	3.86 ± 1.23
Psychology of injury	2.62 ± 1.39	4.07 ± 0.73
Clinical questions	2.54 ± 0.78	3.71 ± 0.91

Note: *Five-point Likert scale ranging from 1 (not at all) to 5 (very much).

Table 4 contains the mean levels of mental training when it comes to co-operation with the SPC and frequency of usage among players. Topics are ordered to highlight those that were used the most in co-operation with the SPC. In performance topics the coaches rated highest

amount of work to be done regarding self-confidence and goal setting. Self-talk, visualization and relaxation training were rated to be used the least during the co-operation. In non-performance topics lifestyle counselling and problem solving were rated as the most used ones. Coping with fatigue and pain, clinical questions and misuse of stimulants were rated as the smallest portion of co-operation with the SPC.

Group cohesion was rated as the most common performance topic among the players and problem solving as the most used non-performance topic while the least used topics were visualization and communication.

Table 4 Portion of co-operation and frequency of usage of sport psychology topics (mean + SD, n=14).

	Portion of co-operation with the SPC	Frequency of usage among players
Performance topics*		
Self-confidence	4.38 ± 0.52	3.08 ± 0.95
Goal setting	3.88 ± 1.13	3.15 ± 0.99
Attention / concentration	3.75 ± 0.71	2.77 ± 0.83
Group cohesion	3.63 ± 1.19	3.54 ± 0.66
Emotional control	3.63 ± 0.74	2.85 ± 0.69
Motivation	3.56 ± 1.01	2.85 ± 0.99
Self-talk	3.50 ± 1.69	2.62 ± 0.77
Visualization	3.00 ± 0.93	2.15 ± 0.69
Relaxation	2.75 ± 1.16	2.46 ± 0.66
Non-performance topics*		
Lifestyle counselling	3.25 ± 0.71	2.85 ± 0.69
Problem solving	2.88 ± 1.25	3.00 ± 0.71
Psychology of injury	2.38 ± 1.19	2.15 ± 0.99
Communication	2.25 ± 1.16	2.00 ± 0.71
Coping with fatigue and pain	2.00 ± 0.76	2.08 ± 0.86
Clinical questions	1.75 ± 1.16	2.31 ± 0.75
Misuse of stimulants	1.50 ± 0.76	2.54 ± 1.13

Note: *Five-point Likert scale ranging from 1 (not at all) to 5 (very much).

4.2. Interviews

The interviews enabled a more in-depth investigation of the sport psychology in Finnish premier football. The presented qualitative data summarizes results for the interviews and are presented in tables 5 to 9. Altogether, five 1st order themes and two to seven 2nd order themes were found.

Table 5 First order themes: Definitions

1st order themes

A Knowledge regarding sport psychology

B The Sport Psychology Consultant

C Co-operation with an SPC

D Barriers

E Possibilities

4.2.1. First order theme A: Knowledge regarding sport psychology

Coaches' opinion and knowledge regarding sports psychology; how they would describe it from their own and from a general point of view and how they use it in their own coaching.

During the interviews five different 2nd order themes concerning knowledge regarding sport psychology were created. The subcategories were personal opinions, others' opinion, explanation, personal knowledge and frequency in own coaching (see table 5). Evidently the coaches perceive sport psychology as something important and useful:

It should definitely be used more in training. I have a feeling that it is being increased all the time and coaches and players are putting more effort to it.

When asked about the general opinion towards sport psychology in Finnish football, the coaches expressed more negative perceptions. Some coaches articulated that sport psychology might be perceived as nonsense and a waste of time. However, none of the coaches impressed this as their own opinion. The coaches explained that sport psychology is and should be part of all coaching and interaction with the players. Communication was often part of the explanation:

How to deal with the pressure and how to deal with losing and winning, so I think it is very important nowadays. How I interact with the group and what is the relationship between me and the player.

The knowledge regarding sport psychology among the coaches varied. A few coaches expressed only a little or no knowledge on the topic. Most of the knowledge was gained through own experiences as a player or a coach. A few coaches mentioned dialogues with a sport psychology consultant and own readings but none of them mentioned education or lectures regarding the topic. When talking about their own coaching the topics goal setting, visualization, group cohesion and communication were mentioned. The coaches talked about using some of the skills and areas of sport psychology but they articulated that the systematics are missing:

I think we maybe subconsciously are using it. We are not specifically having a program that we use. We talk about different techniques like visualization and how to manage failure and reset so that they can perform the next football action. So I think we are using some skills from the psychology world, but maybe not so specific programs that a sport psychologist would describe.

Table 6 Second order themes: Knowledge of SP (A): Definitions and Quotes

2nd order theme	Definitions	Quotes
A1 Personal opinions	How coaches describe sport psychology and its' importance.	<i>I think it is a good thing, and an important thing. Mental training is in the future important especially on the top level. Or why not even on the lower divisions. It is a competitive sport anyways and the pressure is high.</i>
A2 Others' opinion	How coaches describe the general opinion towards sport psychology in Finnish premier football.	<i>I think that in football circles in Finland it is a little underrated.</i>
A3 Explanation	How the coaches would describe sport psychology.	<i>Each moment with the player, everything that has to do with the practical arrangements, it all has an effect to the player. So it is all psychological.</i>
A4 Personal knowledge	Which sport psychological area or skill the coaches think	<i>How to handle expectations and failure and how to use different</i>

	they have most knowledge of.	<i>techniques to manage that situation in football context.</i>
A5 Frequency in own coaching	If and how often the coaches use sport psychology in their coaching.	<i>I think we are using some skills from the psychology world. But maybe not so specific programs that a sport psychologist would describe.</i>

4.2.2. First order theme B: The Sport Psychology Consultant

How the coaches would describe a good sport psychology consultant when it comes to previous experiences in football, personal characteristics and gender and age.

Summarizing the interviews regarding the sport psychology consultant three subcategories were created. The subcategories were previous experience in football, characteristics and gender and age (see table 6). The coaches agreed on that the sport psychology consultant does not need to have a background in football. They mentioned that a background in competitive sports is useful in order to understand the competitive pressure and feeling related to winning and failed performances, but it does not necessarily need to be in football. The importance lies in the professional knowledge and personal characteristics of the consultant. According to the coaches the person needs to be trustworthy, caring and balanced and the players need to feel that it is easy to talk to the consultant. The coaches wish the person to be present but to not push their services too much. When it comes to the gender and age of the consultant, the coaches did not think it matters:

No it does not matter. I do not care if it is a woman or a man or how old they are, as long as they can adjust in our team and know what they are talking about.

Table 7 Second order themes: The Sport Psychology Consultant (B): Definitions and Quotes

2 nd order theme	Definitions	Quotes
B1 Previous experience in football	If the coaches think that the sport psychology consultant should have previous experience in working with a football team.	<i>It has to be a right kind of a person so it is not necessary that the person has background in football. But they need to know what they are talking about. Maybe it could be good for the players if it was someone who does not know anything about the sport itself.</i>
B2 Characteristics	What kind of personal characteristics the coaches think that the sport psychology consultant should have.	<i>Trust, integrity and that they are supporting the bigger vision of football and development for the player. I do not need a sport psychologist to come in and be a hero and feed information to a player that could be in conflict with the big picture and the program.</i>
B3 Gender and age	If the coaches think that the gender and age of the sport psychology consultant matters,	<i>Woman, man, young, old, everyone can be credible or unconvincing.</i>

4.2.3. First order theme C: Co-operation with an SPC

How the coaches would describe the perfect co-operation with a sport psychology consultant; how often the consultant should be present and when she/he should enter the team, how they would describe the sport psychology consultants job and if they ever got an offer to co-operate with one.

When it comes to the co-operation with a sport psychology consultant, seven different subcategories arose: SPC helping the coach, SPC helping the player, tips for the SPC, availability, offer, frequency and entering the team (see table 7). When asked about the perfect co-operation with the consultant, the coaches had two different kinds of answers: some coaches wanted the consultant to only work with the coaches, some wanted the

consultant to have 1-on-1 meetings with the players. The co-operation with the coach would consist of education of coaches and understanding more about how the co-operation between the sport psychologist and the head coach would work, lectures and training regarding communication and the coaches' behaviour towards the team. The coaches who wanted the consultant to work with the players instead of the coaches talked about 1-on-1 meetings where the players could talk about potential problems that they have. These discussions would not necessarily have to do with the sport, but how the player is feeling and how they can find the optimal psychological state for the competitive situations:

I would say that the consultant could help the player with the individual preparation for the competition and how the players can handle achievements and poor performances and failures.

