

PSYCHOLOGICAL INVENTORIES

FOR

COMPETITIVE ICE HOCKEY

A Thesis Presented
to the
Faculty of University Schools
Lakehead University

In Partial Fulfillment
of the Requirements for the
Degree Master of Science
in the
Theory of Coaching

by



Antonino Vincenzo Lamonica

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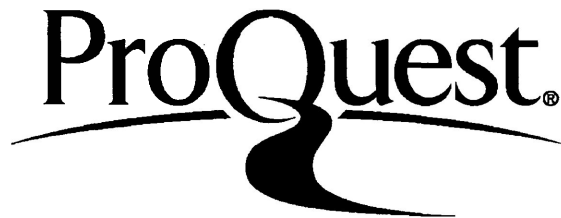
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ABSTRACT

Title of Thesis: Psychological Inventories for Competitive Ice Hockey

Antonino Vincenzo Lamonica: Master of Science in the Theory of Coaching, 1984

Thesis Advisor: Dr. B. S. Rushall
Professor
School of Physical Education and
Outdoor Recreation
Lakehead University

The purpose of this study was to develop a series of self-report psychological inventories for assessing behavior in the competitive and training situations of ice hockey. In addition, coaching prescriptions appropriate to the idiosyncratic responses of each player were formulated. This study described the procedures required to develop a set of accurate behavior inventories.

A variety of developmental procedures were involved in the construction of this tool. In their completed and final form the inventories consisted of a total of 278 question items. Appropriate coaching prescriptions were provided for the majority of items. The inventories were found to be valid, readable, reliable, objective and standardized assessment instruments which promoted honest and accurate responding in subjects.

These inventories differed from past psychological tests because they, 1) considered behavior rather than personality

characteristics, 2) considered each item of response as an important datum for interpretation, and 3) were specific to ice hockey.

The inventories solicit self-report accurate information concerning social, attitudinal, training and pre-competition and competition behaviors, reactions to difficulties, rewards and goals and manifested reactions to pre-competitive stress. They were intended to analyze individual player responses and communicate information and appropriate coaching procedures to his/her coach. The utilization of these tests could enhance coaching effectiveness. Information obtained from the inventories could be used by ice hockey coaches to design specific programs to meet individual requirements for maximizing player performance. The inventories were appropriate for use by competitive ice hockey players over the age of 11 years.

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Chapter 1

INTRODUCTION

Purpose

The purpose of this thesis was to develop a series of valid, reliable, and objective psychological inventories which were specific to competitive ice hockey environments. In addition, recommended coaching procedures appropriate to the idiosyncratic responses of individuals were developed.

Significance of the Study

Maximizing individual athletic performance has always been a primary goal of sport coaching. Coaches and scientists have constantly sought new and effective methods of coaching. Only recently, however, has psychology and its implications for athletic performance been realized. Currently, psychology has received a more prominent role in the development of athletic potential.

The study of personality in sports and physical activity has been one of the most extensively analyzed areas in sport psychology (Carron, 1975; Martens, 1975; Rushall, 1978). Numerous research studies have attempted to answer several questions and discover relationships concerning personality and athletic performance. However, much of the research has been erroneous predominantly because of methodological problems. The principal deficiency has been considered to be the validity of the assessment instrument utilized (Kroll, 1970; Rushall, 1969, 1973, 1975a; Smith, 1970).

Thus, a call was issued to produce sport personality assessment tools which would serve the purpose of both the sport psychologist and practitioner (Kroll, 1970; Smith, 1970).

The Athletic Motivation Inventory AMI (Lyon, 1972) had been proposed as a general interpretive instrument for all sports, participation levels, and sexes. Although the AMI received popularity with practitioners the derivation and utilization of the test received notable criticisms from academics (Cratty, 1972; Kroll, 1970; Martens, 1975; Rushall, 1972).

Recognizing the several deficiencies and methodological problems in trait theory orientations in previous research, Rushall (1973) developed an alternative approach to sport personality assessment. Rushall (1973, 1975a, 1978) described the procedures required to construct a series of valid behavior inventories for specific sport environments. This approach differed from that used in the AMI because it interpreted the responses to each question (i.e., a specific behavior) as being significant information. In addition, the scope of the inventory was delimited to a specific sport. The AMI, however, emphasized general trait descriptions (e.g., determination). This loss of information due to the generalization-reduction process was considered a major weakness of the tool (Rushall, 1975a).

Sets of behavior inventories designed specifically for training and competitive situations of swimming (Rushall, 1975b), rowing (Rushall, 1975c), soccer (Ebeze, 1975), volleyball (Rushall,

1976a), and basketball (Pound, 1977) have subsequently been developed. The development of such inventories has provided coaches with useful psychological information concerning attitudes, goals, motivational factors, behaviors, skills, and anxiety of athletes in their respective sport environments.

To date, there has been no previous attempt to design a series of behavior inventories specifically for ice hockey situations. The development of a scientifically designed set of inventories for competitive and training situations in ice hockey would communicate to coaches important psychological information regarding individual players. Providing coaches with psychological information concerning their athletes is but one step towards maximizing coaching effectiveness.

The application of personality information to sports and physical education has been sadly neglected. Coaches and teachers still ask the question 'What do we do with this information when we get it?' To date, sport psychologists have been successful in telling coaches what their athletes are like or what they did. Most practitioners know this by the time they get the information. The first big stride in the application of personality information to athletes will be the communication of what must be done by the coach when given the information revealed by a particular test.

(Rushall, 1973, p. 15)

Thus, a tool designed specifically for ice hockey, which in addition to providing psychological information about a player, provides recommended coaching procedures appropriate for that individual, may be of great value to coaches. Some of the possible uses of the inventories are as follows:

1. Establishing individualized coaching procedures. It has been expedient for hockey coaches to adopt group training approaches in the past, that is, all athletes are given the same or similar programs, talked to as a group, and are subject to similar developmental opportunities irrespective of their capacities or sport-developmental needs. Such an approach denies as many athletes the opportunity to improve and realize their maximal potential as it does to allow others to achieve their potential (Rushall, 1979). Coaching instruction should be structured around an individual's needs and capacities (Rushall, 1982a). The utilization of the developed ice hockey inventories would give some indication of individual differences in behavior tendencies within the group. Thus, with this information, coaches could upgrade their coaching effectiveness, develop individualized procedures and as a result maximize each individual's performance.

2. Preliminary knowledge of athletes. Obtaining information in order to fully understand an individual has been considered a long, season-going procedure usually consisting of trial-and-error interpersonal interaction. With analysis of the inventories, it would be possible to obtain an idea of the individual's strengths and weaknesses in behavior before actually meeting the individual (Pound, 1977). Thus, from the onset of the season, appropriate strategies could be implemented.

3. Motivating the athlete and morale. It is essential that the coach understand what motivates the athlete to work and

practice at a high intensity (Corby, 1980; N.C.C.P., 1979). What is a reinforcer for one athlete may not be for another.

Utilization of the behavior inventories could identify potential reinforcers for each individual. With this additional information coaches could implement proper procedures for developing motivation, morale, and desirable attitudes (Rushall, 1970).

4. Selection. Several hockey coaches include psychological characteristics on their list of criteria for player selection. Coaches who do adopt this approach may benefit from the information the behavior inventories provide.

5. Co-ordinated control. Many ice hockey teams and clubs consist of more than one coaching member. If such is the case, the potential for dissimilar coaching effects upon individuals exists. Some athletes react well under one coach but not so well under another. Styles and strategies may be so dissimilar between coaches that they are incompatible and inconsistent. Through group analysis of the behavior inventories, members of the coaching staff could develop and implement a more co-ordinated and consistent coaching strategy. Each athlete, therefore, would be handled appropriately irrespective of the coach in command.

6. Evaluation of the program. Repeated testing of players throughout the season may provide an indication of changes in athlete behavior. Thus, the coach can continually assess the effectiveness of the program and, if necessary, readjust his coaching procedure to these changes.

7. Maximizing communication and interpretation of terms.

While communicating with their athletes, hockey coaches frequently use vague terms such as desire, hustle, aggressiveness, and sacrifice to describe what they want from a player. It is anticipated that the use of the developed ice hockey inventories could promote the use of more informative, descriptive coaching instructions by concentrating on observable, measurable behavior and attitude characteristics.

In summary, this thesis will attempt to construct a set of psychological behavior inventories for competitive and training situations in ice hockey. In addition, recommended coaching procedures will be developed. This tool would serve both the interests of practitioners and researchers. Obtaining psychological information and recommendations concerning players would be highly valued by hockey coaches wishing to maximize their own effectiveness. The behavior inventories could possibly be utilized in future research concerning personality and performance in ice hockey. The procedures could also serve as a developmental guide for further research.

The justification for this thesis lies in the fact that there has been no previous attempt to design psychological behavior inventories for ice hockey. The need for such a tool cannot be over-emphasized.

Since this investigator is a former hockey player, and presently a new, inexperienced coach, there is strong personal

interest in the development of such a tool. It is anticipated that implications of this study may enhance the coaching skills of this researcher.

Delimitations

1. This thesis was delimited to the content of the tool being related to competitive and training situations of ice hockey.

2. This thesis was further delimited to the study of measurable and recall behaviors which are related to ice hockey situations.

3. The content of the developed tool was restricted to what remained after validity, reliability, objectivity, and redundancy were considered.

4. The developed tool took the form of a self-report pencil and paper test.

5. The content structure and nature of the tool was suitable for a wide variety of age groups. It was intended that subjects of at least 12 years of age, playing competitive ice hockey, would be capable of successfully completing the inventories.

Limitations

1. The content of the tool evaluated attitudes, goals, motivational factors, behaviors, skills, and anxiety of ice hockey players.

2. This study was limited to convenient interviews and observations as data sources.

3. This study was based on the assumption that the base data source was sufficient for generalization.

4. The tool developed was based on the technique of self-reporting.

5. The questions were assessed for both content and empirical validity by a panel of hockey experts. A value greater than 20% of the panel of experts responding not appropriate removed the question from the item pool (content validity). Greater than 10% of the panel of experts responding they had not seen a particular behavior removed the question from the item pool (empirical validity).

6. The test-retest reliability greater than or equal to 64% (or rounded down to the closest number depending on the number of subjects) made a question item reliable: this was the co-efficient of determination equivalent to $\underline{r} = .80$.

7. The tool items developed were not exhaustive of all psychological items covered in ice hockey.

Definition of Terms

Behavior - The observable and measurable acts that people do (i.e., passing, shooting, checking, talking, etc.).

Convenient - The agreement of availability between the researcher and the persons being interviewed or observed.

Inventories - Pencil and paper tests containing questions which are answered by an individual without any external prompting or explanation.

Psychological - Relating to the realms of behaviors; feelings, attitude, opinions and self-perceptions of behavior.

Chapter 2

REVIEW OF LITERATURE

The study of personality in sports and physical education has been a central focus for investigation in the field of sport psychology (Martens, 1975; Rushall, 1978). Numerous research studies have attempted to answer several questions and/or discover relationships concerning personality and athletic performance. A variety of orientations to researching and applying personality information have been conducted. The main focus of attention has usually been directed to explain "causative" factors for performance and/or to predict the behavior of individuals in specific sport circumstances (Rushall, 1975a).

The theoretical approach having the strongest impact upon personality research in psychology has been the trait view (Carron, 1975, 1980; Rushall, 1973; Smith, 1970). Predominantly, the existing researches have focussed on hypothetical constructs such as needs or drives which are supposedly related to underlying psychological processes or traits which are assumed to be independent construct systems (Rushall, 1978). Carron (1980) stated that "a fundamental assumption of the trait theory is that the 'trait' is a general, underlying cause or dispositional tendency which contributes to behavioral consistency and generalizability - that is, the trait contributes to a stability

in behavior both over time and across a variety of different situations" (p. 19).

The trait approach to researching personality and sports has been frequently criticized (Kroll, 1970; Martens, 1975; Rushall, 1969, 1973, 1975a; Smith, 1970). Much of the research in personality and sport performance has been plagued with methodological, conceptual and interpretive problems (Martens, 1975; Rushall, 1973, 1975a, 1978). The principal limitation of such research has been the use of unscientifically constructed, inappropriate, and invalid assessment tools (Kroll, 1970; Rushall, 1975a; Smith, 1970). Research studies utilizing general trait-oriented tests such as the Cattell Sixteen Personality Factor Questionnaire 16PF (Cattell and Eber, 1957), the Minnesota Multiphasic Personality Inventory MMPI (Dahlstrom and Walsh, 1960), the Edwards Personal Preference Schedule EPPS (Edwards, 1954), the California Psychological Inventory CPI (Gough, 1957) and several others have yielded inconsistent and contradictory results (Rushall, 1975a). Commenting on existing personality testing in the sporting realm, Rushall (1973) stated:

The majority of the easily procured paper-and-pencil inventories have been trait structured. Most physical educators appear not to have delved into the structure or underlying theoretical positions of personality tests such as the California Personality Inventory, MMPI, 16PF Test and others....

It is particularly evident that early investigators blindly accepted that a personality test indeed measured "the personality". Consequently, they used any convenient

test. Unfortunately, many of the early tests, e.g. MMPI, were not intended for analyzing the normal personality.

Many conclusions from early studies were invalid because the dependent variables themselves were not valid for the samples used. (p. 5)

In agreement, Kroll (1970) reported that a satisfactory inventory capable of assessing normal personality with adequately established internal and external validity hardly exists. Fisher (1976) (cited in Stadulis, 1977) indicated that present paper and pencil personality inventories such as the 16PF and CPI have little, if any, value to the sport scene. He further added:

First they do not restrict themselves to tap areas of one's behavior which are salient to sport performance. Secondly, they do not sample sport situations in the derivation of personality characteristics. (p. 193)

Thus the need for a valid personality assessment tool for sport was imperative.

A call was issued in the early 1970's to produce sport personality assessment tools which would serve the research purposes of sports psychologists (Kroll, 1970; Rushall, 1973; Smith, 1970). The general trait-oriented, Athletic Motivation Inventory AMI (Lyon, 1972) had been proposed as a general interpretive tool of personality for all sports, participation levels, and sexes. The AMI assesses 11 different personality traits which include drive, determination, aggressiveness, guilt proneness, leadership, self-confidence, emotionality, mental toughness, coachability, conscientiousness, and trust. Through their research dealing with athletes, Ogilvie and Tutko (1971)

related certain personality traits to high athletic achievement.