When asked what kind of tips the coaches would give for the SPC, the role clarity was mentioned frequently:

They would have to know their role and it should be very clear that they are not there to coach football. So that the sport itself is not their job.

The coaches would also want the consultant to get to know the players and coaching staff and be fully integrated in all the team activities. They would want the psychological training to be started already when the players are young, to facilitate the knowledge and familiarity towards the concept.

None of the interviewed coaches were at the moment of the study using the services of a sport psychology consultant. Many teams have players in academies and according to the coaches that would be the person they would ask first if they were interested in co-operation.

However, none of the teams had been offered the services of a sport psychology consultant. If the coaches would have the possibility to use a sport psychology consultant, they would want the person to be present frequently varying from several times a week to few times per month, and directly from the beginning of the season. Regarding tips for other teams the coaches would talk about sport psychology in a positive manner:

I would definitely recommend using one if they have the possibility and the resources. So I would spread the positive word.

Table 8 Second order themes: Co-operation with an SPC (C): Definitions and Quotes

2nd order theme	Definitions	Quotes
C1 SPC helping the coach	How the coaches describe the work tasks of the sport psychology consultant when it comes to helping the coach.	<i>Help me read the players better so that I could increase the communication that I have with them, to help me understand where they are emotionally and to use the situation to help them become better players.</i>
C2 SPC helping the player	How the coaches describe the work tasks of the sport psychology consultant when it comes to helping the players.	<i>They do not have to be football specific, but more like “how are you” –discussions. That is what I would want for the players.</i>
C3 Tips for the SPC	What kind of tips the coaches would give the sport psychology consultant regarding co-operation with the football teams.	<i>Define yourself a role and stick to it. Or let’s define the role together. And I would probably want all the information coming through me the first few weeks.</i>
C4 Availability	If the coaches know where they could find a sport psychology consultant if they needed one.	<i>Most of the players are studying in a sports academy, since they are young. And the academies have a sport psychologist and I know some of the players are using the services.</i>
C5 Offer	If the coaches ever got an offer to co-operate with a sport psychology consultant.	<i>No, no one has ever actively offered the services.</i>
C6 Frequency	How often the coaches think that the sport psychology consultant should be present in the team.	<i>Maybe so that in the beginning a few weeks would be present in each practice and meeting so that they would get attached to the team. And after that we could loosen up the presence.</i>
C7 Entering the team	In which part of the season do the coaches think that the sport psychology consultant	<i>Definitely in the beginning of the practice season. I think it would probably be good if they were</i>

<p>C8 Tips for others</p>	<p>should enter the team.</p> <p>What kind of tips the coaches would give to other teams regarding co-operation with a sport psychology consultant.</p>	<p><i>present all the time and definitely from the beginning of the practice and planning the season.</i></p> <p><i>I would tell my own experiences and what things I think have worked or not worked.</i></p>
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4.2.4. First order theme D: Barriers

What barriers do the coaches' think there are for working with a sport psychology consultant.

During the interviews the coaches mentioned five different types of barriers; economy, resources, professionalism, fear and lack of knowledge (see table 8). Economy seems to be a major limitation in gaining entry to football teams. One of the coaches stated:

The first thing I think about is the everlasting question of money. I have not heard that a Finnish football club would have a sport psychology consultant who is getting paid, I have not heard that someone would have counted it in their budget.

As well as economy, the lack of resources was mentioned often by the coaches. A few coaches expressed their interest on using an SPC but told that the club does not have the resources for that. Some coaches talked about the priorities the club has and what the money and resources are used on:

The only correct way of doing this, in my opinion, is doing it properly with a thorough contribution. Otherwise it might become a barrier instead of being beneficial. With the small resources that we have in Finnish football it usually is more important to hire a second coach than a sport psychology consultant.

Moreover, some coaches expressed the worry that there is not enough professional knowledge about sport psychology in Finland. Other coaches talked about the fear factor; the fear of losing control over the players or fear of the SPC interfering with the competence of coaches:

I think it would be an escape if the player then said "yeah but it is because I am not focused and I need to some mental training to be focused" that is my fear.

That the players would be using it to explain away errors on the field, or instead of taking ownership on those errors. And the fear factor of a coach losing control of his players, having someone coming in from the outside not fully being part of the team.

Still another barrier that arose during the interviews was the lack of knowledge the coaches have about sport psychology. Even if they would be using sport psychology in their own leadership, they mentioned a lack of logics and knowledge on how to systematically use it in coaching.

Table 9 Second order themes: Barriers (D): Definitions and Quotes

2nd order theme	Definitions	Quotes
D1 Economy	Barriers related to money and economics.	<i>We have had no financial resources to use in this. Even if we wanted to, we would have no chance to do it.</i>
D2 Resources	Barriers related to resources within the team, club or Finnish premier football in general.	<i>While there is a great value in that a sport psychologist could touch every player, I fear because of the emphasis on winning, to keep head coaches in jobs, they would probably use the recourses to buy another player, thinking that would solve the problem and keep them higher in the table</i>
D3 Professionalism	Barriers related to concerns of the professionalism and knowledge of the sport psychology consultants.	<i>I do not know someone who I feel I would want to work with.</i>
D4 Fear	Barriers related to fear or losing control.	<i>The fear factor of a coach losing control of his players. Fear of losing control of the group, or giving the players an outlet. And also possibly the fear of losing some recourses to get a player.</i>
D5 Lack of knowledge	Barriers related to lack of knowledge the coaches have regarding sport psychology.	<i>I think I use sport psychology, but the logics in going from one day to another are missing.</i>

4.2.5. First order theme E: Possibilities

Considering the mentioned barriers, what possibilities the coaches think we have for overcoming them.

After the analysis two subcategories for possibilities for overcoming the barriers were created: education and success (see table 9). According to the coaches the knowledge regarding how sport psychology can be used in football training should be increased and this could be done through coaching seminars. If the teams do not have resources for this kind of

education, the coaches should do it by individual studying. The coaches also stated that in order for the field to become more appealing and for the clubs to prioritize it higher, a successful result should be achieved with the help of mental training:

I would like to see a Finnish team to gain success through mental training, in order to make it more concrete. I think it would be a good selling point.

Table 10 Second order themes: Possibilities (E): Definitions and Quotes

2nd order theme	Definitions	Quotes
E1 Education	Possibilities regarding education of the coaches and/or the sport psychology consultants.	<i>Education; maybe that could be through some seminars that are given that coaches are invited to.</i>
E2 Success	Possibilities regarding success that has been achieved with the help of a sport psychology consultant and/or mental training.	<i>Maybe we would need to see it concretely, that a Finnish team would have a high level of confidence. And that they would tell that the confidence comes from a person they have been working with. I think that would be the selling point in this.</i>

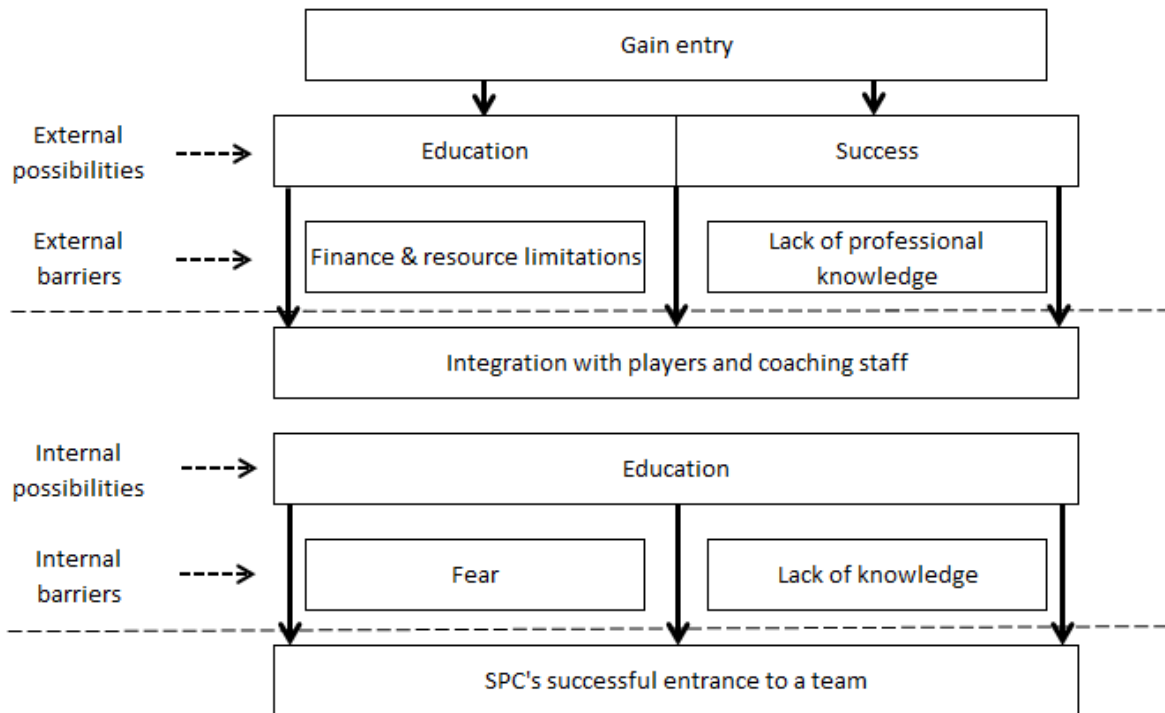


Figure 2 Identified barriers and possibilities for SPC entry to a team (modified by Mikola after Johnson, Andersson, & Fallby 2010).

5. Discussion

The purpose of the study was to examine knowledge and experience about sport psychology consulting among Finnish premier football coaches and to identify barriers and possibilities that a sport psychology consultant (SPC) might face when working with a football team in Finland.

5.1. Main results

The main findings reveal that it is really rare for Finnish premier football teams to use the services of an SPC. Some of the coaches have had co-operation with an SPC but only one of the teams had an SPC during the season 2014-2015. This is interesting when compared to the equivalent studies made in Sweden where 50% of the coaches for male and female teams collaborated with a sport psychologist during 2008 (Johnson, Andersson & Fallby, 2011) and in England where 67% of the academies had used a sport psychologist (Pain & Harwood, 2004). Individual counseling session was the predominant form of collaboration in both Finnish and Swedish premier football (Johnson, Andersson & Fallby, 2011). The Finnish premier coaches perceived that from the performance topics they have most knowledge in group cohesion and goal setting although motivation and self-confidence were rated as more important. From the non-performance topics most knowledge was perceived to have in problem solving and lifestyle counselling and additionally to these two the psychology of injury was rated as an important topic. Self-confidence and goal setting had been the biggest part of co-operation with an SPC when it comes to performance topics. Regarding non-performance topics lifestyle counselling and problem solving were the most common topics. Frequency of usage among players was perceived to be highest in group cohesion and goal setting and respectively problem solving and lifestyle counselling.

When it comes to an ideal co-operation with an SPC the coaches' opinions can be divided into two different categories: those who want the SPC to work with the team and players directly and those who want the SPC to only work with the coach. The general opinion towards the topic in Finnish premier football is positive and the identified barriers are lack of finance and resources, lack of professional knowledge, fear and lack of knowledge regarding the topic. Possibilities for entry are education of both the coaches and SPC's and gaining success with the help of mental training.

5.2. Quantitative results

Overall, performance topics were better understood and rated as more important than non-performance topics. Since the participants were coaches of premier football teams, this finding is not surprising. Unlike team-building or goalsetting, the non-performance topics fall outside the general coaching domain (Pain & Harwood, 2004). It is though known that coaches want to prepare their teams mentally before the games (Gould et al., 1999; Freitas, Dias & Fonseca, 2013) so performance enhancement is highly important. It is though essential to remember that sport psychology is more than just performance enhancement and as McCann (2008) articulated, it all effects on performance. As mentioned earlier sport psychology often views athletes from a holistic perspective where psychological performance enhancement will also improve the athletes' life skills outside the sport (Nesti, 2010; Matikka & Roos-Salmi, 2012). Though the topics are divided into performance and non-performance topics, they are closely linked to each other.

5.2.1. Performance topics

Much as Pain and Harwood (2004) and Johnson, Andersson and Fallby (2011) concluded, goal setting and group cohesion are two areas of which Finnish premier coaches have the highest knowledge. These topics were even used most often among the players. Goal setting interventions have indicated an increase on not only the players' but also the coaches' focus during games (Gillham & Weiler, 2013). The coaches who have previously worked with an SPC answered that goal setting was a big part of the co-operation. This is great news since when done correctly goal setting enables success and feelings of competence (Jaakkola & Rovio, 2012).

Group cohesion is part of all team sports in form of for example training camps and activities outside the sport. Using the services of an SPC in group cohesion has indicated great results in football settings (Holt & Dunn, 2006). Nevertheless, the team building activities are often conducted without the assistance of an SPC. Even though the coaches perceive they have knowledge on the topic, they mentioned that they do not systematically use psychological training in their work.

The current study revealed that the Finnish premier football coaches perceive they have least knowledge in relaxation and visualization which were also rated as the least important topics.

It is thus not surprising that the coaches have not tried to gain information on something they perceive as less important than other topics. The most important topics were motivation and self-confidence which are one of the most important parts of mental training (Matikka & Roos-Salmi, 2012). Especially the motivation of the female players has been questioned since some of the players are uncertain if they have the motivation that is required in premier level football. (Jeglertz, Matikainen, Käläl, Miettinen, Saloranta, Julin, Mäkinen, Nikkola, 2010) Interestingly, exactly visualization has been proven to have positive affect on confidence (Kataja, 2012). Thus, educating the coaches on how visualization can be used in order to enhance self-confidence might increase the perceived importance. Again, systematic usage of the psychological skills training and integrating it to the football practice is something that is missing in Finnish premier football and could have a great effect on the players' performance, psychological well-being and satisfaction.

5.2.2. Non-performance topics

In non-performance topics problem solving and lifestyle counselling were rated the highest when it comes to the coaches' knowledge and importance. They were even the topics that were most often used in co-operation with the SPC and most commonly used by the players. Even though the coaches perceive they have knowledge on lifestyle counselling, they repeatedly mentioned that they would like the SPC to have individual meetings with the players, where the players can discuss things that happen in their lives outside the sport. This is again supported by the holistic view in sport psychology (Nesti, 2010; Matikka & Roos-Salmi, 2012) and is in line with the framework for mental training in football where the athlete's well-being is one of the main parts (SPL, 2013).

Psychology of injury and clinical questions were the topics the coaches perceived they have the least knowledge about. However, these two topics were rated as relatively important by the coaches. It seems like that the psychological part of rehabilitation is often disremembered by the coaches. The injured players receive help from for example physiotherapists but the mental training is often forgotten from the rehabilitation process. When mental training is added to the rehabilitation, the adjustment on getting back to the sport is healthier and easier (Williams & Krane, 2015. p.469). Furthermore for example relaxation and good communication between the coach and the athlete are helpful psychological skills for injury prevention (Williams & Krane, 2015. p.467).

The least important non-performance topics were clinical questions and communication. It is important to remember that athletes are people and, just as the normal population, can develop emotional disorders that sometimes are caused by the sport and that require treatment (Weinberg & Gould 2011). Thus, even clinical problems may arise and should be considered as part of collaboration with an SPC. Interestingly the coaches rated communication as the least important topic. During the interviews several coaches mentioned that they would like the SPC to help the coaches to increase their communication with the players. Communication skills and interaction between the coach and the player are mentioned often throughout the whole coaching frame conducted by SPL (SPL, 2013). Communication has been stated as one of the most important organizational stressor, since in premier football even for example media and contract negotiations need to be considered (Nesti, 2010). Consequently, it is interesting that communication was something that several coaches mentioned during the interviews and is evidently important according to SPL, but still receives the lowest rating from the non-performance topic. This may be a result of the close-ended questions and the internet based design of the questionnaire. It seems that internet based questionnaires lead to participants reading the questions more quickly and being impatient and fastidious in their replies (Reja, et al., 2003). The open-ended questions during the interviews give the participants more time to think about their answers and requiring a deeper elaboration and more effort from respondents, thus leading to more diverse set of answers (Reja, et al., 2003). Consequentially, the coaches may have given differentiating answers regarding communication during the interviews since they were required to explain their thoughts and opinions. Overall, Pain and Hardwood (2004) have stated that within non-performance domains, where knowledge levels were particularly low, there certainly appears to be a need for consultants and trained specialists.

5.3. Qualitative results

The overall perception of using sport psychology in Finnish premier football is positive. In general it appeared that the coaches who in their interviews discussed about performance enhancement and results also wanted the SPC to only work with the coaching staff. They described the coaching staff to consist of the people who know the best what will improve the players' performance. Thus, the SPC should be integrated in the coaching staff and work closely in co-operation with them so that the optimal performance enhancement can be achieved. Similarly, the coaches who expressed concerns about how to handle the players' problems outside the sport wanted co-operation to consist mostly of individual player

counselling. These coaches were apprehensive about the players' level confidence and belief in their selves. Just as SPL states in their report of Finnish female football, the coaches perceived some players to be shy and careful both on and off the field (Jeglertz, Matikainen, Käläl, Miettinen, Saloranta, Julin, Mäkinen, Nikkola, 2010). Ideally collaboration with an SPC could enable both; performance enhancement and psychological well-being through higher confidence. All coaches agreed on that the SPC should enter the team in the beginning of the practice season. Studies have revealed that the best results are reached when the SPC is working with the team on a long-term basis (McCann, 2008). Thus, the findings of the current study are supported by earlier research.