In reply to such a claim Martens (1975) stated:

. . . In perspective to current scientific research in personality, their assertions are extraordinary, particularly when based on the outmoded "trait psychology" approach. Their claim to predict athletic success on the basis of 11 personality traits and to also know how to "handle athletes with personality problems" should be considered the most significant development in all of personology since Freud conceptualized the id, the ego, and the superego. (p. 155)

Although popular with practitioners, the AMI has been severely criticized by several academics (Cratty, 1972; Kroll, 1970; Martens, 1975; Rushall, 1973). Martens (1975) expressing the common displeasure among researchers towards the AMI stated:

The construction procedures of the questionnaire have never been published, except that the questions were based on the Cattell 16PF, the Edwards Personal Preference Schedule, and the Jackson Personality Research Form. (Ogilvie et al., 1971.) Thus it is not known how the items were developed specifically, how the 11 traits were identified, and what the reliability and validity of the AMI is. (p. 154)

He further commented:

In addition, their discovery is even more remarkable in that they fail to make reference to any personality research other than their own. (Martens, 1975, p. 155)

Martens (1975) concluded "that 'science is a public affair' and thus, scientific research does not become accepted evidence until it is scrutinized by other scientists and replicated independently of those making the initial observations. Ogilvie and Tutko have not made their 'scientific discovery' available for others to scrutinize before marketing their product" (p. 156).

Rushall (1973) adopted the approach of completely ignoring the work of Ogilvie and Tutko because it was not substantiated and therefore not validated.

Due to the accepted inadequacy and inconsistency of past and current research, several academics prophetically emphasized that an alternative theoretical approach to researching personality in sports needed to be evidenced (Horsfall, Fisher, and Morris, 1975; Kroll, 1970; Martens, 1975; Mischel, 1968, 1969, 1973; Rushall, 1973; Smith, 1970). Rushall (1973) stressed "trait investigations are not the answer. Past experimental designs and analysis have been inadequate and mostly invalid" (p. 11). Rushall (1973) further emphasized that investigative processes must be pointed in new directions, utilizing new techniques and designs, adopting a theoretically sound basis for each work, and avoiding all errors of the past.

The extreme reaction towards the situationistic proposal that behavior was controlled solely by situational contingencies was also found to be deficient when considered as a model to describe personality (Bandura, 1969; Bemm, 1972; Bowers, 1973; Endler and Hunt, 1969; Kanfer, 1970).

Research and developments in social psychology illustrated that specific behaviors could be more accurately predicted by investigating the interplay between an individual's personality disposition and his situation (Carron, 1975; Martens, 1975).

Discrediting the situationistic approach of personality

interpretation, research by Endler and Hunt (1969) revealed that understanding the interaction of 1) response modes (behaviors), 2) individual differences, and 3) situational characteristics would lead to better prediction of behavior. They stated:

. . . Personality description in general might be improved considerably by categorizing both situations and modes of response and then by describing individuals in terms of the kinds of responses they tend to manifest in various kinds of situations. (Endler and Hunt, 1969, p. 22)

Research by Bishop and Witt (1970), Rushall (1971, 1973) has also provided evidence in support of this approach. In their review of personality literature to 1971, Sarason and Smith (1971) supported this view. They indicated:

The most productive approach to the study of personality must consider the manner in which individual difference variables interact with situational factors in determining behavior. (Sarason and Smith, 1971, p. 434)

As an alternative approach to trait orientations, Rushall (1973) proposed one of considering behaviors as the pertinent element in personality interpretation. Rushall (1973, 1975a, 1978) documented the procedures required to develop a series of sport (environment) specific behavior inventories. Rushall (1973) contended that it was possible to assess personality and predict specific behavior capacities within defined sporting environments. This assertion was supported by Wing and Wallach (1971) who described that "styles" of behaviour were appropriate to defined and particular situations.

The concentration on behavior as opposed to personality characteristics was deliberate. Wallach and Leggett (1972) indicated that behaviors provide inherently meaningful information about people, not the relationships among test responses whose claim to attention is that they supposedly refer to some hypothetical trait or disposition.

In order to be able to diagnose and predict personality/response capabilities, Rushall (1973) included ingredients of situation specifics, individual differences, and modes of response (behaviors) in the measurement technique. The inclusion of such elements supported the contentions of Endler and Hunt (1969, p. 22) cited above.

Sets of behavior inventories designed specifically for training and competitive situations of swimming (Rushall, 1975b), rowing (Rushall, 1975c), soccer (Ebeze, 1975), volleyball (Rushall, 1976a) and basketball (Pound, 1977) have subsequently been developed. The development of these inventories have communicated to coaches useful psychological information concerning attitudes, goals, motivational factors, behaviors, skills, and anxiety manifestations of athletes in their respective sport environment.

Summary

The production of a method and tool for assessing behavior tendencies of athletes has been requested for some time. The use of general personality tests for determining relationships between behavioral influences and sport activity classifications has

proven to be unsatisfactory. A variety of methodological, conceptual, and interpretive problems and inadequacies have discredited several studies. The principal drawback of several previous studies has been the validity of the assessment tool utilized.

Rushall (1973) proposed that environment (activity) specific assessments be developed as an alternative approach to sport personality assessment of the trait-nature as exemplified in the Athletic Motivation Inventory (Lyon, 1972). The approach proposed by Rushall (1973) differed from that used for the AMI because it, 1) considered behavior rather than personality characteristics, 2) considered each item of response as an important datum for consideration and interpretation, and 3) delimited the scope of the inventory to a specific sport (environment). The interpretation of results would need no further processing as hypothetical constructs such as trait or factors (a central feature of the AMI) were not of interest.

Sets of behavior inventories for several sports have been developed. These inventories have the capacity to serve both practitioner and scientist. The practitioner is provided with information about an athlete and a consultative service which provides recommendations for coaching the athlete. The scientist has been provided with scientifically developed tools.

To date, no attempt has been made to develop a psychological behavior inventory specifically for competitive ice hockey. The

development of a psychological behavior inventory for competitive and training situations in ice hockey, which in addition provides recommended coaching procedures, would be of great aid to hockey coaches. The tool would also provide researchers with a scientifically designed tool for the sport of ice hockey.

Based on the directions and procedures documented by Rushall (1973, 1975a, 1978) this thesis attempted to develop a set of psychological behavior inventories for competitive ice hockey.

Chapter 3

METHODS AND PROCEDURES

Development of an Item Pool

The first requirement for developing the ice hockey inventories was to establish the behaviors and situations which could occur in the sport. A comprehensive list of possible circumstances and reactions for ice hockey needed to be identified. The total items of information which could be used was generated from a variety of sources.

1. Open-ended interviews were conducted according to a set format (see Appendix A) with past or present hockey coaches.

2. Observations of desirable and undesirable athlete behaviors in the competitive and training situations of ice hockey were noted (Rushall, 1977), (see Appendix B).

3. A perusal of popular texts on ice hockey for additional suggestions concerning psychological features of ice hockey was conducted.

4. Currently available psychological tests were reviewed for suggestions concerning psychological concepts, ideas, and items that might be applicable for ice hockey.

Question Construction

The information accumulated from these sources was expressed as single item questions. Repetitious and ambiguous questions were

eliminated. The remaining question items were subjectively classified into five sections as follows:

Ice Hockey Inventory 1. This inventory contained questions dealing with difficulties that most hockey players experience at one time or another.

Ice Hockey Inventory 2. This inventory included questions dealing with reactions to, opinions of, and attitudes about ice hockey.

Ice Hockey Inventory 3. This inventory contained questions dealing with happenings that are associated with ice hockey training and competition.

Ice Hockey Inventory 4. This test was designed to acquaint the player with a number of circumstances which could arise in his/her ice hockey experience.

Ice Hockey Inventory 5. This set of questions asked how the respondent felt and acted before important hockey games.

The question order was randomized for presentation within each inventory in order to minimize response sets.

Measurement Technique

Each of the inventory questions assessed a single item of information about competitive ice hockey. Three response alternatives for each question were provided for the respondent in four of the five inventories. The respondent was forced to select one of the response alternatives for each question. The alternatives indicated: 1) the consistent presence of the behavior

(True, Yes, Always), 2) the varied occurrence of the behavior (Uncertain, Sometimes, Occasionally), or 3) the consistent absence of the behavior (False, No, Never). The reason for selecting polarized response categories was to facilitate accurate prediction (Rushall, 1978). Alternatives (1) and (3) allowed for accurate prediction in behavior while alternative (2) indicated unpredictable behaviors, i.e., one cannot predict with certainty whether the behavior will or will not occur in a set situation.

Ice Hockey Inventory 5 was designed to assess the symptoms which are manifested as a reaction to pre-competition stress. The inventory contained questions with four response alternatives of which two were accurate extremes and two were estimates of uncertainty.

Validity of Question Items

The content validity of each question item rested largely on empirically validated assessments by ice hockey experts (N = 12; Junior A, University, and minor hockey coaches, technical directors, and researchers specializing in ice hockey). Each expert received the questions in booklet form with a letter instructing them to assess each question according to two criteria: 1) was the question appropriate for competitive ice hockey, and 2) had the experts seen at least one player or coach exhibit the characteristic or behavior described (see Appendix C). After the experts' responses were received, 20% of the considerations that the question was inappropriate or 10% of the reports of not seeing

anyone exhibit the content described was sufficient to delete the question from the item pool. In addition, each expert was asked to suggest any information or items that may not have been covered and to indicate any necessary changes of expression or rewording. The criteria for deletion were made strict to ensure the high validity of the remaining question items. This process was the basis for determining the validity of the author established question items.

Readability

After the validity of the inventory question items was established, a readability check was conducted to ensure that each question would be understood by potential respondents. Performing such a check eliminated the possibility of any question being misinterpreted. Subjects (N = 11) between the ages of 12 and 13 years were given the inventories with instructions to underline words which were not understood. This was a means of checking the clarity of communication between the respondents and the inventories. By referring to the Merriam-Webster Thesaurus (1978) words which were not understood were replaced by simpler synonyms. This process was deemed to produce question items which were readable by persons older than 11 years of age.

Reliability

Since each question was of importance, it was not appropriate to speak of total test reliability in the traditional terms, but rather in terms of each question's reliability. The reliability

for each question was determined through test-retest reliability evaluations.

The test-retest sample involved ice hockey players from selected teams of the Thunder Bay Amateur Hockey Association and players of the Lakehead University Nor' Wester Hockey Club (N = 18). The inventories were administered to the sample twice. The time interval between testing was more than two days. On each occasion, the inventories were administered under a standardized testing procedure (see Appendix D). The statistic for evaluating the reliability of each question was the percent agreement of responses between the test and retest situations. An arbitrarily defined level of acceptance for a question to be deemed reliable was set at 64% or better (or rounded down to the closest number depending upon the number of subjects). This was selected since it is equivalent to the coefficient of determination for a Pearson's Product Moment Correlation Coefficient of $r = .80$. The percent agreement is considered to be a more sensitive measure of concordance in the test-retest situation for specific items (Rushall, 1978). Thus, any question failing to elicit the same response from the subjects, at least 64% of the time, was deleted from the inventory. The remaining question items were deemed valid, readable, and reliable.

Objectivity

Objectivity was used in this thesis in two senses. The more usual sense given to objectivity of having the test administered by

two different individuals and comparing the results was not evaluated. However, objectivity was facilitated by providing complete and fully explained standardized testing procedures for test administrators (see Appendix D). These instructions were an adaptation of an already existing set of instructions and procedures which had previously been shown to elicit reliable and honest responses (Rushall, 1976b). Providing this standardized procedure would ensure that the same information and instructions were given to subjects irrespective of the test administrator involved.

The second sense of objectivity referred to the accuracy of interpreting the responses of the subjects. It was necessary to discover if the author established interpretations accurately represented the subjects' responses. A computer program generated output which repeated a subject's extreme answers in descriptive form. The tested hockey players were instructed to read the specific descriptions and indicate those which they considered not true for them. This procedure simulated an interview technique as the subjects were unknowingly evaluating their own answers. The percentage of disagreement was then determined for each question. If 10% or more of the subjects indicated errors in the description, the question and/or description was deleted or altered on the basis of its inaccuracy. After this procedure, the remaining items were deemed to be valid, readable, reliable and objective.

Validity of Coaching Prescriptions

Suggested coaching prescriptions for extreme responses to each question were developed. Several psychological and coaching texts authored by renowned sport psychologists, ice hockey coaches and players were consulted (see Appendix E). The developed coaching prescriptions were distributed to the 18 tested hockey players to determine if the prescriptions were suitable and appropriate. These players were instructed to assess the appropriateness of the developed coaching prescription based on the response to the question. Any prescription reported to be inappropriate by 10% or more of the subjects was deleted or altered. In such cases, the subjects were asked to suggest ideas of what they considered was an appropriate and suitable strategy. This procedure served as a check on this researcher's competency to formulate and recommend coaching prescriptions that are acceptable to ice hockey players.

Standardization

The administration of the ice hockey inventories was standardized by having the tester proceed with the preparation in a defined manner and then reading explicit instructions for completing the test from the test administration manual (see Appendix D). As was stated above, the test administration manual developed by Rushall (1976b) was modified so that it would provide appropriate, specific information and instructions for the administration of the ice hockey inventories.

Response falsification was minimized by three procedures:

- 1) the test instructions included descriptions of the negative consequences of falsifying answers so as to produce a response set for honesty;
- 2) the subjects were asked to publicly commit themselves to honest answering; and
- 3) before each inventory the hazards of untruthful responding were repeated (see entries in the inventories included in Appendix U).

To assess whether the inventories produced an honest and accurate mode of responding in the 18 subjects, a post-test assessment of response set was conducted. An anonymous three item questionnaire was distributed to each subject once they had completed the inventories (see Appendix F). The questionnaire asked the subjects to indicate any of three things:

- a) did they answer honestly,
- b) did they answer according to how they thought the coach would like the test to be answered, and
- c) did they answer so as to give the best impression of themselves (i.e., make themselves look good).

The responses were then tallied. If the percentage of honesty alternatives exceeded 90 then the standardized testing procedure was deemed to elicit a desirable response set in each player.

The inventories were supplied in booklet form and responses made on a separate answer sheet.

Summary

The above set of procedures was conducted so that the developed tool would possess the following features:

1. It would be valid.
2. It would be readable by competitive ice hockey players aged 12 years and older.
3. It would be reliable.
4. It would promote honest and accurate responding.
5. It would be standardized in its administration.
6. It would be sensitive for indicating some of the social, attitudinal, training, pre-competition and competition behaviors, reactions to difficulties, rewards and goals, and manifested reactions to pre-competitive stress of ice hockey players.
7. It would provide appropriate coaching prescriptions.

The development of a tool with these characteristics would provide ice hockey coaches and researchers with new and valuable assistance.

Chapter 4

RESULTS

Item Pool

The total items of information which could be used to develop the ice hockey inventories was generated from four sources. They were: 1) open-ended interviews with past or present hockey coaches, (N = 6; see Appendix G for a list of authorities interviewed), 2) observations of desirable and undesirable athlete behaviors in the competitive and training situations of ice hockey, (N = 15; see Appendix H), 3) a perusal of ice hockey texts for suggestions concerning psychological features of ice hockey (see Appendix I for a list of texts), and 4) a review of currently available psychological tests for ideas and items that might be applicable for ice hockey (see Appendix J).

Question Construction

Each item of information was expressed as a single item question. The result of this procedure yielded 503 questions in the item pool relating to behaviors and situations in ice hockey environments. After redundant and ambiguous questions were deleted 338 questions remained. These questions were then subjectively classified into five sections. Thus, the item pool at this stage comprised of a large number of questions which could be appropriate for analyzing behaviors in ice hockey. These questions needed to be evaluated for validity, reliability, readability, and objectivity

to determine their utility for behavior assessment in the sport of ice hockey.

Validity of Question Items

The questions were assessed for both content and empirical validity by a panel of experts (N = 12) who were experienced hockey coaches, technical directors, and researchers specializing in ice hockey (see Appendix K for a list of experts). The questions were in booklet form and distributed to each expert.

As a result of the validity check, 45 questions were found to be invalid for ice hockey and were therefore deleted from the item pool (see Appendix L for deleted questions). Based upon comments and suggestions offered by the panel of experts, some questions were reworded or altered but the content remained similar (see Appendix M). The total number of valid questions remaining was 293.

For the content validation procedure to be satisfactory two criteria had to be met. The requirement for competent judges was fulfilled by using high calibre coaches and officials. The second requirement for a wide source of sampled items was satisfied by deriving the elements of information from a number of sources through a variety of methods and establishing a large item pool. By satisfying the requirements for good content validity and the judgement criteria, the resultant question-item pool was valid for assessing situations and behaviors in ice hockey.

Readability

After the content and empirical validity of each question were established, a readability check was performed. This was done to ensure each question was understood by potential respondents. Based upon the evaluations of 12 to 13 year old ice hockey players (N = 11), 14 questions were reworded to be more easily understood (see Appendix N).

Reliability

The test-retest sample was comprised of ice hockey players from selected teams of the Thunder Bay Amateur Hockey Association and players from the Lakehead University Nor' Wester Hockey Club. A total of 18 subjects satisfactorily completed the inventories. This sample consisted of Pee Wee, Bantam, Midget and University calibre hockey players.

The test was administered twice to the sample with a two day interval between testings. Each time, the tests were administered under standardized conditions.

To establish reliability, those questions which failed to meet or exceed the 64% standard were deleted from the inventories. As a result of the reliability assessment, 14 questions failed to achieve this criterion. These questions were deemed unreliable and were consequently deleted from the item pool (see Appendix O for a list of unreliable questions). The item pool at this stage contained 279 valid, readable, and reliable questions (see

Appendix P for reliability results for each question in the final completed inventories).

To satisfy this researcher's curiosity the total number of agreements in the test-retest situations for each subject was tallied and then converted to percent agreements. The result of this calculation revealed that subjects ranged from 87.3% agreement to 76.8% agreement (see Appendix Q).

The criterion for reliability was stringent as it partially indicated response accuracy and ensured the high reliability of the remaining questions. Other less stringent methods of reliability assessments, such as the Pearson Product Moment Correlation Coefficient could have been selected and utilized but may have indicated more items as being reliable than were accepted for this study.

Since the total number of subjects utilized for the reliability evaluations was 18, it was not possible to exactly equal the established 64% criterion for deletion of the question items. Thus, the cut off point for deletion of question items was 61.2%. This value is equivalent to the coefficient of determination for a Pearson's Product Moment Correlation Coefficient of $r = .78$. This value still ensured the high reliability of the question items.

Objectivity

The more usual sense given to objectivity of having the test administered by two individuals and comparing results was not

evaluated. However, objectivity was facilitated by providing fully standardized testing procedures for test administrators (see Appendix D).

A second sense of objectivity referred to the accuracy of interpreting the responses of the subjects. Each tested hockey player (N = 18) was provided with a computer readout which repeated his responses in descriptive form. Each player was instructed to read through each description and indicate those which they considered not true for them. Descriptions not correctly reported with an accuracy of over 90% when these assessments were made resulted in the deletion or alteration of the question and/or description.

The computer analysis generated 2,759 descriptions. There were only 16 disagreements reported by the subjects. As a result of the objectivity analysis, one question was eliminated from the pool (see Appendix R) and two questions and four descriptions were altered (see Appendix S and T). The percent objectivity for each question in the completed inventories is listed in Appendix P. At this stage, 278 questions remained. These remaining questions were deemed valid, readable, reliable, and objective.

Validity of the Coaching Prescriptions

Suggested coaching prescriptions for extreme responses to each question were developed. Several psychological and coaching texts authored by renowned sport psychologists, ice hockey coaches and players were consulted (see Appendix E). Each

tested hockey player was instructed to assess the appropriateness of the coaching prescription based on his response to the question. As a result of this assessment, no coaching prescription required any alteration or further modification.

Standardization

The administration of the ice hockey inventories was standardized by utilizing an adaptation of the test administration manual (Rushall, 1976b), (see Appendix D). To assess whether the inventories produced an accurate mode of responding, an anonymous three item questionnaire was distributed to each of the 18 subjects after they had completed the inventories. No subject reported falsifying his answers, making an attempt to produce the best impression possible, or attempting to answer the test as he thought the coach would like the test to be answered. Thus, the result of this procedure supported that the standardization procedure for the ice hockey inventories developed the correct response set for honesty in subjects.

As a result of the procedures cited above, a 278 question item test was developed (see Appendix U for the final completed inventories and answer sheets). In addition, appropriate coaching prescriptions were formulated (see Appendix V).

Chapter 5

DISCUSSION

The use of general trait oriented personality inventories for determining behavioral inferences and sport/activity classifications has been argued as being unsatisfactory. The primary requirement for improving the standard and viability for better sport personality research has been the provision of an adequate assessment tool. The production of a set of activity (environment) psychological behavior inventories (Rushall, 1973) marked a turning point in the investigation of personality and psychological factors in sports.

Based on the directions and procedures documented by Rushall (1973, 1975a, 1978) this thesis established a set of psychological behavior inventories for competitive ice hockey situations. The inventory question items were subjected to stringent screening procedures to ensure acceptable validity, reliability, and objectivity.

Each question response in itself yields a valuable item of information about an ice hockey player. The scope of the information includes specific behaviors, situations, and idiosyncratic response patterns appropriate for competitive ice hockey. The interpretation of results needs no further processing as hypothetical constructs, such as traits or factors, are not of interest.

All the question items are not appropriate for every player. Only a subset of the questions will apply to a particular hockey player, the subsets differ according to personal idiosyncracies. When nonrelevant questions are encountered, the subjects answer the middle response alternative. Thus, the total response to the test is not really meaningful in the traditional sense. The reader should also be aware that not all behavior or dispositions for ice hockey were included. Rather, only those question items which qualified after the strict screening process of the test development were included. Inferences beyond the scope of the questions about behaviors and dispositions pertinent to ice hockey are not warranted.

Coaching Implications

Obtaining information concerning the psychological characteristics of individual players is an important requirement for successful ice hockey coaching (Botterill, 1978; Donohue, 1978; Halliwell, 1978; Perry, 1979; Smith, 1979). It is imperative that the coach gain as much information and attain a basic understanding of each individual on the team (Donahue, 1978; Fuoss and Troppmann, 1981; Walford, 1971).

This tool will enhance coaching performance by providing information and directions for appropriate individualized coaching procedures. The tool has the potential to indicate the individual behavior repertoires of ice hockey players to a high degree of specificity. While providing questions which apply to all

positions of the game, the inventories also include questions specific to each position (i.e., Forward, Defense, and Goal). With the utilization of the inventories, ice hockey coaches will be capable of understanding each player to a greater degree and achieve a depth of involvement which surpasses what has been previously possible with trait oriented analyses. This relevant and specific information could serve as a basis for 1) establishing individualized coaching procedures, 2) pre-screening players, 3) increasing morale and motivation, 4) selection, 5) co-ordinated control procedures for coaching staff members, 6) evaluation of the program, and 7) maximizing communication and interpretation of terms.

Research Implications

The developed tool has the potential for use in academic research concerning personality and performance in ice hockey. The scientist and researcher specializing in ice hockey will now be provided with a scientifically developed tool. The scope for branching into research topics specific to ice hockey is expansive. Group differentiations, factor analytic studies, response clusterings, and response frequencies are but a few possible directions for investigation.

The nature of the data provided by the inventories is different to that of trait analyses, both in form and concept. The data obtained from the questions are purely ordinal and must not be interpreted as interval or ratio scales. The questions are not of

equal value, nor are the question response alternatives of similar mathematical distance within or between questions. Thus, mathematical procedures appropriate to ordinal or nominal data forms must be utilized to attain meaningful research in this area.

It is optimistically anticipated that further research concerning the psychological aspects of ice hockey may utilize this developed tool for further investigations.

Utilizing the Tests

The administration of the test is simple. A standardized set of instructions and procedures is included in Appendix D. The instructions relate to the administrator the following information:

- 1) how to set up a testing site,
- 2) what materials are required for testing,
- 3) what to say to the subjects being tested before they begin answering, and
- 4) how to supervise the subjects while they are responding.

The interpretation of the test results is assisted by using the coaching prescriptions that have been developed. The inventory, question, and response numbers ("a" = 1, "b" = 2, "c" = 3) are referred to in the diagnostic listings (see Appendix V) as an initial cue to formulating coaching reactions based upon an athlete's response to each question.

Chapter 6

CLOSURE

A psychological behavior inventory for competitive ice hockey was developed. Its intended purpose was to provide ice hockey coaches with psychological information concerning his/her players and provide coaching directives. With this information coaches might be more capable of maximizing their own effectiveness by implementing individualized coaching strategies and consequently maximize player performance. Since the tool's validity, reliability, and objectivity were established it is believed that a satisfactory and adequate psychological tool which assesses behavior in the competitive and training situations of ice hockey has been produced. In addition, it provides recommended coaching procedures appropriate to each individual. It is available for use by both practitioner and scientist.

Summary

The steps outlined in this thesis described the procedures required to develop valid, reliable, and objective behavior inventories. Based upon these procedures, a behavior inventory for competitive ice hockey was developed.

A large item pool of information pertaining to behavior of ice hockey players was generated from four different information sources. This procedure yielded an item pool of 503 questions. After redundant and ambiguous questions were eliminated 338

questions remained. These questions were sent to a panel of hockey experts (N = 12) who assessed each question for content and empirical validity. Based upon the evaluations, suggestions and comments, some questions were deleted, altered slightly, or reworded. At this stage the item pool was comprised of 293 valid questions.

After the validity of the inventories was established a readability check was conducted to ensure that each question was understood by ice hockey respondents over 11 years of age. Based upon the results of this procedure, some of the questions were reworded to be more easily understood.

The inventories were then administered to ice hockey players (N = 18) to evaluate reliability for each question item. The inventories were administered twice under a standardized testing procedure. The agreement of responses between the test and retest situations were compared for each question to determine the reliability of the inventories. As a result of this assessment 14 questions were deemed unreliable and deleted from the item pool. The item pool at this stage contained 279 questions which were valid, readable, and reliable.

The more usual sense given to objectivity was facilitated by providing standardized testing procedures for test administration. A second sense of objectivity, which referred to the accuracy of interpreting the responses of the subjects was determined. Each tested hockey player was instructed to read through a computer

readout of his extreme answers in descriptive form and indicate those descriptions which he considered not true for him. Based upon the results of this procedure some questions and/or descriptions were deleted or altered on the basis of their inaccuracy. The item pool at this stage contained 278 questions which were valid, readable, reliable, and objective.

Coaching prescriptions were developed by this researcher with the aid of several sources for additional information and recommendations. Each of the tested ice hockey players was instructed to assess the appropriateness of the developed coaching prescriptions based on the response to the question. As a result of this procedure no prescription required alterations.

The administration of the test was standardized by providing fully explained instructions and information for test administration. An anonymous checklist completed by each subject after the completion of the inventories indicated that the standardized procedure for the tool developed the correct response set for honesty in subjects.

The production of such a tool involved several developmental procedures. In its final form a 278 item assessment tool accompanied with appropriate coaching procedures was developed. It was shown to be a valid, readable, reliable, objective, and standardized behavior assessment tool that provoked honest, accurate responding in subjects.

Recommendations

The psychological assessment tool developed in this thesis is an important and valuable contribution to the development and enhancement of ice hockey coaching. A new alternative psychological tool which specifically assesses the behaviors of ice hockey players has been developed. In addition, coaching prescriptions appropriate to the idiosyncratic responses have been established.

This tool is intended to provide ice hockey coaches with valuable psychological information pertaining to individual players. The information obtained from using the tests could be used by ice hockey coaches to design and develop specific programs to meet individual requirements and thus maximize player performance. The tool is recommended for use by the more serious competitive ice hockey player.