5.3.1. Knowledge and perceptions regarding sport psychology and consultants

The coaches expressed that the general interest towards the topic has been growing during the last few years and there discussions regarding mental training are increasing. They were unanimous about that mental training should be integrated in all practice and not seen as something separate. Nevertheless, when asked about the ideal way of co-operating with an SPC, some coaches wanted the SPC to be someone the players can meet outside the sport in individual meetings. Although previous experience from competitive sports was desirable, knowledge and background in football was not necessary even though it has been claimed that understanding the culture of football is important in effective delivery of sport psychology (Pain & Hardwood, 2004; Nesti, 2010. p.9). In Finnish premier football the characteristics of the consultant play a bigger role. All of the coaches agreed on that the SPC should be a professional and someone who is easy to approach. Similarly, Gilbourne and Richardson (2006) have stated that the empathic and compassionate way of working is greatly treasured in football settings. The coaches mentioned that the gender and age of the SPC does not matter, the most important thing is that the person knows what they are doing, is caring, warm and just as the rest of the coaching staff understands the bigger picture and strives for performance enhancement. Johnson, Andersson and Fallby (2011) revealed that Swedish premier football coaches saw the personality of the consultant as a possibility for entrance and highlighted the importance of the SPC being a down-to-earth person who respects others.

5.3.2. Barriers to entry for SPCs in Finnish premier football

Previous studies have revealed that lack of money and resources are the largest barrier to an SPC entering a team (e.g., Voight & Callaghan, 2001; Johnson, Andersson & Fallby, 2011). This was also the case in the current study and lack of finances was the main reason for the teams for not using the services of an SPC. It has though been stated that it is common for the

teams to offer alternative types of compensations, for instance travels with the team or season tickets (Andersen, Van Raalte & Brewer, 2011). It is commonly known that the football teams use big amounts of money when purchasing for example new players and equipment. It can thus be questioned if the barrier is lack of finances or the clubs and teams prioritising other expenses over the services of an SPC.

When asked about the general opinion towards sport psychology the coaches stated that in Finland it might still be seen in negative light and as “mumbo-jumbo”. None of the coaches expressed this as their own opinion nor did they mention anything directly supporting this statement. Lack of knowledge can still be seen as a barrier for sport psychology in Finnish premier football and similarly in the previous studies (Pain & Hardwood, 2004; Johnson, Andersson & Fallby, 2011). In the current study the coaches had difficulties with defining sport psychology and used statements as “all training” or “every moment with the player is mental training”. All the knowledge they had had been gained through own reading or co-operation with an SPC alternatively from personal playing career. Correspondingly, the coaches articulated that they might subconsciously be using sport psychology but the consistency and systematics are lacking. Similar results were found by Pain and Hardwood (2004) and they state that the outcomes reveal a somewhat disparaging attitude towards applied sport psychology and submit a lack of knowledge concerning what the field constitutes.

The coaches also expressed a concern about the professional knowledge regarding sport psychology in Finland. Some coaches were wondering if there are enough professionals on the field and if the knowledge is as high as required by the top level sports. Since sport psychology consultant is not a title that requires education, the Finnish Psychology Association (2013) has created criteria for a certification in order to guarantee professionalism of the consultants on the field. Furthermore, the University of Jyväskylä offers a master’s degree programme in sport and exercise psychology in order to train experts on the field.

Finally the fear factor was mentioned as a barrier for sport psychology. The coaches conveyed a fear of losing control of the players or letting an external person enter the team and start coaching the players. Similarly, the Swedish coaches expressed a fear of the SPC being a threat to the authority of the head coach (Johnson, Andersson & Fallby, 2011). This is where the importance of role clarity comes in. Even though the SPC would work on the field together with the coaching staff, defining a clear role is crucial for an effective collaboration

(Andersen, Van Raalte & Brewer, 2011). Many of the coaches agreed with this statement and instructed the SPCs to outline a role together with the head coach since just as the rest of the coaching staff the SPCs have their own area of expertise. Similarly the Swedish premier football coaches identified role clarity as an important factor and blending into the dynamic of the coaching staff and the team as a key possibility for a positive entrance (Orlick & Partington, 1987; Johnson, Andersson & Fallby, 2011).

5.3.3. Possibilities

The Finnish premier coaches expressed positive attitudes towards sport psychology in the future. This is supported by the studies that show that the field of sport psychology has developed over the last decades and is getting more accepted on the field (Pain & Hardwood, 2004).

The coaches saw education as the biggest possibility for sport psychology. Since only a few coaches had previous knowledge about sport psychology and mental training, SPL holds a big role when it comes to educating the coaches. Some of the coaches mentioned that the Association could hold seminars and courses that the coaches could participate in. Even though mental training already is a part of the coaching courses held by the association, the quantity of education could be larger.

Education of the SPCs is of course important. Even here the professional associations play an important role in helping the coaches to find sport psychology experts. Since it seems that the knowledge regarding sport psychology does not reach out all the way to the coaches on the field, the consultants should see this as an opportunity to improve their skills and gain experience regarding working on the field. The Football Association of England (FA) has a 'Psychology for Football' strategy, which is developed to through education increase the awareness and application of sport psychology within football, as well as to unite them with practicing sport psychology consultants (Pain & Hardwood, 2004). This study shows that there is an interest and a positive attitude towards sport psychology in Finnish premier football. The next step would be to explore how the existing knowledge can be spread to the coaches and players.

Some teams have articulated gaining success through mental training and sport psychology consultants (Talouselämä, 2013). Since success was seen as a possibility for gaining entry in Finnish premier football, the successful results of mental training should be given full attention in the media. The positive attitudes should be spoken out loud so that the positive

approach to sport psychology spreads all the more. Simultaneously, the coaches should take example of the notorious football clubs in Europe who use SPCs (Johnson, Andersson & Fallby, 2011). Successful stories of sport psychology can be seen as the best proselytizers of the work of SPCs (McCann, 2008).

5.4. Methodological considerations

A similar study was conducted by Kato and Latvala (2012) where only qualitative methods were used. Though, since no similar studies have previously been made in Finnish premier football, and since the study is a replication of previous research on the field, a mixed methods approach was chosen. The studies made in England and Sweden support the chosen methods (Pain & Hardwood, 2004; Johnson, Andersson & Fallby, 2011). A mixed methods approach was chosen in order to not only increase the information regarding usage of sport psychology but also to understand the complex processes that lead to certain results. This study gives valuable information regarding the current situation of sport psychology and mental training in Finnish premier football and how the coaches would want to include mental training to their practice. The Psychology for Football –questionnaire was developed in electronic form and sent out to all coaches. Questionnaires consisting of closed-ended questions can create unreliable data because of the unobserved process of data collection. Thus, it is not guaranteed that the respondents understand and follow the given instructions (Reja, et al., 2003).

Only 31% of the coaches answered to the questionnaire which is a very low response rate compared to the equivalent study made in Sweden, where 100% of the coaches answered the questionnaire (Johnson, Andersson & Fallby, 2011). In the Swedish study the questionnaire was delivered in person on a coaching meeting, which had a positive effect on the response rate. In the current study similar delivery of the questionnaire was though not possible. Because of low participation rate, eight coaches were chosen for an interview in order to be able to gain deeper understanding about the perceptions regarding sport psychology. These interviews gave valuable information since the questions were designed in a way that requires a deeper consideration of each topic. Despite the low participation rate the differences in coaching level and background of the participants contributes to a rich variation. The Football Association of Finland offered appreciated support when it comes to contacting the coaches. Correspondingly, the Association presented valuable resources when it comes to coaching materials used in Finnish football. The support from the association increases the trustworthiness of the current study. Similarly, the trustworthiness relates to comparison of

the results with the previous studies. The difference in sample sizes makes further comparisons hazardous. Nevertheless, it is important to remember that the purpose of the study was not to make a comparison between the countries, so it is safe to say that this issue does not affect the trustworthiness of the current study.

5.5. Strengths and limitations

Since no similar studies have earlier been made in Finnish premier football, the current study takes an important first step in research on the field. Since it is a needs assessment, it fills a gap in the knowledge on the field. SPL has a list of subjects that they want students and researchers to investigate on and the need for the current study has now been answered. Likewise, additional strength of the current study is the possibility of translation of the Psychology for Football Questionnaire. The questionnaire can now be found in English, Swedish and Finnish and has through the current study been validated. Using the mother tongue of most of the premier football coaches in both the questionnaire and the interviews increases the validity of the results.