Three features which distinguish this tool from other psychological tests are 1) it considers behavior rather than personality characteristics, 2) it considers each item of response as an important datum for consideration and interpretation, and 3) it is specific to the sport of ice hockey. Since the tool is specifically designed for ice hockey it should not be used for other sports. However, it is recommended that the procedures adopted to develop this tool be replicated by other researchers wishing to develop similar tools in other sports.

Researchers and scientists specializing in ice hockey will be provided with a scientifically developed tool. It is also anticipated that further studies and developments concerning this tool will be investigated in future research. Perhaps future studies will investigate more specific ice hockey environments (e.g., Junior A hockey) which will provide additional information and contribute to coaching in the sport. The possibility of such work remains as a topic for further research.

The instruments together, are very comprehensive. It might be possible to construct a short form comprising priority items. Such a tool might be more widely acceptable to practitioners.

This thesis has concentrated on developing feedback and prescriptions for coaches. An emphasis on feedback for players could contribute handsomely to a much needed emphasis in sport psychology.

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APPENDIX A

OPEN ENDED INTERVIEW QUESTIONS (Rushall, 1977)

When I speak of specific behaviors in the questions I refer to isolated behaviors which occur in your sporting environment. For example, a basketball coach may speak of the rapidity of shooting at practice, or a hockey coach the vigor of checking on the boards, or a volleyball coach the number of times a player sprawls on the floor to dig the ball. These are the descriptions of things that players do. They can be observed and measured by another person. I am interested in the things that people in your sport do.

I would like you to try to answer the questions that I ask with as many examples of such specific behaviors as possible.

1. What specific acts to superior performers do that show that they are motivated?
2. Do these behaviors also occur in poorer performers?
3. Are there any behaviors you would like to see performed more often, that is at a higher rate, than others? If so, what are they?
4. What behaviors occur more persistently in superior performers than in inferior performers?
5. People often speak of aggression in sport. What acts occur in your sport that evidence aggressive behaviors in top performers?
6. Is it desirable to have these aggressive behaviors occur as much as possible?
7. What characteristic behaviors are examples of determination? When do they occur?
8. Is determination important for your sport?
9. What behaviors are displayed by leaders in your sport?
10. Are there any other behaviors that you would like to see displayed but are not evidenced by your people?
11. What are the things that your people do that allow you to say they have a high level of self-confidence?
12. Do you think self-confidence is necessary in top performance?

13. When a team falls behind, the game is tough, or competition is close, athletes are somewhat stressed. How would you like to see your athletes behave to regain the lead?
14. Are there any different behaviors that would be necessary to those you have already indicated which would be essential for tough, physical competition?
15. How about circumstances where competition is close? What behaviors are necessarily different to those exhibited in a normal game?
16. Do superior performers maintain emotional control in games? If so, in what way do they behave?
17. What aspects of skill do superior performers display that enhance their performance?
18. Is the social behavior of a player important for performance? What are some of the social behaviors which are important if you think so?
19. How much athlete-to-athlete interaction is necessary? Do superior performers evidence any different forms of interaction to lesser performers?
20. What are examples of conscientious behaviors in your sport?
21. Are these important to superior performers?
22. Are there any other features about performers in your sport that are desirable and have not already been mentioned?

APPENDIX B

THE ANALYSIS OF ATHLETE BEHAVIORS (Rushall, 1977)

PURPOSE

This experience is designed to focus the student's attention on the desirable and undesirable behaviors exhibited by participants in a sporting environment. A second purpose is to have the student follow certain scientific procedures to ensure reliable data gathering techniques when observing behaviors.

RATIONALE

One of the most important features in exercising control over behavior is to be consistent in the application of control techniques. A requirement for this consistency is the recognition of specifically defined behaviors. This feature is enhanced when behaviors are defined clearly. The definition should be such that another observer can read the definition and then recognize the occurrences of that behavior with the same precision and reliability as the original observer. In applied scientific work it is necessary to establish clear behavioral definitions and to establish an observer's reliability.

Another classification of the behaviors of an athlete is that of desirable and undesirable. This classification is in reality a trichotomy featuring desirable, neutral, and undesirable behaviors. The intent of this categorization is to highlight the extreme behaviors which exist in athletes. It is worthwhile to contrast this desirable/undesirable classification with the previous productive/unproductive classification. Productive behaviors are not necessarily desirable behaviors nor are unproductive behaviors necessarily undesirable. Trial-and-error learning experiences are productive but are also undesirable in a coaching situation where it is expected that a coach's presence would lead to accelerated learning rates. As another example, the unproductive behavior of attending to equipment is also desirable. One should not equate the two behavior classification schemes.

Desirable/undesirable behaviors are some of the behaviors which occur in the sporting environment. The main consideration of this classification is to ask how do the behaviors affect the function of the environment. This is opposed to the concentration on the improvement of the athlete's performance when productive/unproductive behaviors are considered. Thus, this classification includes behaviors which are not skilled behaviors. There are antisocial, disruptive, and irrelevant behaviors which interfere with the functioning of the group. These would be classified as being undesirable. Other behaviors enhance the group functioning,

helping with equipment, directing a group, etc. These are desirable. The observer will also witness behaviors which are neither highly effective nor do they detract from the situation. These neutral behaviors are ignored. Thus, desirability considers group functioning, cohesion and in some part skill/performance development.

PROCEDURE

1. Determine a sporting environment where it will be possible to observe four practice sessions.
2. Obtain the permission of the coach to make observations.
3. Obtain equipment - a cumulative stop watch, a pencil and pad. It is necessary to obtain a coobserver for one session.
4. Preliminary Procedures
 - a) Plan your observation times making sure you are the only researcher observing subjects on those occasions.
 - b) Acquaint yourself with the practice session conditions.
 - c) Explain to the coach the reasons for your attendance and ask what are the goals of the training session at each practice session.
5. Sessions 1 and 2
 - a) Observe all athletes in the practice session. List those behavioral events which are determined as being either desirable or undesirable on the recording sheets.

All definitions must be in observable and measurable terms. They should be clear and exact enough to delineate the occurrence of each behavior. Another person should be able to read a definition and immediately recognize an occurrence of the behavior.
 - b) The output for these sessions should be a list of desirable and undesirable behaviors.
 - c) To facilitate a meaningful experience for the rest of the observation sessions it would be worthwhile to form some idea of which are the most frequently occurring desirable and undesirable behaviors.

6. Session 3

- a) Select two frequently occurring desirable behaviors and two frequently occurring undesirable behaviors.
- b) Observe the frequency of occurrence of these four behaviors in two individuals and construct a cumulative frequency graph of their occurrence. It will be necessary to note the time of occurrence of each behavior in order to do this.
- c) In this session a second observer should be present. Using the definitions generated in the first session, the second observer should record the occurrence and time of each of the four behaviors in both individuals.
- d) Develop a reliability index for each of the behaviors in each subject.
- e) Graph the data (both observers on the same graph) and present the reliability computations.

7. Session 4

- a) Repeat steps 6(b) and 5(e) in this session for the same four behaviors.

OUTPUT

The experience should produce a report which indicates the following:

- a) A description of the environment, team and coach, and dates and times of observation.
- b) Equipment used.
- c) Procedures followed in each session.
- d) Recording methods.
- e) Data analysis.
- f) Results.
- g) Discussion of results.
- h) Conclusions.
- i) Data, graphs, and definitions.

DESIRABLE/UNDESIRABLE BEHAVIOR

RECORDING SHEET

DATE _____

ENVIRONMENT _____

OBSERVER _____

DESIRABLE BEHAVIOR	UNDESIRABLE BEHAVIOR

FREQUENCY

BEHAVIOR: _____

SUBJECT: _____

DATE: _____

ENVIRONMENT: _____

TIME OF OCCURRENCE

FREQUENCY

BEHAVIOR: _____

SUBJECT: _____

DATE: _____

ENVIRONMENT: _____

TIME OF OCCURRENCE



SCHOOL OF PHYSICAL EDUCATION & OUTDOOR RECREATION

/TITLE/ /FIRST/ /LAST/

/POSITION/

/ORGANIZATION/

/STREET/

/CITY/

/PROVINCE/

Dear /LAST/

Please find enclosed a number of materials that are associated with a research project that Mr. Antonino Lamonica is conducting to complete his thesis for the Master of Science degree in the Theory of Coaching at Lakehead University. We would like to solicit your help in evaluating these materials.

The project is concerned with developing psychological inventories for ice hockey. The inventories that are contained represent the prototypes of such tests. They are supposed to evaluate attitudes, goals, motivational factors, behaviors, skills and anxiety. The questions contained in the inventories have been selected from four sources:

1. convenient interviews;
2. convenient observations;
3. ice hockey texts; and
4. previous psychological tests.

It would be appreciated if you could read through each question and evaluate it on two grounds:

1. Is the question appropriate for ice hockey? If not, please mark the question alongside its number with the letters DA.
2. Have you seen at least one hockey player or coach exhibit the characteristics or behaviors that are described? If not, please mark the question alongside its number with the letters NS.

Thus, you only have to mark the questions that are deficient in either or both qualities. Please feel free to comment on the expression, particularly ambiguity and clarity. If you could suggest other questions or question content it would be very appreciated.

Your co-operation in this project would be most helpful. Once the study is completed a copy of the questionnaire will be forwarded to you. Would it be too much to ask that your evaluation be completed and returned within the next two weeks?

For your convenience a stamped return envelope is included in this package for the response. If you are not able to participate could the enclosed materials be returned?

Thank you for your attention to this matter.

Sincerely yours,

Brent S. Rushall, Ph.D.
Professor

Antonino V. Lamonica
Graduate-assistant
Assistant hockey coach

encls.

INSTRUCTIONS FOR ADMINISTERING THE
BEHAVIORAL INVENTORIES FOR ICE HOCKEY

PRELIMINARY PROCEDURES

1. Check the number of test booklets and answer sheets which have been supplied.
2. Make sure that the number of persons to take the tests does not exceed the number of books or answer sheets that are available.
3. Schedule a time period of at least 2 hours for testing. The tests take from 50 to 90 minutes; administration from 20 to 25 minutes; and usually there needs to be some time allowed for late comers. Impress upon the persons scheduled to take the test that they must arrive before the stipulated time.
4. Obtain an adequate testing site (well-lighted, quiet, with comfortable writing facilities).
5. Obtain a supply of pencils with erasers for each individual or notify the subjects beforehand that they will need to provide their own pencil with eraser.
6. Notify those who are to take the test stating when and where the testing will be done and that early arrival is essential. Mention pencils with erasers if they need to be supplied.
7. Read the testing instructions so that you will be fully aware of what must be done in the testing situations. It is advised that the test administrator should complete the test him/herself so that he/she will be familiar with the content.

TESTING PROCEDURES

A. PREPARATION

1. Prepare the testing room beforehand so that the atmosphere is comfortable and well-lighted.
2. Check the testing materials. Insert the answer sheet in the test booklet. Make sure you have an extra supply of pencils with erasers and facilities for sharpening pencils.
3. Do not crowd the people to be tested. It is essential that all subjects work individually. There should be sufficient space between the subjects to avoid distraction or looking-on to another's work.
4. Do not give out any material until the appropriate time.

B. ADMINISTERING THE TESTS

1. When subjects are seated and the tester decides to administer the test no more people should enter the room.
2. Read the following passage to the group:

"The tests that you are about to take concern your associations with your hockey. Your answers will be marked and analysed by a computer.

The results of these tests will be used to tell (me/the coach/the head coach/the coaching staff) what are the best training and competitive procedures for you. These procedures are designed to help you perform better. They are designed to help (me/the coach/the head coach/the coaching staff) to do a better job of coaching.

It is essential that you answer the tests as truthfully as possible. False answers will cause (me/us) to proceed in the wrong manner with your coaching. It is better for you not to take the test if you are not prepared to answer the test truthfully. If you are not prepared to do this you should leave the room now." (Pause)

If necessary say the following:

"Hold up your hand if you do not have a pencil with eraser."
(Distribute pencils)

OR

"I will now give out the pencils."

"You are now in testing conditions so there will be no further talking. I will now hand out the test booklets with an answer sheet inside. Do not write anything. You may read the cover of the test booklet."

3. Hand out the test booklets.
4. Read the following passage to the group:

"Take out the answer sheet that is in the test booklet. Is there anyone without an answer sheet?"

(Hand out extra answer sheets if necessary.)

"Look at the answer sheet to the square marked first initial. Put the initial of your first name in the box. Print it clearly.

Then print your name alongside in the boxes marked last name. Print it clearly. If there are not enough spaces fill in as much as you can. If there are two or more of you with the same last name and first initial, place your second initial and a period in the first two boxes of the last name section.

Write your age to the nearest year in the next two boxes marked age in years.

Enter the date as "day nn/month nn/year nn" (e.g. 230175 which is January 23, 1975.)

Look at the section marked "Indicate one of the following", and mark the appropriate square for you. For example, if you are a male and in college mark the box with a 2 over the top which indicates you are male college student. If you were a high school student you would mark either box 1 or 4 depending upon your sex. Anyone not clear? (Explain further if necessary.)

Look at the work done by the person next to you to see that the information has been entered correctly.

Respond by filling in the appropriate square complete. Make sure you do not mark the booklet but only mark the answer sheet.

There are five tests included in the booklet. They are called Inventory 1, Inventory 2, Inventory 3, Inventory 4 and Inventory 5. The answer sheet is marked Answer Sheet 1 and Answer Sheet 2. The Answer Sheet 1 side has the places where you answer Inventory 1 and 2. The Answer Sheet 2 side has the places for the remaining three tests. Make sure you answer each question in the correct box and test number.

If you find a question that is very difficult to answer then respond by filling in the middle alternative.

At the end of Inventory 3 there are questions which apply to specific hockey positions. Everyone turn to page 3.7.

As you can see, there is a section for forwards and defensemen, a section for forwards only, a section for defensemen only, and a section for goaltenders only.

When you arrive at a section that does not apply to you and your position fill in the middle answers in that section. When you arrive at a section that does apply to your position answer those questions as truthfully as possible.

For example, if you were a goalie, you would fill in the middle answer for the sections applying to forwards and defensemen. When you arrive at the goalie section, you would answer those questions as truthfully as possible.

If you were a forward you would answer the forward and defensemen section, and the forwards only section as truthfully as possible, but for the defense and goalie sections you would just fill in the middle answers for those questions. Similarly, if you were a defenseman you would answer all the questions as indicated but fill in the middle responses for goalie and forward positions.

If you play more than one position (e.g., goalie and defense) then answer the questions for both sections as truthfully as possible.

Thus, when you get to a section that does not apply to your position just fill in the middle answer for those questions. Does everybody understand? (pause)

Also, at the end of Inventory 4 there is a section for forwards and defensemen only. Everyone turn to page 4.6. Goalies fill in the middle answers for questions in this section.

Does everyone understand? (pause)

Are there any further questions? When you have finished the test, bring it and the answer sheet to me and leave the room. Turn the page and begin."

5. After about 10 minutes say to the subjects:

"Make sure the question you are answering matches the question you are marking on the answer sheet."

6. Periodically check the work and progress rate of each subject. Most subjects should complete the test within one hour (a rate of 5 to 6 questions per minute).

Some subjects will be very slow as they try to provide the most truthful information that is possible. The test administrator should not worry about a wide range of response rates. The test information is sufficiently interesting to maintain the attention of most athletes for a very long period of time.

7. As answer sheets are handed in, check for duplicated answers and any incorrect or indistinct information.

APPENDIX E

Sources reviewed for information and recommendations for developing the coaching prescriptions.

Botterill, C. Psychology of coaching. In Proceedings of the National Coaches Certification Program, Level Five Seminar. Ottawa: Canadian Amateur Hockey Association, 1978, 7 - 18.

Donohue, J. Motivation of athletes. In Proceedings of the National Coaches Certification Program, Level Five Seminar. Ottawa: Canadian Amateur Hockey Association, 1978, 19 - 39.

Fuoss, D., and Troppmann, R. Effective Coaching. New York: John Wiley and Sons, 1981.

Halliwell, W. Motivation. In Proceedings of the National Coaches Certification Program, Level Five Seminar. Ottawa: Canadian Amateur Hockey Association, 1978, 51 - 58.

Harris, W. Psychology of coaching. In L. Vairo (Ed.), Hockey Coaching. New York: Charles Scribner's Sons, 1982, 173 - 175.

Johnston, M. Game responsibilities of a coach. In L. Vairo (Ed.), Hockey Coaching. New York: Charles Scribner's Sons, 1982, 173 - 175.

Leggett, L. Philosophy of Coaching. Springfield, Ill.: Charles C. Thomas, 1983.

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Neil, G. Psychological aspects of hockey coaching. In W. C. Schwank (Ed.), Winning Edge. Washington: AAHPER, 1974, 59 - 75.

Ogilvie, B. C., and Tutko, T. A. Problem Athletes and How to Handle Them. London: Pelham Books, 1966.

Perry, B. Motivation. In Proceedings of the National Coaches Certification Program, Level Five Seminar. Ottawa: Canadian Amateur Hockey Association, 1979, 71 - 81.

- Rushall, B S. How to use psychological knowledge. In J. Taylor (Ed.), How To Be An Effective Coach. The Manufacturers Life Insurance Company and the Coaching Association of Canada, 1975d, 113 - 129.
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- Tutko, T. A. Psychology of coaching. In Proceedings of the National Coaches Certification Program, Level Five Seminar. Ottawa: Canadian Amateur Hockey Association, 1981, 1 - 34.
- Tutko, T. A., and Richards, J. W. Psychology of Coaching. Boston: Allyn and Bacon, 1971.
- Vanek, M., and Cratty, B. J. Psychology and the Superior Athlete. London: MacMillan/Collier-MacMillan, 1970.
- Watt, T. Psychology of coaching. In Proceedings of the National Coaches Certification Program, Level Five Seminar. Ottawa: Canadian Amateur Hockey Association, 1977, 1 - 14.
- Watt, T. Better coaching: Part 2. Hockey Scope, 1979, 1(6), 25 - 29.

APPENDIX F

ANONYMOUS THREE ITEM QUESTIONNAIRE

PLEASE CIRCLE ONE OF THE FOLLOWING:

- | | | |
|-----|----|--|
| YES | NO | I answered this test the way I truly and honestly felt. |
| YES | NO | I answered this test according to how I thought my coach would like me to answer it. |
| YES | NO | I answered this test so that I would give the best impression of myself (i.e., make myself look good). |

HAND THIS SHEET BACK TO THE TESTER

APPENDIX G

INTERVIEWED HOCKEY COACHES

1. Mr. Dave Bragnalo - Lakehead University Nor'Wester
Hockey Coach
Thunder Bay, Ontario, Canada.
2. Mr. Bob Fitchner - University of Brandon Bobcats
Hockey Coach
Brandon, Manitoba, Canada.
3. Mr. Wayne Flemming - University of Manitoba Bisons
Hockey Coach
Winnipeg, Manitoba, Canada.
4. Mr. Tom Marshall - University of Winnipeg Wesmen
Hockey Coach
Winnipeg, Manitoba, Canada.
5. Mr. Brent McEwen - University of Saskatchewan Huskies
Hockey Coach
Saskatoon, Saskatchewan, Canada.
6. Mr. Bruce Souther - Winnipeg Warriors Junior A
Hockey Coach
Winnipeg, Manitoba, Canada.

APPENDIX H

TABLE A. Observations of Desirable and Undesirable Athlete Behaviors in Competitive and Training Situations in Ice Hockey.

Number of Observations	Level of Competition
8	University Varsity Hockey
2	American Hockey League (Pro)
1	Pee Wee (11-12 years)
2	Bantam (13-14 years)
1	Highschool Hockey
1	Juvenile (17-18 years)

Total number
of observations = 15

APPENDIX I

ICE HOCKEY TEXTS REVIEWED

- Awrey, D. and Hodge, K. Power Hockey. New York: McClelland and Stewart, 1975.
- Bertagna, J. Goaltending. Cambridge, Mass.: Cosmo Press, 1976.
- Child, M., and Armstrong, B. Goaltending Fundamentals. Toronto: Hockey Ontario Development Committee, 1974.
- Dryden, D. Psychological aspects of goaltending. In Proceedings of the National Coaches Certification Program, Level Five Seminar. Ottawa: Canadian Amateur Hockey Association, 1977, 15 - 26.
- Esposito, P., and Esposito, T. We Can Teach You to Play Hockey. New York: Hawthorn Books, 1972.
- Gitler, I. Make the Team in Ice Hockey. New York: Grosset and Dunlap, 1968.
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- National Coaches Certification Program (N.C.C.P.), Level One. Ottawa: Canadian Amateur Hockey Association, 1980a.
- National Coaches Certification Program (N.C.C.P.), Level Two. Ottawa: Canadian Amateur Hockey Association, 1980b.
- National Coaches Certification Program (N.C.C.P.), Level Three. Ottawa: Canadian Amateur Hockey Association, 1980c.
- Percival, L. The Hockey Handbook. New York: A. S. Barnes and Company, 1960.
- Tarasov, A. Tarasov's Hockey Technique. Toronto: Holt, Rinehart and Winston of Canada, 1973.
- Taylor, J. Lloyd Percival's Total Conditioning for Hockey. Toronto: Fitzhenry and Whiteside, 1978.

Walford, G. Ice Hockey. New York: Ronald Press, 1971.

Watt, T. How to Play Hockey. Toronto: Doubleday Canada, 1971.

APPENDIX J

PSYCHOLOGICAL TESTS

- Cattell, R. B., and Eber, H. Sixteen Personality Factor Questionnaire. Champaign, Ill.: Institute for Personality and Ability Testing, 1957.
- Ebeze, S. Psychological inventories for competitive soccer. M.Sc. Thesis, Dalhousie University, Halifax, Nova Scotia, 1975.
- Lyon, L. P. A method for assessing personality characteristics in athletics: The Athletic Motivation Inventory. M. A. Thesis, California State University, San Jose, 1972.
- Martens, R. Sport Competition Anxiety Test (SCAT). Champaign, Ill.: Human Kinetics Publishers, 1977.
- Pound, S. Psychological inventories for competitive basketball. M.Sc. Thesis, Dalhousie University, Halifax, Nova Scotia, 1977.
- Rushall, B. S. Psychological Inventories for Competitive Swimming. Sport Science Associates, 376 Algoma Street, Thunder Bay, Ontario, Canada, 1975b.
- Rushall, B. S. Psychological Inventories for Competitive Rowers. Sport Science Associates, 376 Algoma Street North, Thunder Bay, Ontario, Canada, 1975c.
- Rushall, B. S. Psychological Inventories for Competitive Volleyball. Sport Science Associates, 376 Algoma Street North, Thunder Bay, Ontario, Canada, 1976a.

APPENDIX K

Experts who assessed question items for content
and empirical validity.

1. Mr. Henry Ackervall - Captain of the 1964 Canadian Olympic Hockey Team and former coach of The Lakehead University Nor'Wester Hockey team.
Thunder Bay, Ontario, Canada.
2. Mr. Dave Bragnalo - Lakehead University Nor'Wester Hockey Coach
Thunder Bay, Ontario, Canada.
3. Dr. Clare Drake - University of Alberta Golden Bears Hockey Coach
Edmonton, Alberta, Canada.
4. Mr. Zeke Favot - Level 5 Hockey Coach
Sioux Lookout, Ontario, Canada.
5. Mr. Bob Fitchner - University of Brandon Bobcats Hockey Coach
Brandon, Manitoba, Canada.
6. Mr. Bud Folusewych - University of Guelph Gryphons Hockey Coach
Guelph, Ontario, Canada.
7. Mr. Hal Hansen - Ice Hockey Researcher and former University of Ottawa Gee Gee Hockey Coach.
Ottawa, Ontario, Canada.
8. Mr. Dale Henwood - Technical Director of the Alberta Amateur Hockey Association
Red Deer, Alberta, Canada.
9. Dr. Larry Holt - Ice Hockey Researcher
Dalhousie University
Halifax, Nova Scotia, Canada.

10. Mr. Tom Marshall - University of Winnipeg Wesmen
Hockey Coach
Winnipeg, Manitoba, Canada.
11. Mr. Brent McEwen - University of Saskatchewan Huskies
Hockey Coach
Saskatoon, Saskatchewan, Canada.
12. Mr. Dave Sicilianno - Thunder Bay Comets Bantam Hockey Coach
and former Lakehead University
Nor'Wester Hockey Coach
Thunder Bay, Ontario, Canada.

APPENDIX L

Questions deleted after the validity check by the panel of experts.

Inventory 1

1. I feel like quitting after finding out I won't be making a road trip.
2. I cannot eat normally after a game.
3. I find that I like to change my hockey friends quite often.
4. I am inclined to let feelings of jealousy for other players influence my actions.
5. I doubt the honesty of other athletes who are more friendly than I would naturally expect them to be.
6. In discussion and talking with other players I get so annoyed that I can hardly trust myself to speak.
7. I feel grouchy and do not want to work with other players during my free time.

Inventory 2

1. I am keenly aware of attempts by the coach to put something over on the rest of the team that is not based on sound, well thought out reasons.
2. When I have been treated unfairly, I feel like getting revenge.
3. If some teammates treat me badly or show they dislike me, it does not upset me.
4. When working on individual drills, I prefer to work alone.
5. If I am sure that another player is unjust or behaving selfishly, I show him up even if it takes some trouble.
6. If the coach tells me something which I know is wrong, I am most likely to consider him a liar.
7. When the time comes to play in an important game, I usually do not feel like competing.
8. In travelling to competitions, I would rather go on a precisely planned trip than plan and contend with the situation myself.

9. I like to be placed in charge of other players.
10. I find it very difficult to accept the advice and opinions of other players.
11. I would like to make decisions about my training techniques and playing with my coach.
12. I leave practice early.
13. If I had a coach's directions but had to practice by myself, I could do it very well.
14. I prefer to play and have fun at practice.
15. I tease other players.
16. I would stop training if my performances did not improve.
17. I enjoy arguing with other players.
18. I enjoy arguing with the coach.
19. The way I feel about other players affects how I play with them in a game (e.g., don't pass to them, criticize them, etc.).
20. If I don't think the coach is right, I disregard his instructions.
21. If I don't like the coach, I find ways to annoy him.

Inventory 3

1. I prefer to warm-up for an important game without talking.
2. I make phoney excuses to miss practice.
3. I like to have a coach with me during pre-game warm-ups.
4. I like to have my hockey games planned in detail.
5. During a game, I think of how much the effort will hurt.
6. The major thing I think of during a game is my technique.
7. I worry about how much the effort for an impending game will hurt.
8. If the coach acts in an unusual manner before a game, it affects my playing.

9. It bothers me if my coach watches me during warm-ups before a game.

Inventory 4

1. I like the goal for each hockey practice to be an all-out effort until the end.
2. I would like my friends who are not athletes to be interested in my hockey and playing.
3. If I were to do good work, I would like the coach to reward me with a piece of candy or some novel surprise (beer, coke, new equipment, money).
4. I would like to get rewards such as badges or patches for the amount of practice I do, for attending practices regularly, etc.
5. I enjoy practices more than I do games.
6. I prefer to only practice skills in practice.

Inventory 5

1. Before a game I feel drowsy and sleepy.
2. I am reduced to tears before a game.

APPENDIX M

Questions which were reworded or altered based on suggestions by the panel of experts.

Inventory 1

13. I always have enough energy when difficulties arise in practice and games.

I have enough energy to apply to difficulties that arise in practice and games.

22. I feel guilty if the team loses a game through my fault.

I feel guilty if my team loses a game as a result of something that I have done poorly.

Inventory 2

22. When in activities associated with hockey, I am best described as polite and quiet.

When in activities associated with hockey, I am best described as polite.

34. I consider myself to be enthusiastic about practice and competition.

I consider myself to be very enthusiastic about practice.

61. I strive to play hockey better.

I try to improve my hockey playing.

73. When losing or playing badly, I get very emotional.

When I play badly, I get very emotional.