An understandable limitation for the study is the low response rate. Since only 31% of the population answered the questionnaire, it is reasonable to question if it is safe to do comparison with the other countries. It can also be questioned if the population is biased and if these 31% answered the questionnaire because of an already existing interest towards the topic. Thus, the absence of replies should also be considered as a result and might point out a lack of interest towards the field of sport psychology.

5.6. Future implications

The current study shows which factors are seen as barriers for sport psychology in Finnish premier football. The study also shows how the coaches think we can overcome these barriers. This knowledge can and should be used in order to bring the knowledge to the field. To gain more knowledge and see the positive impact of mental training, the players, coaches and media should look into other sports where it is known that sport psychology is used more. Since education was seen as a possibility, both the coaches and SPCs are responsible for overcoming the barrier of lacking knowledge. Behavior and attitudes take time to change as well as it takes time to gain thorough knowledge on how to apply sport psychology to football training. This is why a long-term collaboration with an SPC is to strive for. Another implication is the valuable information this study gives for the SPCs. Since the perception of SPCs failing to explain their services has been seen as a barrier (Pain & Hardwood, 2004)

clarification of the possibilities sport psychology can provide is very important. The results of the current study show that the coaches would want the SPC to be a caring and warm person. The coaches also gave some examples of their conclusion of ideal collaboration. This information should be considered when trying to gain entry with Finnish premier football teams.

Correspondingly, this study functions as a good base for future studies, in case there is motivation for searching a deeper meaning of one area of sport psychology. It has now been revealed which areas of sport psychology the Finnish premier coaches perceived for example most important and this can point out the direction for future studies. A wider study with lower divisions and youth levels would give holistic perspective on the current situation of sport psychology in Finnish football and give information about how sport psychology could be used in football in general. Likewise, studying the players' perceptions of SPCs and their work would also be an interesting direction for future studies.

5.7. Conclusion

The current study shows several similar results as the ones conducted in England (Pain & Hardwood, 2004) and Sweden (Johnson, Andersson & Fallby, 2011). In all of the studies group cohesion and goal setting were the topics that the coaches perceive they have the most knowledge of. Both in Finland and Sweden the individual counselling was the leading way of co-operation with an SPC. In current study education was seen as the biggest possibility for entry and through education the knowledge regarding other ways of using sport psychology could be achieved. Similarly, some of the barriers and possibilities mentioned by the Finnish coaches were the same as the ones mentioned in Sweden. Although the general opinion towards sport psychology was positive, some coaches are still doubtful towards the field. Yet again, educating the coaches could increase the knowledge regarding positive effects of mental training and thus decrease the barrier of lack of knowledge and sceptical attitudes.

For sport psychology consultants it is encouraging to know that the interest towards the field is increasing. Though football is a sport that tends to resist change, the opinion towards sport psychology has evidently changed towards more positive within the last decades. The current study gives an idea of how the Finnish premier coaches want the SPCs to work on the field. The warm and caring approach is a key to functional co-operation and it is highly important to remember that the co-operation is done above all with people instead of teams, coaches or players.

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Psyykkinen valmennus jalkapallossa

Sinut on kutstuttu Suomen Palloliiton ja Jyväskylän Yliopiston liikuntatieteellisen tiedekunnan tutkimukseen. Tutkimus on osa pro gradu –tutkielmaa aiheesta psyykkinen valmennus suomalaisessa jalkapallossa. Arvostaisimme osallistumistasi tutkimukseen.

Kaikkien tutkimuksen osallistujien tulee olla valmentajia Veikkausliigassa, Miesten Ykkösessä, Naisten Liigassa tai Naisten Ykkösessä kaudella 2014-2015. Tutkimuksen tavoitteena on kerätä tietoa ja mielipiteitä psyykkistä valmennusta koskien suomalaisten jalkapallovalmentajien keskuudessa. Tutkimus on jaettu kahteen osaan. Ensimmäinen osa käsittää kyselylomakkeen täyttämisen internetissä. Lomakkeen täyttämiseen menee noin 15 minuuttia. Toisessa osassa osaa valmentajista pyydetään osallistumaan erilliseen haastatteluun. Haastattelujen osallistujat valitaan kyselylomakkeiden vastausten perusteella vapaaehtoisten joukosta. Haastattelu tapahtuu kasvotusten, puhelimitse tai Skypen välityksellä. Tutkimuksen tulokset antavat arvokasta tietoa siitä, miten psyykkistä valmennusta voidaan käyttää suomalaisessa jalkapalloilussa.

Tutkimukseen osallistuminen on vapaaehtoista ja voit halutessasi millon vain keskeyttää osallistumisesi. Kaikki vastaukset ovat anonyymeja raportissa ja niitä käsitellään varoen sekä luottamuksella. Mitään tietoja ei julkaista ennen osallistujien hyväksyntää. Osallistujien henkilökohtaiset tiedot kirjataan ylös vapaaehtois pohjalta ja vain mahdollistaaksemme myöhemmän yhteydenpidon mahdollisia lisäkysymyksiä koskien. Tutkimusvastaukset säilytetään salasanalla lukitussa kansiossa, johon ainoastaan tutkimuksen tekijällä on pääsy-/käyttölupa.

Lisätietoja:

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Siirtymällä lomakkeessa eteenpäin annat suostumuksesi tutkimukseen.

Henkilökohtaiset tiedot

1. 1) Ikä?

.....

2. 2) Kokemus jalkapalloilijana?

Korkein taso, jolla olet pelannut
Merkitse vain yksi soikio.

- Ammattilainen kansainvälisellä tasolla
- Veikkausliiga
- Ykkönen
- Alempi sarjataso

3. 3 a) Kokemus jalkapallovalmentajana: Korkein koulutustaso

Merkitse vain yksi soikio.

- UEFA:n Pro-lisenssi
- UEFA:n A-lisenssi
- UEFA:n B-lisenssi
- C-lisenssi

4. 3 b) Kokemus jalkapallovalmentajana: Senioritaso (anna vastaus vuosina)

.....

5. 3 c) Kokemus jalkapallovalmentajana: Junioritaso (anna vastaus vuosina)

.....

6. 4) Onko sinulla valmentajaurasi aikana kokemusta yhteistyöstä psyykkisen valmentajan (PV) kanssa?

Psyykkinen valmentaja on henkilö, joka työskentelee urheilupsykologisten kysymysten parissa ja termi kattaa tässä tapauksessa urheilupsykologian asiantuntijan, urheilupsykologin, henkisen valmentajan, henkilökohtaisen valmentajan, urheilupsykologisen neuvonantajan ja muut vastaavat.

Merkitse vain yksi soikio.

- KYLLÄ
- EI *Siirry tämän osion viimeisen kysymyksen jälkeen kysymykseen 37.*

7. 5) Jos on, milloin olet työskennellyt PV:n kanssa?

Valitse kaikki sopivat vaihtoehdot

Valitse kaikki sopivat vaihtoehdot.

- Junioritason valmentajana
- Aikuisten valmentajana
- Tämänhetkisessä seurassasi, kauden 2014 aikana?

8. Jos olet valmentajana nykyisessä seurassasi työskennellyt tai työskentelet tällä hetkellä PV:n kanssa, vastaa kysymyksiin kyseisen yhteistyön pohjalta. Muussa tapauksessa vastaa perustuen viimeisimpään yhteistyöhösi PV:n kanssa. Kirjoita alle milloin olet viimeksi tehnyt yhteistyötä PV:n kanssa. Perusta lomaketta täyttäessäsi vastauksesi kyseiseen yhteistyöhön.

6) Kirjoita seuran nimi, sarjataso ja vuosi:

.....

.....

.....

.....

.....

9. 7) Kuvaile yhteistyötäsi PV:n kanssa niin tarkasti kuin pystyt:

.....

.....

.....

.....

.....

Jos et ole koskaan työskennellyt PV:n kanssa, siirryt automaattisesti suoraan Osaan 3. Osassa 3 sinun ei tarvitse vastata "a-kysymyksiin". Sinun tulee vastata kysymyksiin sen perusteella, millainen kuva sinulla urheilupsykologiasta yleensä on.

Osa 2: Kokemukset yhteistyöstä psyykkisen valmentajan (PV) kanssa

Jos olet tehnyt yhteistyötä PV:n kanssa valitse KYLLÄ tai EI vastatessasi seuraaviin kysymyksiin. Jos et ole tehnyt yhteistyötä PV:n kanssa, siirry suoraan Osaan 3. Perusta vastauksesi ensisijaisesti yhteistyöhön PV:n kanssa nykyisessä seurassasi.

10. 8) Osallistuiko PV kauden suunnitteluun ja valmisteluun?

Merkitse vain yksi soikio.

- KYLLÄ
- EI

11. 9) Oliko PV kauden aikana säännöllisesti paikalla seurassa (vähintään kerran/kaksi kertaa viikossa)?

Merkitse vain yksi soikio.

- KYLLÄ
- EI

12. 10) Järjestettiinkö PV:n kanssa kauden aikana säännöllisesti joukkue- tai ryhmäkoulutuksia ja tapaamisia (vähintään kerran kuukaudessa)?

Merkitse vain yksi soikio.

- KYLLÄ
- EI

13. 11a) Onko pelaajilla ollut mahdollisuus henkilökohtaiseen tukeen/työskentelyyn PV:n kanssa?

Merkitse vain yksi soikio.

- KYLLÄ
- EI

14. **11b) jos KYLLÄ, hyödynsivätkö pelaajat mahdollisuuden henkilökohtaiseen tukeen/työskentelyyn PV:n kanssa (esim. joka toinen viikko)?**

Merkitse vain yksi soikio.

KYLLÄ

EI

15. **12a) Onko sinulla valmentajana ollut mahdollisuus henkilökohtaiseen tukeen/työskentelyyn PV:n kanssa?**

Merkitse vain yksi soikio.

KYLLÄ

EI

16. **12b) jos KYLLÄ, olitko kauden aikana säännöllisesti yhteydessä PV:n kanssa (esim. joka toinen viikko)?**

Merkitse vain yksi soikio.

KYLLÄ

EI

17. **13) Oliko PV läsnä suurimassa osassa kotiotteluita?**

Merkitse vain yksi soikio.

KYLLÄ

EI

18. **14) Oliko PV läsnä suurimassa osassa vierasotteluita?**

Merkitse vain yksi soikio.

KYLLÄ

EI

19. **15) Oliko PV otteluiden yhteydessä läsnä pukuhuoneessa?**

Merkitse vain yksi soikio.

KYLLÄ

EI

20. **16) Arvioi miten PV on mielestäsi toiminut kauden aikana ja valitse näkemystäsi vastaava numero a) PV pyrki auttamaan joukkuetta harjoitteilla, jotka oli erityisesti suunniteltu meitä varten.**

Merkitse vain yksi soikio.

1 2 3 4 5 6 7

Ei yhtään

Maksimaalinen

21. **b) PV vaikutti avoimelta, joustavalta ja pyrki joukkueen kanssa yhteistyöhön, joka perustui asettamaamme tavoitteeseen.**

Merkitse vain yksi soikio.

	1	2	3	4	5	6	7	
Ei yhtään	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maksimaalinen

22. **c) PV:lla oli positiivinen ja rakentava asenne.**

Merkitse vain yksi soikio.

	1	2	3	4	5	6	7	
Ei yhtään	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maksimaalinen

23. **d) PV vaikutti uskottavalta.**

Merkitse vain yksi soikio.

	1	2	3	4	5	6	7	
Ei yhtään	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maksimaalinen

24. **e) Pelaajien/ohjaajien oli helppo samastua PV:an, toisin sanoen tunsimme, että PV ymmärsi meitä.**

Merkitse vain yksi soikio.

	1	2	3	4	5	6	7	
Ei yhtään	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maksimaalinen

25. **f) PV sopi joukkueeseen ja hän sai kontaktin ohjaajiin/pelaajiin.**

Merkitse vain yksi soikio.

	1	2	3	4	5	6	7	
Ei yhtään	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maksimaalinen

26. **g) PV pyrki auttamaan joukkuetta käyttämään sen yhteisiä vahvuuksia suoritusten parantamiseksi.**

Merkitse vain yksi soikio.

	1	2	3	4	5	6	7	
Ei yhtään	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maksimaalinen

27. **h) PV pyrki auttamaan ohjaajia/pelaajia käyttämään henkilökohtaisia vahvuuksiaan suoritusten parantamiseksi.**

Merkitse vain yksi soikio.

	1	2	3	4	5	6	7	
Ei yhtään	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maksimaalinen

28. **i) PV käytti yksinkertaisia, käytännöllisiä esimerkkejä kuvaillakseen ongelmia.**

Merkitse vain yksi soikio.

	1	2	3	4	5	6	7	
Ei yhtään	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maksimaalinen

29. **j) PV käytti yksinkertaisia, käytännöllisiä menetelmiä korjatakseen ongelmia.**

Merkitse vain yksi soikio.

	1	2	3	4	5	6	7	
Ei yhtään	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maksimaalinen

30. **17a) Tiedätkö minkä tason koulutustausta kanssasi työskentelevällä PV:lla oli?**

Merkitse vain yksi soikio.

- KYLLÄ
- EI

31. **17b) Jos KYLLÄ, ole hyvä ja merkitse korkein koulutus, jonka tiedät PV:lla olleen (valitse sopiva koulutustaso)**

Valitse kaikki sopivat vaihtoehdot.

- Lisensioitu psykologi/psykoterapeutti (päätökseen saatu lisensioitu koulutus)
- Psykologi/psykoterapeutti koulutuksessa (ei päätökseen saatu lisensioitu koulutus)
- Psykologian/psykoterapian tohtori (FT, 7-8:n vuoden koulutus yliopistossa)
- Kesken oleva psykologian/urheilopsykologian tohtorointi (FT)
- Tohtorin tutkinto toisella alalla, ole hyvä ja ilmoita pääaine (pedagogiikka, sosiologia, urheilu tms.)
- Kesken oleva tohtorin tutkinto toisella alalla, ole hyvä ja ilmoita pääaine (pedagogiikka, sosiologia, urheilu tms.)
- Maisterin tutkinto (fil.maist.) psykologiassa/urheilopsykologiassa (5:n vuoden koulutus yliopistossa)
- Maisterin tutkinto (fil.maist.) toisella alalla, ole hyvä ja ilmoita pääaine (pedagogiikka, sosiologia, urheilu tms.) (5:n vuoden koulutus yliopistossa)
- Kandidaatin tutkinto (hum.kand.) psykologiassa/urheilopsykologiassa (3:n vuoden koulutus yliopistossa)
- Kandidaatin tutkinto (hum.kand.) toisella alalla, ole hyvä ja ilmoita pääaine (pedagogiikka, sosiologia, urheilu tms.) (3:n vuoden koulutus yliopistossa)
- Kesken oleva korkeakoulu- tai yliopistotutkinto psykologiassa/urheilopsykologiassa, ole hyvä ja ilmoita koulutus (1-3:n vuoden koulutus yliopistossa)
- Muu korkeakoulu- tai yliopistotutkinto, ole hyvä ja ilmoita koulutus.
- Muu, ei akateeminen koulutus, ole hyvä ja ilmoita koulutus.

32. **Kirjoita tähän pääaine, jos sitä ei yllä mainittu**

.....

33. **17c) Tiedätkö miten paljon kokemusta urheilopsykologiasta kanssasi työskentelevällä psyykkisellä valmentajalla oli?**

Merkitse vain yksi soikio.

- KYLLÄ
- EI

34. **Kirjaa kuinka paljon kokemusta neuvontatyöstä koet kanssasi työskentelevällä PV:lla olevan . 17d) Koin että PV:lla oli paljon kokemusta työskentelystä urheilopsykologisena neuvonantajana eliittitason urheilussa.**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Ei pidä lainkaan paikkaansa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Pitää täysin paikkansa

35. 17e) Koin että PV:lla oli paljon kokemusta työskentelystä jalkapallon parissa.

Merkitse vain yksi soikio.

	1	2	3	4	5	
Ei pidä lainkaan paikkaansa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Pitää täysin paikkansa

36. 17f) Kirjoita tähän mahdolliset kommentit PV:n koulutusta tai kokemusta koskien:

.....

.....

.....

.....

.....

Osa 3: Urheilupsykologian osa-alueet

Urheilupsykologiassa on useita eri alueita, joilla on suorituskyvyn ja pelaajan kehityksen kannalta merkitystä. Sinulla saattaa olla hyvä tietämys osaa näistä alueista koskien ja huonompi tai ei lainkaan tietoja muita alueita koskien. Tietämyksestä riippumatta on sinulla varmasti jonkinlainen käsitys siitä, että osa alueista on muita tärkeämpiä suorituskyvyn ja kehityksen kannalta. Lisäksi pelaajat käyttävät alueita eri tavalla uransa aikana. Tästä johtuen on mielenkiintoista saada tietoa näkökulmista koskien urheilupsykologian käyttöä suomalaisessa huippujalkapalloilussa. Näin ollen seuraavat kysymykset (a) mitä yhteistyö PV:n kanssa on sisältänyt. (b) mitä tietoja sinulla päävalmentajana on urheilupsykologian osa-alueilta. (c) kuinka tärkeänä pidät kyseistä osa-aluetta. (d) kuinka paljon pelaajat työskentelevät ja käyttävät eri ajattelutapoja ja menetelmiä urheilupsykologian osa-alueilla.