Inventory 3

11. I seek better competition.

I prefer to play in the best standard of hockey that I can find.

48. I am disappointed if nobody comes to watch us play.

I am disappointed if hardly anyone comes to watch us play.

Inventory 4

3. I would like my parents to be interested and approve of my efforts in hockey.

I would like my parents to be interested in my efforts in hockey.

14. I like to have my performance goal set for every item that I perform in practice.

I like to have a performance goal set for most drills that I perform in practice.

30. I like hockey because every practice and game is a challenge.

I like hockey because every game is a challenge.

59. I enjoy penalty-killing.

I enjoy penalty-killing situations.

APPENDIX N

Questions reworded after the readability check upon suggestions by hockey players 12 to 13 years of age.

Inventory 1

2. If the coach and other players think poorly of me, I can still go on quite happily in my own mind.

If a coach and other players think poorly of me, I can still go on quite happily because it does not bother me.

12. I occasionally have vivid dreams about hockey that disturb my sleep.

I occasionally have dreams about hockey that disturb my sleep.

16. I wake in the night before a game and, through thinking about hockey, have some difficulty in sleeping again.

I wake during the night before a game and, because I think about hockey, I have difficulty in going back to sleep.

18. I sometimes get in a state of tension or turmoil as I think over my recent performance and future goals.

I sometimes get in a state of tension or confusion when I think over my recent performance and future goals.

Inventory 2

2. I make smart, sarcastic remarks to other teammates if I think they deserve it.

I make smart, biting remarks to other teammates if I think they deserve it.

3. At social occasions which are associated with hockey, I readily come forward.

At parties which are associated with hockey, I readily get together with my teammates.

12. If I am called by the coach, I make it a chance to discuss things concerned with hockey.

If I am called by the coach, I take the opportunity to discuss things concerned with hockey.

15. I tend to keep quiet in the presence of coaches and other players.

I keep quiet in the presence of coaches.

24. I find it easy to mingle among other players at practice and hockey socials.

I find it easy to socialize with other players at parties.

25. I can adopt new ideas and training procedures concerning hockey without any doubts or misgivings.

I can adopt new ideas and training procedures concerning hockey without any doubts or reluctance.

56. When fatigue is high in practice, I can persevere and still keep trying my hardest to the end.

When I am very tired at practice, I still keep trying my hardest to the end.

67. I refrain from breaking team rules and regulations.

I do not break team rules and regulations.

Inventory 3

17. If someone disrupts me when I am preparing for a game it upsets my playing.

If someone bothers me when I am preparing for a game, it upsets my playing.

Inventory 5

1. I have a "can't be bothered" attitude or feeling of indifference before a game.

I have a "can't be bothered" attitude or lack enthusiasm before a game.

APPENDIX O

Questions deleted after the reliability check.

Inventory 1

1. Before important games my nerves get on edge when even very small distractions or problems are encountered.
2. If something upsets me about playing, I calm down again quite quickly.

Inventory 2

1. In doing something associated with hockey, I am not satisfied unless even the most minor details are given close attention.
2. Small things get on my nerves and upset me greatly although I realize they are trivial.
3. Nothing bothers me during warm-ups before a game.
4. I do not consider my hockey playing worthwhile unless I am playing my best.
5. I feel depressed when I fail to achieve the goal that I have set for myself in a hockey game.

Inventory 3

1. I am able to concentrate on an approaching game all through my warm-up and waiting for the game.
2. The more detailed my game plans are, the more confident I feel.
3. A series of mistakes disorganizes my playing and "rattles" me.

Inventory 4

1. I like the coach to set the goals for my games and practices.

Inventory 5

1. My attention to my game preparation is as much as I think necessary.

2. Before a game, I find it hard to control myself and so I do things by impulse rather than by reason.
3. I am very aggressive towards other players and coaches before a game.

APPENDIX P

TABLE B. Test-Retest Percentage Agreement Reliabilities and Objectivity Percentages for Questions Included in Ice Hockey Inventory 1 (N = 18).

Question Number	Percent Agreement	Percent Objectivity	Question Number	Percent Agreement	Percent Objectivity
1	100.0	100	12	94.5	100
2	66.6	100	13	83.3	100
3	83.3	100	14	88.9	100
4	78.8	100	15	72.2	100
5	72.2	100	16	83.3	100
6	66.6	100	17	66.6	100
7	72.2	100	18	66.6	100
8	61.2	100	19	78.8	100
9	78.8	100	20	78.8	100
10	66.6	100	21	88.9	100
11	83.3	100	22	88.9	100
			23	66.6	100

TABLE C. Test-Retest Percentage Agreement Reliabilities and Objectivity Percentages for Questions Included in Ice Hockey Inventory 2 (N = 18).

Question Number	Percent Agreement	Percent Objectivity	Question Number	Percent Agreement	Percent Objectivity
1	61.2	100	41	88.9	100
2	61.2	100	42	72.2	100
3	94.5	100	43	83.3	100
4	78.8	100	44	78.8	100
5	61.2	89	45	78.8	100
6	83.3	100	46	94.5	100
7	88.9	100	47	78.8	100
8	66.6	100	48	83.3	100
9	78.8	100	49	78.8	100
10	94.5	100	50	78.8	100
11	61.2	100	51	94.5	100
12	100.0	100	52	83.3	100
13	88.9	100	53	78.8	100
14	88.9	100	54	83.3	100
15	83.3	100	55	66.6	100
16	61.2	77.8	56	94.5	100
17	83.3	100	57	83.3	100
18	66.6	100	58	83.3	100
19	83.3	100	59	88.9	100
20	78.8	100	60	83.3	100
21	83.3	100	61	94.5	100
22	78.8	100	62	66.6	100
23	88.9	100	63	66.6	100
24	78.8	100	64	72.2	100
25	78.8	100	65	94.5	100
26	88.9	100	66	72.2	100
27	72.2	100	67	78.8	94
28	78.8	100	68	88.9	100
29	78.8	100	69	72.2	100
30	72.2	100	70	100.0	100
31	72.2	100	71	83.3	100
32	78.8	100	72	88.9	100
33	61.2	100	73	66.6	94
34	94.5	100	74	100.0	100
35	88.9	100	75	78.8	100
36	88.9	100	76	94.5	100
37	83.3	100	77	94.5	100
38	72.2	100	78	72.2	100
39	94.5	100	79	78.8	100
40	83.3	100	80	66.6	100

continued

TABLE C. continued

Question Number	Percent Agreement	Percent Objectivity	Question Number	Percent Agreement	Percent Objectivity
81	72.2	100			
82	83.3	100			
83	72.2	100			
84	94.5	100			
85	94.5	100			
86	78.8	100			
87	78.8	100			
88	78.8	100			
89	100.0	100			
90	88.9	100			
91	72.2	100			
92	61.2	100			
93	83.3	100			
94	100.0	100			

TABLE D. Test-Retest Percentage Agreement Reliabilities and Objectivity Percentages for Questions Included in Ice Hockey Inventory 3 (N = 18).

Question Number	Percent Agreement	Percent Objectivity	Question Number	Percent Agreement	Percent Objectivity
1	72.2	100	41	83.3	100
2	94.5	100	42	61.2	100
3	83.3	100	43	83.3	100
4	83.3	100	44	72.2	100
5	78.8	100	45	78.8	100
6	78.8	94	46	94.5	100
7	83.3	100	47	100.0	100
8	94.5	100	48	66.6	100
9	88.9	100	49	78.8	100
10	88.9	100	50	88.9	100
11	88.9	100	51	83.3	100
12	78.8	100	52	94.5	100
13	94.5	100	53	61.2	100
14	88.9	100	54	83.3	100
15	100.0	100	55	94.5	100
16	100.0	100	56	61.2	100
17	88.9	100	57	83.3	100
18	72.2	100	58	83.3	100
19	61.2	100	59	94.5	100
20	61.2	100	60	78.8	100
21	66.6	100	61	66.6	100
22	66.6	100	62	94.5	100
23	72.2	100	63	72.2	100
24	83.3	100	64	78.8	100
25	83.3	100	65	72.2	100
26	83.3	100	66	83.3	94
27	88.9	100	67	100.0	100
28	78.8	100	68	78.8	100
29	83.3	100	69	83.3	100
30	83.3	100	70	94.5	100
31	72.2	100	71	88.9	100
32	94.5	100	72	94.5	100
33	66.6	100	73	94.5	94
34	94.5	100	74	100.0	100
35	72.2	100	75	100.0	100
36	94.5	100	76	94.5	100
37	100.0	100	77	94.5	100
38	94.5	100	78	88.9	100
39	94.5	100	79	88.9	100
40	83.3	100	80	94.5	100

continued

TABLE D. continued

Question Number	Percent Agreement	Percent Objectivity	Question Number	Percent Agreement	Percent Objectivity
81	94.5	100			
82	100.0	100			
83	100.0	100			
84	100.0	100			
85	100.0	100			

TABLE E. Test-Retest Percentage Agreement Reliabilities and Objectivity Percentages for Questions Included in Ice Hockey Inventory 4 (N = 18).

Question Number	Percent Agreement	Percent Objectivity	Question Number	Percent Agreement	Percent Objectivity
1	94.5	100	41	88.9	100
2	78.8	100	42	94.5	100
3	88.9	100	43	78.8	100
4	94.5	100	44	78.8	100
5	78.8	100	45	88.9	100
6	83.3	100	46	61.2	100
7	88.9	100	47	100.0	100
8	72.2	100	48	88.9	100
9	88.9	100	49	78.8	100
10	83.3	100	50	66.6	100
11	100.0	100	51	88.9	100
12	100.0	100	52	83.3	100
13	88.9	100	53	100.0	100
14	72.2	100	54	94.5	100
15	83.3	100	55	100.0	100
16	72.2	100	56	88.9	100
17	61.2	100	57	88.9	100
18	78.8	100	58	83.3	100
19	83.3	100	59	94.5	100
20	72.2	100			
21	100.0	100			
22	66.6	100			
23	83.3	100			
24	78.8	100			
25	78.8	100			
26	83.3	100			
27	66.6	100			
28	61.2	100			
29	72.2	100			
30	72.2	100			
31	83.3	100			
32	88.9	100			
33	94.5	100			
34	88.9	100			
35	83.3	100			
36	83.3	100			
37	88.9	100			
38	78.8	100			
39	94.5	100			
40	72.2	100			

TABLE F. Test-Retest Percentage Agreement Reliabilities and Objectivity Percentages for Questions Included in Ice Hockey Inventory 5 (N = 18).

Question Number	Percentage Agreement	Percentage Objectivity
1	66.6	100
2	72.2	100
3	88.9	100
4	88.9	100
5	66.6	100
6	78.8	100
7	66.6	100
8	100.0	100
9	100.0	100
10	78.8	100
11	88.9	100
12	78.8	100
13	66.6	100
14	83.3	100
15	83.3	100
16	83.3	100
17	83.3	100

APPENDIX Q

TABLE G. Percentage of total questions answered consistently for each subject in the test-retest reliability assessment.

Subject	Number of Agreements	Percent Agreement
1	256	87.3
2	253	86.3
3	245	83.6
4	244	83.3
5	242	82.6
6	241	82.3
7	237	80.9
8	237	80.9
9	235	80.2
10	235	80.2
11	233	79.5
12	232	79.2
13	232	79.2
14	230	78.5
15	228	77.8
16	227	77.5
17	226	77.1
18	225	76.8

Note: Figures calculated based upon 293 inventory questions.

APPENDIX R

Questions deleted based upon inaccuracies of interpretation.

1. I criticize teammates when I am alone with them.
-

APPENDIX S

Questions altered based upon objectivity assessments.

Inventory 2

67. I do not break team rules and regulations.

- a. true b. uncertain c. false

67. I break team rules and regulations.

- a. always b. sometimes c. never

Inventory 3

66. In practice scrimmages I make a point not to commit stupid or silly penalties such as tripping, holding, etc.

66. In practice scrimmages I commit stupid or silly penalties such as tripping, holding, etc.

APPENDIX T

Descriptions altered based upon objectivity evaluations.

Inventory 2

Question Number 5. Response Alternative 3.

Having other players say something bad about this individual worries him/her considerably. This is a potential source of problems.

Having other players say something bad about this individual worries him/her. This is a potential source of problems for the player.

Question Number 16. Response Alternative 1.

The person frequently is not in the right mood to practice or play. This shows a problem attitude.

At times this person is not in the right mood to practice or play.

Question Number 73. Response Alternative 1.

This person becomes very emotional when playing badly.

This person becomes emotional when playing badly.

Inventory 3

Question Number 6. Response Alternative 1.

This person likes hard and demanding practices.

This person likes physically demanding practices.

Question Number 6. Response Alternative 3.

This person does not like hard and demanding practices.

This person does not like physically demanding practices.

APPENDIX U

FINAL AND COMPLETED INVENTORIES
AND ANSWER SHEETS

HOCKEY INVENTORY 1

This test contains statements dealing with difficulties about your playing ice hockey. The answers that you give to this test will be used to indicate to your coach what is the best way to coach you.

It is necessary that you answer each question as truthfully as possible. False or inaccurate answers will cause the test results to indicate improper coaching techniques. Take your time in answering each item so that you can answer what is true for you.

Answer every question with only one response. Do not mark the question booklet.