18) Näihin kysymyksiin ei ole oikeita tai vääriä vastauksia. Vastaukseksi pyydetään rehellistä ja vilpitöntä käsitystäsi, jotta urheilupsykologia voidaan omaksua suomalaisessa huippujalkapalloilussa. Valitse vastaus, joka parhaiten kuvaa mielipidettäsi asiasta. Jokaisen kysymyksen alussa on lyhyt määritelmä siitä, mitä kyseinen psykologian osa-alue pääosin käsittää. Kysymykset koskevat kyseistä osa-aluetta, ole hyvä ja lue määritelmä huolellisesti ennen kuin vastaat kysymyksiin. Jos et ole koskaan työskennellyt PV:n kanssa, sinun ei tarvitse vastata "a-kysymyksiin". Sinun tulee vastata kysymyksiin sen perusteella, millainen kuva sinulla urheilupsykologiasta yleensä on.

a) Motivaatio

Pelaajat käyttävät motivaatiota lisääviä menetelmiä voidakseen käsitellä pettymyksiä ja tehdäksesi kovasti töitä kaikissa tilanteissa

37. a) Oliko motivaatio osa yhteistyötä PV:n kanssa?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

38. b) Kuinka paljon SINULLA on tietämystä motivaatiosta?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

39. c) Kuinka tärkeää motivaatio on SINUN mielestäsi?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

40. d) Käyttävätkö PELAAJAT motivaatiota koskevia menetelmiä?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

b) Itseluottamus

Pelaajat tietoisesti vaikuttavat realistiseen itseluottamukseensa käsitelläkseen epäonnistumisia ja välttääkseen muutokset tai suorituskyvyn huonontumisen

41. a) Oliko itseluottamus osa yhteistyötä PV:n kanssa?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

42. b) Kuinka paljon SINULLA on tietämystä itseluottamuksesta?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

43. c) Kuinka tärkeää itseluottamus on SINUN mielestäsi?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

44. d) Käyttävätkö PELAAJAT itseluottamusta koskevia menetelmiä?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

c) Keskittymiskyky/tarkkaavaisuus

Pelaajat harjoittelevat oikeisiin asioihin keskittymistä voidakseen välttyä häiriötekijöiltä

45. a) Oliko keskittymiskyky/tarkkaavaisuus osa yhteistyötä PV:n kanssa?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

46. b) Kuinka paljon SINULLA on tietämystä keskittymiskyvystä/tarkkaavaisuudesta?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

47. c) Kuinka tärkeää keskittymiskyky/tarkkaavaisuus on SINUN mielestäsi?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

48. d) Käyttävätkö PELAAJAT keskittymiskykyä/tarkkaavaisuutta koskevia menetelmiä?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

d) Tunteiden hallinta

Pelaajat harjoittelevat suorituksen aikana hallitsemaan tunteensa, esimerkiksi viha/aggressio/turhautuminen tai liian voimakkaat ilontunteet maalinteon jälkeen

49. **a) Oliko tunteiden hallinta osa yhteistyötä PV:n kanssa?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

50. **b) Kuinka paljon SINULLA on tietämystä tunteiden hallinnasta?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

51. **c) Kuinka tärkeää tunteiden hallinta on SINUN mielestäsi?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

52. **d) Käyttävätkö PELAAJAT tunteiden hallintaa koskevia menetelmiä?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

e) **Tavotteiden asettaminen**

Pelaaja asettaa henkilökohtaisia ja joukkuepohjaisia tavoitteita harjoituksissa, otteluissa ja elämässään

53. **a) Oliko tavoitteiden asettaminen osa yhteistyötä PV:n kanssa?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

54. **b) Kuinka paljon SINULLA on tietämystä tavoitteiden asettamisesta?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

55. c) Kuinka tärkeää tavoitteiden asettaminen on SINUN mielestäsi?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

56. d) Käyttävätkö PELAAJAT tavoitteiden asettamista koskevia menetelmiä?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

f) Mielikuvaharjoittelu

Pelaajat toistavat suorituksen mielessään ja luomalla mielikuvia "näkevät" itsensä tekemässä suoritusta

57. a) Oliko mielikuvaharjoittelu osa yhteistyötä PV:n kanssa?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

58. b) Kuinka paljon SINULLA on tietämystä mielikuvaharjoittelusta?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

59. c) Kuinka tärkeää mielikuvaharjoittelu on SINUN mielestäsi?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

60. d) Käyttävätkö PELAAJAT mielikuvaharjoittelua koskevia menetelmiä?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

g) Rentoutuminen

Pelaajat tietoisesti rentouttavat kehonsa ja mielensä vähentääkseen stressiä

61. a) Oliko rentoutuminen osa yhteistyötä PV:n kanssa?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

62. b) Kuinka paljon SINULLA on tietämystä rentoutumisesta?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

63. c) Kuinka tärkeää rentoutuminen on SINUN mielestäsi?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

64. d) Käyttävätkö PELAAJAT rentoutumista koskevia menetelmiä?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

h) Positiivinen itsepuhe

Pelaajat toistavat positiivia sanoja tai väittämiä vahvistaakseen itseään suorituksen aikana

65. a) Oliko positiivinen itsepuhe osa yhteistyötä PV:n kanssa?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

66. b) Kuinka paljon SINULLA on tietämystä positiivisesta itsepuheesta?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

67. c) Kuinka tärkeää positiivinen itsepuhe on SINUN mielestäsi?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

68. d) Käyttävätkö PELAAJAT positiivista itsepuhetta koskevia menetelmiä?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

Osa 3: Urheilupsykologian osa-alueet (jatkuu)

i) Kommunikaatioharjoittelu

Pelaajat harjoittelevat kommunikointitaitojaan esimerkiksi seuran, joukkueenjohton, joukkueovereiden ja median kanssa

69. a) Oliko kommunikaatioharjoittelu osa yhteistyötä PV:n kanssa?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

70. b) Kuinka paljon SINULLA on tietämystä kommunikaatioharjoittelusta?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

71. c) Kuinka tärkeää kommunikaatioharjoittelu on SINUN mielestäsi?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

72. d) Käyttävätkö PELAAJAT kommunikaatioharjoittelu koskevia menetelmiä?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

j) Ryhmähenki

Pelaajat ja joukkue työskentelevät aktiivisesti vahvistaakseen ryhmähenkeä ja yhteenkuuluvuutta

73. a) Oliko ryhmähenki osa yhteistyötä PV:n kanssa?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

74. b) Kuinka paljon SINULLA on tietämystä ryhmähengestä?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

75. c) Kuinka tärkeää ryhmähenki on SINUN mielestäsi?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

76. d) Käyttävätkö PELAAJAT ryhmähenkeä koskevia menetelmiä?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

k) Ongelmanratkaisu

Pelaajat ja joukkue työskentelevät estääkseen ja ratkaistakseen konflikteja seuran, joukkueenjohton ja/tai pelaajien välillä

77. a) Oliko ongelmanratkaisu osa yhteistyötä PV:n kanssa?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

78. **b) Kuinka paljon SINULLA on tietämystä ongelmanratkaisusta?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

79. **c) Kuinka tärkeää ongelmanratkaisu on SINUN mielestäsi?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

80. **d) Käyttävätkö PELAAJAT ongelmanratkaisua koskevia menetelmiä?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

I) Elämäntapavalmennus

Pelaajilla on tietämystä ja he saavat tukea asioissa, jotka eivät kosketa jalkapalloa, vaan henkilökohtaista kehitystä, elämäntapoja ja elämää huippu-urheilijana

81. **a) Oliko elämäntapavalmennus yhteistyötä PV:n kanssa?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

82. **b) Kuinka paljon SINULLA on tietämystä elämäntapavalmennuksesta?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

83. **c) Kuinka tärkeää elämäntapavalmennus on SINUN mielestäsi?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

84. d) Käyttävätkö PELAAJAT elämäntapa- ja valmennusta koskevia menetelmiä?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

m) Psyykkinen kuntoutus

Pelaajat työskentelevät tietoisesti kuntoutusjakson aikana psykologisten menetelmien kanssa voidakseen parantaa mahdollisuuksiaan loukkaantumis- tai sairausajanjakson aikana

85. a) Oliko psyykkinen kuntoutus osa yhteistyötä PV:n kanssa?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

86. b) Kuinka paljon SINULLA on tietämystä psyykkisestä kuntoutuksesta?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

87. c) Kuinka tärkeää psyykkinen kuntoutus on SINUN mielestäsi?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

88. d) Käyttävätkö PELAAJAT psyykkistä kuntoutusta koskevia menetelmiä?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

n) Uupumuksen ja kivun käsittely

Pelaajat ovat psykologisten menetelmien avulla oppineet käsittelemään uupumusta ja fyysisistä kipua

89. **a) Oliko uupumuksen ja kivun käsittely osa yhteistyötä PV:n kanssa?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

90. **b) Kuinka paljon SINULLA on tietämystä uupumuksen ja kivun käsittelystä?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

91. **c) Kuinka tärkeää uupumuksen ja kivun käsittely on SINUN mielestäsi?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

92. **d) Käyttävätkö PELAAJAT uupumuksen ja kivun käsittelyä koskevia menetelmiä?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

o) Väärinkäytön käsittely

Pelaajat saavat ammattitukea välttääkseen piristeiden väärinkäyttöä

93. **a) Oliko väärinkäytön käsittely osa yhteistyötä PV:n kanssa?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

94. **b) Kuinka paljon SINULLA on tietämystä väärinkäytön käsittelystä?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

95. **c) Kuinka tärkeää väärinkäytön käsittely on SINUN mielestäsi?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

96. **d) Käyttävätkö PELAAJAT väärinkäytön käsittelyä koskevia menetelmiä?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

p) Kliiniset kysymykset

Pelaajat saavat ammattitukea masennusta, syömishäiriöitä tai muita sairauksiin liittyviä ongelmia koskien

97. **a) Olivatko kliiniset kysymykset osa yhteistyötä PV:n kanssa?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

98. **b) Kuinka paljon SINULLA on tietämystä kliinisistä kysymyksistä?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

99. **c) Kuinka tärkeitä kliiniset kysymykset ovat SINUN mielestäsi?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

100. **d) Käyttävätkö PELAAJAT kliinisiä kysymyksiä koskevia menetelmiä?**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

q) Muut kysymykset

Jos lomakkeesta puuttuu mielestäsi merkityksellinen osa-alue, ole hyvä ja kirjaa se tähän

101. a) Oliko kyseinen alue osa yhteistyötä PV:n kanssa?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

102. b) Kuinka paljon SINULLA on tietämystä kyseisestä alueesta?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

103. c) Kuinka tärkeä kyseinen alue on SINUN mielestäsi?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

104. d) Käyttävätkö PELAAJAT kyseistä aluetta koskevia menetelmiä?

Merkitse vain yksi soikio.

	1	2	3	4	5	
Erittäin vähän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erittäin paljon

Osa 4: Urheilupsykologiaa ja sen käyttöä koskeva näkemys

Tämä osa käsittää näkemyksen urheilupsykologiasta ja sen käytöstä. Vastaa väittämiin parhaasi mukaan vaikka et olisi työskennellyt PV:n kanssa. Vastaukseksi pyydetään tämän hetkistä käsitystä, aikaisemmista kokemuksista huolimatta. Jos et mielestäsi pysty vastaamaan johonkin väittämään tai väittäjä ei sovellu sinuun, voit jättää vastaamatta väittämään ja siirtyä lomakkeessa eteenpäin. Valitse vastaus, joka parhaiten kuvaa mielipidettäsi asiasta. Jos olet täysin eri mieltä väittämän kanssa, valitse 1. Jos olet täysin samaa mieltä väittämän kanssa, valitse 5.

105. 19) Joukkueenjohdossa on mielestäni liian monta ohjaajaa, jos PV on mukana.

Merkitse vain yksi soikio.

	1	2	3	4	5	
Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä

106. **20) Mielestäni on välttämätöntä, että PV on pelannut jalkapalloa korkealla tasolla voidakseen työskennellä joukkueen kanssa.**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä

107. **21) Urheilupsykologia on mielestäni vain pelaajille, joilla on henkisiä ongelmia.**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä

108. **22) Urheilupsykologia on pelaajien mielestä vain pelaajille, joilla on henkisiä ongelmia.**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä

109. **23) Mielestäni on vaikea tietää pitäisikö PV:n organisoidusti kuulua valmennusjohtoon, lääkintäryhmään vai johonkin muuhun osaan seurassa.**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä

110. **24) Seurassa on mielestäni vajaa tietämys siitä, mitä urheilupsykologia on.**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä

111. **25) Seurassa on mielestäni vajaa tietämys siitä, miten urheilupsykologia voi edistää suorituskykyä.**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä

112. **26) Mielestäni aika riittää pelaajien valmistamiseen henkisesti.**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä

113. **27) Uskon että PV:n on mahdollista olla osana joukkuetta pelaajien ja joukkueenjohton kanssa.**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä

114. **28) Uskon että PV:illa yleensä on tarpeeksi tietämystä jalkapallostä voidakseen tehokkaasti työskennellä joukkueen kanssa.**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä

115. **29) Uskon että psyykkisen harjoittelun ja valmistautumisen yhdistäminen tekniseen/taktiseen valmistautumiseen on vaikeaa.**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä

116. **30) Uskon että on olemassa riski että PV saattaa antaa pelaajille taktisia ja/tai teknisiä ohjeita, jotka riskeeraavat sinun (valmentajan) aseman.**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä

117. **31) Uskon että on olemassa riski että PV saattaa käsitellä median kysymyksiä epäammattimaisesti.**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä

118. **32) Uskon että on olemassa riski että PV saattaa käsitellä eettisiä ja/tai moraalisia kysymyksiä epäammattimaisesti.**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä

119. **33) Uskon että on olemassa riski että PV saattaa käsitellä luottamuksellisia asioita epäammattimaisesti.**

Merkitse vain yksi soikio.

	1	2	3	4	5	
Täysin eri mieltä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Täysin samaa mieltä

Osa 4: Muut kommentit

120. **34) Kirjoita mahdolliset selvennykset tai kommentit, jos haluat kehittää jotain vastaustasi.**

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Osa 5: Yhteystiedot

Toisessa osassa osaa valmentajista pyydetään osallistumaan erilliseen haastatteluun. Haastattelujen osallistujat valitaan kyselylomakkeiden vastausten perusteella vapaaehtoisten joukosta. Haastattelu tapahtuu kasvotusten, puhelimitse tai Skypen välityksellä.

121. **35) Voin osallistua haastatteluun**

Merkitse vain yksi soikio.

- KYLLÄ
- EI

122. **36) Yhteystiedot**

Kirjaa alle nimesi, puhelinnumerosi ja/tai sähköpostiosoitteesi

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Appendix 2

Background questions

How old are you?

Which team do you coach?

-How long have you coached the team?

How long have you been a coach?

What education do you have as a coach?

What education do you have outside the sport?

Which teams have you coached?

Have you played football?

-On what level?

Which teams have you played in?

Knowledge and opinion about sport psychology

How would you describe sport psychology in football?

Do you have knowledge about sport psychology?

-Which areas within sport psychology do you the most knowledge about?

What kind of services do you think a sport psychology consultant can offer?

Do you think an SPC could help you or act as a barrier for you as a coach?

Which areas within sport psychology do you think are most useful in football and for your team?

Do you use sport psychology in your team at the moment?

-If no, why not?

-If yes, what kind of education do you have? Lectures?

Do you have a consultant?

-Have you got the offer to use one? Do you know where to find one if you would like to use one?

Do you use sport psychology in your leadership? How and what kind?

Experience of sport psychology and SPC

Do you have experience from working with an SPC?

Do you believe in co-operation with an SPC?

Do you think an SPC can improve the players' performance?

Do you think an SPC should have earlier experience from working with other football teams?

Do you think the age or gender of the SPC matters?

What specific characteristics do you think is necessary for a sports psychologist to be provided with if working with your team?

How would the optimal SPC act when working with you and your team?

Working with an SPC

How would you describe the general opinion about sport psychology in Finnish football?

How would you describe a good practical approach for the establishing a co-operation with an SPC?

What services would you be willing to use when working with an SPC?

When during the season should the SPC enter the team?

How often should the SPC be present?

Barriers

Which factors do you consider as possible barriers for co-operation with an SPC?

Which barriers would you consider the biggest?

Possibilities

If thinking of the barriers mentioned earlier, which possibilities do you think there are for cross them in the future?

If you would give an advice for an SPC about working with your team, what would that be?

If you would give an advice for another team about working with an SPC, what would that be?