- 1.1 I am ready to answer each question as truthfully as possible.
 - a. yes
 - b. uncertain
 - c. no
- 1.2 If a coach and other players think poorly of me, I can still go on quite happily because it does not bother me.
 - a. true
 - b. uncertain
 - c. false
- 1.3 I admire my parents in all the things they do that are associated with hockey.
 - a. yes
 - b. uncertain
 - c. no
- 1.4 I need a coach to direct me in what to do in important games.
 - a. always
 - b. sometimes
 - c. never
- 1.5 I need the companionship of other players more than they need mine.
 - a. rarely
 - b. sometimes
 - c. often
- 1.6 I feel sure that I can "pull myself together" to deal with unusual circumstances during a game.
 - a. always
 - b. sometimes
 - c. never
- 1.7 People tell me that I show my excitement in my voice and manner during games.
 - a. true
 - b. uncertain
 - c. false
- 1.8 I get angry with a coach and/or players too quickly.
 - a. true
 - b. uncertain
 - c. false
- 1.9 I use up more energy in practice than most players.
 - a. true
 - b. uncertain
 - c. false

1.2

- 1.10 I make a point of not being absentminded or forgetful of details about hockey.
 a. true b. uncertain c. false
- 1.11 I get over-excited and "rattled" when situations upset me during games.
 a. always b. sometimes c. never
- 1.12 I occasionally have dreams about hockey that disturb my sleep.
 a. true b. uncertain c. false
- 1.13 I have enough energy to apply to difficulties that arise in practice and games.
 a. always b. sometimes c. never
- 1.14 If I am not familiar with an arena (ice surface, markings, size, etc.) that is to be used, it will make my standard of play worse.
 a. true b. uncertain c. false
- 1.15 I am brought almost to tears by having things concerned with my hockey go wrong.
 a. false b. uncertain c. true
- 1.16 I wake during the night before a game and, because I think about hockey, I have difficulty in going back to sleep.
 a. always b. sometimes c. never
- 1.17 My spirits generally stay high no matter how many troubles I meet in playing hockey.
 a. true b. uncertain c. false
- 1.18 I sometimes get in a state of tension or confusion when I think over my recent performance and future goals.
 a. true b. uncertain c. false
- 1.19 I feel like I am being "picked on" if the coach criticizes me.
 a. true b. uncertain c. false
- 1.20 I am over-confident when playing a weak team.
 a. always b. sometimes c. never

1.3

- 1.21 I do not like it if the coach swears.
a. true b. uncertain c. false
- 1.22 I feel guilty if my team loses a game as a result of something that I have done poorly.
a. true b. uncertain c. false
- 1.23 I criticize myself and put myself down when I make a mistake.
a. true b. uncertain c. false

THIS COMPLETES HOCKEY INVENTORY 1. CHECK TO SEE THAT YOU HAVE ANSWERED EVERY QUESTION.

PROCEED TO HOCKEY INVENTORY 2

HOCKEY INVENTORY 2

This test contains statements dealing with reactions to, opinions of, and attitudes about hockey. The answers that you give to this test will be used to indicate to your coach what is the best way to coach you.

It is necessary that you answer each question as truthfully as possible. False or inaccurate answers will cause the test results to indicate improper coaching techniques. Take your time in answering each item so that you can answer what is true for you.

Answer every question with only one response. Do not mark the question booklet.

- 2.1 I hold back from criticizing other teammates.
 a. true b. uncertain c. false
- 2.2 I make smart biting remarks to other teammates if I think they deserve it.
 a. true b. uncertain c. false
- 2.3 At parties which are associated with hockey, I readily get together with my teammates.
 a. true b. uncertain c. false
- 2.4 When I am criticized wrongly for something I did not do, I still feel guilty.
 a. always b. sometimes c. never
- 2.5 Having other players say something bad about me does not worry me.
 a. true b. uncertain c. false
- 2.6 When talking about hockey, I first like to get my thoughts well-organized.
 a. true b. uncertain c. false
- 2.7 I get embarrassed if I suddenly become the focus of attention during practice or at games.
 a. yes b. uncertain c. no
- 2.8 I am glad to join my teammates for social gatherings such as parties, dances, etc.
 a. always b. sometimes c. never
- 2.9 When I am put in charge of other players, I want them to do exactly as I say.
 a. always b. sometimes c. never

2.2

- 2.10 When I work with other players on a task or project, I would prefer to lead the group.
- a. always b. sometimes c. never
- 2.11 It upsets me when I am criticized in front of other players.
- a. true b. uncertain c. false
- 2.12 If I am called by the coach, I take the opportunity to discuss things concerned with hockey.
- a. always b. sometimes c. never
- 2.13 I keep my hockey equipment well-organized and ready for immediate use.
- a. always b. sometimes c. never
- 2.14 I have some characteristics in which I feel definitely superior to most hockey players.
- a. true b. uncertain c. false
- 2.15 I keep quiet in the presence of coaches.
- a. always b. sometimes c. never
- 2.16 There are times when I do not feel in the right mood to practice or play.
- a. true b. uncertain c. false
- 2.17 I find myself upset rather than helped by criticism about my performances.
- a. always b. sometimes c. never
- 2.18 I experience feelings of severe doubt about my ability to perform to expectations in games.
- a. often b. occasionally c. never
- 2.19 When bossy players or coaches try to "push me around", I do just the opposite of what they wish.
- a. always b. sometimes c. never
- 2.20 I like to take an active part in the team's organizational matters, problems, and projects.
- a. true b. uncertain c. false

2.3

- 2.21 When some teammates are unreasonable, I just keep quiet.
a. true b. uncertain c. false
- 2.22 When in activities associated with hockey, I am best described as polite.
a. true b. uncertain c. false
- 2.23 I prefer to have my hockey practices planned well in advance so that I know what will occur.
a. always b. sometimes c. never
- 2.24 I find it easy to socialize with other players at parties.
a. yes b. uncertain c. no
- 2.25 I can adopt new ideas and training procedures concerning hockey without any doubts or reluctance.
a. always b. sometimes c. never
- 2.26 I enjoy doing foolhardy things just for fun when I am at practice or games.
a. true b. uncertain c. false
- 2.27 I like to plan my game preparation alone, without interruptions and suggestions from other players.
a. yes b. uncertain c. no
- 2.28 I get jealous of other hockey players.
a. always b. sometimes c. never
- 2.29 If people shout suggestions or attempt to distract me when I am preparing for a game, it upsets me.
a. always b. sometimes c. never
- 2.30 If the odds are really against winning a game, I am still able to produce my very best effort.
a. always b. sometimes c. never
- 2.31 When a coach tells me to do something, I like to know the reason behind it.
a. yes b. uncertain c. no

2.4

- 2.32 If I make an awkward mistake at practice and everyone knows about it, I can soon forget it.
- a. always b. sometimes c. never
- 2.33 I think that I perform better and put more into games than I do at practices.
- a. true b. uncertain c. false
- 2.34 I consider myself to be very enthusiastic about practice.
- a. true b. uncertain c. false
- 2.35 I like practice sessions which keep me busy all the time.
- a. always b. sometimes c. never
- 2.36 I would prefer to do things my way if I considered them best, no matter what the coach says.
- a. true b. uncertain c. false
- 2.37 If I have a disappointing performance, I try harder and perform better in the next game.
- a. always b. sometimes c. never
- 2.38 Day-to-day worries which are not associated with my hockey affect my practice and game performances.
- a. always b. sometimes c. never
- 2.39 I consider hockey to be the most important activity I do.
- a. true b. uncertain c. false
- 2.40 When other players fool around at practice, I get annoyed.
- a. always b. sometimes c. never
- 2.41 I am able to follow rules for behavior outside of hockey practices and games when they are set by the coach.
- a. always b. sometimes c. never
- 2.42 The effort that I put into practices is at least equal to the effort I put into games.
- a. always b. sometimes c. never

2.5

- 2.43 If our team falls behind in a game, I feel like we cannot win.
a. always b. sometimes c. never
- 2.44 Slow-motion video or movies give me more understanding about my hockey playing.
a. true b. uncertain c. false
- 2.45 If we lose a game, I am disappointed because I expect to win.
a. always b. sometimes c. never
- 2.46 I prefer to have our team take the lead early in a game no matter how much effort is required.
a. true b. uncertain c. false
- 2.47 When I disagree with something that the coach says, I criticize him and talk about it with other players.
a. always b. sometimes c. never
- 2.48 If a coach gives special treatment or attention to other players, it upsets me.
a. always b. sometimes c. never
- 2.49 No matter how much time is required for training or practice, I am prepared to do it.
a. always b. sometimes c. never
- 2.50 I arrive early for practice.
a. always b. sometimes c. never
- 2.51 I am very willing to try new things in technique even though they may feel very different and uncomfortable.
a. true b. uncertain c. false
- 2.52 I am a good judge of how well I will do in a game.
a. true b. uncertain c. false
- 2.53 I experience doubts and get depressed about playing.
a. very often b. occasionally c. never

2.6

- 2.54 I try to do everything as well as I can at practice.
a. true b. uncertain c. false
- 2.55 I consider that the results of our games are more important for the team than they are for me.
a. always b. sometimes c. never
- 2.56 When I am very tired at practice, I still keep trying my hardest to the end.
a. always b. sometimes c. never
- 2.57 I prefer the coach to tell me privately when I have done something wrong.
a. true b. uncertain c. false
- 2.58 I think that watching my weight is important for my hockey playing.
a. true b. uncertain c. false
- 2.59 I miss practice because of illness.
a. often b. seldom c. never
- 2.60 When the coach asks me about my practices and games, I tell the truth.
a. always b. sometimes c. never
- 2.61 I try to improve my hockey playing.
a. always b. sometimes c. never
- 2.62 Before I argue on matters concerning hockey, I like to wait until I am sure that what I will say is correct.
a. true b. uncertain c. false
- 2.63 If I make an awkward social mistake among teammates, I can soon forget it.
a. always b. sometimes c. never
- 2.64 I tend to tremble when I think of an important game which is soon to begin.
a. always b. sometimes c. never
- 2.65 When I am slightly injured I still continue to play.
a. always b. sometimes c. never

2.7

- 2.66 I can accept criticism from other players.
a. true b. uncertain c. false
- 2.67 I break team rules and regulations.
a. always b. sometimes c. never
- 2.68 Even though pain has set in, I still find I can work myself hard.
a. yes b. uncertain c. no
- 2.69 If my team loses and I played well, I still feel bad.
a. true b. uncertain c. false
- 2.70 I learn things quickly.
a. true b. uncertain c. false
- 2.71 I criticize teammates whenever they make a mistake.
a. true b. uncertain c. false
- 2.72 If I feel something is wrong, I voice my opinion.
a. always b. sometimes c. never
- 2.73 When I play badly, I get emotional.
a. true b. uncertain c. false
- 2.74 I shake the opponent's hands after a game, win or lose.
a. yes b. uncertain c. no
- 2.75 I do not think that we can win when we play against another team which is considered to be better than us.
a. always b. sometimes c. never
- 2.76 I would miss a practice if I did not feel like it or another interesting opportunity arose.
a. true b. uncertain c. false
- 2.77 If there is an "optional" practice, I try my best to attend.
a. true b. uncertain c. false

2.8

- 2.78 If another player got mad at me, I would:
- a) try to calm him down,
 - b) uncertain, or
 - c) get irritated.
- 2.79 I would like to be alone after I have played poorly.
- a. true
 - b. uncertain
 - c. false
- 2.80 I offer encouragement to other players.
- a. always
 - b. sometimes
 - c. never
- 2.81 I learn things about hockey better when they are:
- a) explained by the coach,
 - b) uncertain, or
 - c) discussed with other players.
- 2.82 If I play poorly in a game, I:
- a) get depressed and let it affect my practices for the worse,
 - b) uncertain, or
 - c) try my hardest in practice to correct my mistakes.
- 2.83 When I am depressed or upset about my hockey playing, I say very little.
- a. always
 - b. sometimes
 - c. never
- 2.84 When my coach or teammates criticize or make fun of me about personal things (e.g., intelligence, appearance, dress, manners, etc.) it bothers me.
- a. true
 - b. uncertain
 - c. false
- 2.85 I blame the referees for losses.
- a. always
 - b. sometimes
 - c. never
- 2.86 I like to plan game strategies with my teammates before a game.
- a. always
 - b. sometimes
 - c. never
- 2.87 I question the usefulness of some of the coach's drills.
- a. often
 - b. occasionally
 - c. never
- 2.88 When I do not feel well I am bad tempered and/or grouchy at practice.
- a. always
 - b. sometimes
 - c. never

2.9

- 2.89 I prefer to be corrected by the coach rather than by my teammates.
 a. true b. uncertain c. false
- 2.90 I like important games because they give me a chance to show what I can do.
 a. true b. uncertain c. false
- 2.91 When I do not play well in games or practices, I become grouchy and bad-tempered.
 a. always b. sometimes c. never
- 2.92 There is nothing more exciting than a victory over an opponent.
 a. true b. uncertain c. false
- 2.93 I think my equipment keeps me well-protected.
 a. true b. uncertain c. false
- 2.94 I try to get to know everyone on the team.
 a. true b. uncertain c. false

THIS COMPLETES HOCKEY INVENTORY 2. CHECK TO SEE THAT YOU HAVE ANSWERED EVERY QUESTION.

PROCEED TO HOCKEY INVENTORY 3

HOCKEY INVENTORY 3

This test contains statements dealing with happenings that are associated with practice and competition. The answers that you give to this test will be used to indicate to your coach what is the best way to coach you.

It is necessary that you answer each statement as truthfully as possible. False or inaccurate answers will cause the test results to indicate improper coaching techniques. Take your time in answering each item so that you can answer what is true for you.

Answer every statement with only one response on the answer sheet that is provided. Do not mark the booklet.

- 3.1 I keep to the training program that is posted at practice.
 - a. always
 - b. sometimes
 - c. never
- 3.2 I try my hardest at practice.
 - a. always
 - b. sometimes
 - c. never
- 3.3 I make a point of listening to everything the coach says.
 - a. always
 - b. sometimes
 - c. never
- 3.4 I fool around at practice.
 - a. always
 - b. sometimes
 - c. never
- 3.5 During workouts, I like to test myself on some skill or activity to see if I have improved (e.g., shooting accuracy, passing to a certain area, how many shots I can stop, etc.).
 - a. true
 - b. uncertain
 - c. false
- 3.6 I like physically demanding practices.
 - a. always
 - b. sometimes
 - c. never
- 3.7 When I have extra time, I work on skills I need work on in order to improve.
 - a. always
 - b. sometimes
 - c. never
- 3.8 If I am not going to be able to attend practice, I notify the coach in plenty of time.
 - a. true
 - b. uncertain
 - c. false
- 3.9 I read as many books about hockey as I can find.
 - a. true
 - b. uncertain
 - c. false

3.2

- 3.10 During practice time, I try to win any competition we may have among the team.
- a. always b. sometimes c. never
- 3.11 I prefer to play in the best standard of hockey that I can find.
- a. true b. uncertain c. false
- 3.12 I talk with people to gain more hockey knowledge.
- a. true b. uncertain c. false
- 3.13 I am willing to take part in demonstrations during practice.
- a. true b. uncertain c. false
- 3.14 During the off-season, I keep myself in the best physical shape that I can.
- a. true b. uncertain c. false
- 3.15 During the competitive season, I keep in the best physical shape possible.
- a. true b. uncertain c. false
- 3.16 I wear the proper equipment when attending practice.
- a. always b. sometimes c. never
- 3.17 If someone bothers me when I am preparing for a game it upsets my play.
- a. always b. sometimes c. never
- 3.18 I get nervous and tense before an important game.
- a. always b. sometimes c. never
- 3.19 I like to be alone before an important game.
- a. always b. sometimes c. never
- 3.20 I worry about the other team before a game.
- a. always b. sometimes c. never
- 3.21 If I am troubled before a game, I know what to do to get myself "up" so that I perform my very best.
- a. always b. sometimes c. never

3.3

- 3.22 I feel that it is necessary that I have a game plan that will tell me what to do if the game does not go as expected.
- a. always b. sometimes c. never
- 3.23 I can be distracted before an important game to the extent that it will affect my performance.
- a. true b. uncertain c. false
- 3.24 I mentally rehearse my game plan before games.
- a. always b. sometimes c. never
- 3.25 During a game, I hold back a little so that I know I will be able to put in a good finish.
- a. always b. sometimes c. never
- 3.26 When I start to feel tired, I try harder.
- a. true b. uncertain c. false
- 3.27 I do not put in a maximum effort when I know we cannot win a game.
- a. true b. uncertain c. false
- 3.28 After a game is over, I feel that I could have played better.
- a. always b. sometimes c. never
- 3.29 I would like to be able to "psych-out" the opposing players before a game.
- a. true b. uncertain c. false
- 3.30 I think about my games and how I played for a long time after they are over.
- a. true b. uncertain c. false
- 3.31 If we fall behind in a game, I make the game a test for myself to do my best effort.
- a. always b. sometimes c. never
- 3.32 I use the information and experience gained in a game to improve my next performance.
- a. always b. sometimes c. never
- 3.33 If I am too excited before a game, I know what to do to calm down.
- a. true b. uncertain c. false

3.4

- 3.34 I want the coach to go over our game plan before the game.
a. true b. uncertain c. false
- 3.35 If I lose confidence before a game, I know how to recover it.
a. true b. uncertain c. false
- 3.36 I am in bed early enough to get at least eight hours of sleep the night before a game.
a. always b. sometimes c. never
- 3.37 During the warm-up period, I practice doing the things I will be doing in the game (e.g., shoot types of shots, shoot from various locations, make different types of saves, etc.).
a. true b. uncertain c. false
- 3.38 I am on time for games.
a. always b. sometimes c. never
- 3.39 During the final minutes of a close game, I can handle the pressure.
a. true b. uncertain c. false
- 3.40 If the spectators constantly harass and talk to me, it distracts me and affects my playing.
a. always b. sometimes c. never
- 3.41 When a referee makes a bad call or decision, I accept it without making any comment.
a. true b. uncertain c. false
- 3.42 I worry about making mistakes on the ice.
a. true b. uncertain c. false
- 3.43 If I am not selected to start in a game, I keep myself fully prepared to go into the game at any time.
a. always b. sometimes c. never
- 3.44 When doing skill drills (passing, shooting, breakout plays, etc.), I can work to the point of exhaustion.
a. true b. uncertain c. false

3.5

- 3.45 I feel it is my duty to help my teammates who are not as good as myself.
a. true b. uncertain c. false
- 3.46 I am on the ice on time for warm-ups before a game.
a. always b. sometimes c. never
- 3.47 In games and practices, I watch other players to see if I can learn things that would help me improve.
a. true b. uncertain c. false
- 3.48 I am disappointed if hardly anyone comes to watch us play.
a. true b. uncertain c. false
- 3.49 I get upset with the referee to the point that it distracts me.
a. always b. sometimes c. never
- 3.50 I can play as hard at the end of a game as I can in the early part of the game.
a. always b. sometimes c. never
- 3.51 I find it necessary to take unscheduled rests during practice.
a. always b. sometimes c. never
- 3.52 At the start of practice, I warm-up on my own without have to be told by the coach.
a. true b. uncertain c. false
- 3.53 I am able to concentrate fully throughout the game.
a. always b. sometimes c. never
- 3.54 In practice, I like to test myself by competing against my teammates to see if I have improved.
a. true b. uncertain c. false
- 3.55 I like to eat certain foods before a game.
a. true b. uncertain c. false
- 3.56 I let the coach or captain talk to the referee about my penalty.
a. true b. uncertain c. false

3.6

- 3.57 During a game, I do not notice the punishing aspects of playing (e.g., falling, slashes, bruises, etc.).
- a. true b. uncertain c. false
- 3.58 I do not like being selected as a reserve or substitute.
- a. true b. uncertain c. false
- 3.59 I try to avoid making mistakes at practice.
- a. true b. uncertain c. false
- 3.60 If I am sitting on the bench or seeing limited playing time, I yell encouragement to my teammates.
- a. true b. uncertain c. false
- 3.61 If an opponent gives me a "cheap shot" (i.e., slash, spear, elbow, etc.), I would:
- a) retaliate immediately,
b) uncertain, or
c) wait until the right time to hit that player fairly.
- 3.62 It distracts me when my parents yell to me from the stands.
- a. true b. uncertain c. false
- 3.63 Before a game, I try to think about previous games when I have played well.
- a. true b. uncertain c. false
- 3.64 I like the intermission between periods to be used profitably (e.g., communicate with the coach about playing, tactics, problems, etc.).
- a. true b. uncertain c. false
- 3.65 At practice, I do not notice the punishing aspects of the sport (e.g., bruises, falling, etc.).
- a. true b. uncertain c. false
- 3.66 In practice scrimmages I commit stupid or silly penalties such as tripping, holding, etc.
- a. always b. sometimes c. never

3.7

FOR FORWARDS AND DEFENSEMEN

- 3.67 I head-man the puck whenever I can.
a. true b. uncertain c. false
- 3.68 I always want to be the first in the corner.
a. true b. uncertain c. false
- 3.69 I cross over the ice or flow into an opening to create a passing situation.
a. always b. sometimes c. never
- 3.70 I feel I am well skilled in all types of shooting.
a. true b. uncertain c. false
- 3.71 I will allow myself to be checked or hit if I can make a play.
a. always b. sometimes c. never

FOR FORWARDS ONLY

- 3.72 Whenever in front of the opponent's net, I give a second or third effort for a rebound no matter how difficult and tough it is.
a. true b. uncertain c. false
- 3.73 I backcheck hard.
a. true b. uncertain c. false
- 3.74 I skate hard into the opponent's end so that I get there first.
a. true b. uncertain c. false

FOR DEFENSEMEN ONLY

- 3.75 I have confidence in my ability to cover a man one on one.
a. true b. uncertain c. false
- 3.76 I take a good look when making a pass in my end.
a. always b. sometimes c. never
- 3.77 I try to force the puck carrier wide to the poorest shooting angle.
a. always b. sometimes c. never

3.8

3.78 Whenever possible, I try to stay between the opponent and my net.

- a. true b. uncertain c. false

3.79 I block as many shots as I can.

- a. true b. uncertain c. false

FOR GOALTENDERS ONLY

3.80 I get upset if I do not get enough shots in practice.

- a. true b. uncertain c. false

3.81 I have enough confidence in my stickhandling ability to pass the puck to a teammate.

- a. true b. uncertain c. false

3.82 When I am the reserve goalie, I observe or take notes on the opponent's shooters and goaltenders.

- a. always b. sometimes c. never

3.83 I like it when players shoot hard in practice.

- a. true b. uncertain c. false

3.84 When the forwards do skating drills, I would rather work on specific drills for goaltenders.

- a. true b. uncertain c. false

3.85 It distracts me if the opponent's coach watches me during warm-ups before games.

- a. true b. uncertain c. false

THIS COMPLETES HOCKEY INVENTORY 3. CHECK TO SEE THAT YOU HAVE ANSWERED EVERY QUESTION.

PROCEED TO HOCKEY INVENTORY 4

HOCKEY INVENTORY 4

This test is designed to acquaint you with a number of circumstances which could arise in ice hockey experience. Each experience is expressed as a statement.

You should read each item and make a judgement about it. Make only one decision and mark it on the answer sheet. Answer as truthfully as possible. False or inaccurate answers will cause the test results to indicate improper coaching techniques to your coach. Such inaccuracies would then cause your coach to coach you incorrectly.

Take your time in answering each item so that you can answer what is true for you. You may respond in only one of three ways:

- a. true,
- b. uncertain (sometimes true, sometimes false), or
- c. false.

EXAMPLE:

I like the coach to wear green shoes.

If you would like the coach to wear green shoes you would answer "true" (a). If it did not matter one way or the other you would be uncertain and would answer "b". If wearing green shoes really offended you then you would answer "c" because the statement would be false.

You are required to make only one response to each of the statements listed below.

- 4.1 I would like the coach to tell me that he likes the way I am practicing or playing.
 a. true b. uncertain c. false
- 4.2 I would like my teammates to notice my playing and to talk to me about it.
 a. true b. uncertain c. false
- 4.3 I would like my parents to be interested in my efforts in hockey.
 a. true b. uncertain c. false
- 4.4 I like practices which include a lot of variety, that is, the players are always doing different things.
 a. true b. uncertain c. false
- 4.5 I want to qualify for an all-star award at tournaments.
 a. true b. uncertain c. false

4.2

- 4.6 One of the enjoyable things about hockey is that I am able to compete and practice with my friends.
- a. true b. uncertain c. false
- 4.7 I want my hockey skills to continually improve in practice.
- a. true b. uncertain c. false
- 4.8 I would like to have my name appear in newspapers and press releases and announced on radio or television.
- a. true b. uncertain c. false
- 4.9 I would very much like to be the player who receives the outstanding player award in games (e.g., first star, second star, etc.).
- a. true b. uncertain c. false
- 4.10 One of the great satisfactions from hockey is getting to travel out of town to play.
- a. true b. uncertain c. false
- 4.11 I would be prepared to train for many years if it gave me the chance to be on an NHL team.
- a. true b. uncertain c. false
- 4.12 I like the coach to comment frequently on my techniques and playing skills.
- a. true b. uncertain c. false
- 4.13 I want to be selected for a National team.
- a. true b. uncertain c. false
- 4.14 I like to have a goal set for most drills that I perform at practice.
- a. true b. uncertain c. false
- 4.15 I want to establish records in individual hockey skill categories (e.g., most goals, assists, shutouts, etc.).
- a. true b. uncertain c. false
- 4.16 I prefer to have easy games, with hard ones occurring only occasionally.
- a. true b. uncertain c. false

4.3

- 4.17 I like to compete against at least one other player in every practice.
 a. true b. uncertain c. false
- 4.18 My goals in hockey involve improving my performances in skills and other aspects of the sport, not just my speciality.
 a. true b. uncertain c. false
- 4.19 I would like to have all our games close and hard.
 a. true b. uncertain c. false
- 4.20 I like to have my game statistics for every game so that I can judge my own progress.
 a. true b. uncertain c. false
- 4.21 I want to be able to play well in every game.
 a. true b. uncertain c. false
- 4.22 I want to get as much information on all aspects of hockey as I can, for example, how to train, the correct techniques, etc.
 a. true b. uncertain c. false
- 4.23 I like practices to be more often easy than hard.
 a. true b. uncertain c. false
- 4.24 One of the reasons that I train for hockey is to learn and practice all the aspects of the game.
 a. true b. uncertain c. false
- 4.25 I like to set my own goals for my playing performances.
 a. true b. uncertain c. false
- 4.26 The trophies and ribbons that I may attain through winning make playing hockey worthwhile to me.
 a. true b. uncertain c. false
- 4.27 I enjoy practicing just for the sake of playing hockey.
 a. true b. uncertain c. false

4.4

- 4.28 The main benefit that I will get from playing hockey is that I will be healthy.
a. true b. uncertain c. false
- 4.29 The more important the game, the more enjoyable it is.
a. true b. uncertain c. false
- 4.30 I like hockey because every game is a challenge.
a. true b. uncertain c. false
- 4.31 Practice is more enjoyable when the players cooperate and work with each other.
a. true b. uncertain c. false
- 4.32 When I am selected on the All-star team, playing hockey seems to be very worthwhile.
a. true b. uncertain c. false
- 4.33 When my playing improves, I feel I want to train more often and harder.
a. true b. uncertain c. false
- 4.34 I would like to see my name placed on a record board where everyone could see it.
a. true b. uncertain c. false
- 4.35 I know what I want to get out of hockey.
a. true b. uncertain c. false
- 4.36 I like to know my progress and improvement in all features of the game (e.g., skills, technique, etc.).
a. true b. uncertain c. false
- 4.37 I like to set the ultimate goal for my hockey career myself.
a. true b. uncertain c. false
- 4.38 My main goal in hockey is to learn as much as possible so that I can be a coach.
a. true b. uncertain c. false
- 4.39 When I observe my teammates playing well I tell them so.
a. true b. uncertain c. false

4.5

- 4.40 I would enjoy competing in hockey games even if we did not win often or make the playoffs.
a. true b. uncertain c. false
- 4.41 I would like to be considered the best player on my team.
a. true b. uncertain c. false
- 4.42 After a game, I want to see the statistic sheets.
a. true b. uncertain c. false
- 4.43 I would like the coach to tell me at least a day before whether I will be playing in the next game.
a. true b. uncertain c. false
- 4.44 I would like to be the top player for my position in the league.
a. true b. uncertain c. false
- 4.45 I want to be able to make the playoffs.
a. true b. uncertain c. false
- 4.46 I prefer not to compete in easy recreation type games.
a. true b. uncertain c. false
- 4.47 I enjoy watching hockey games.
a. true b. uncertain c. false
- 4.48 If I am not playing or dressing for a game, I would like to take team statistics.
a. true b. uncertain c. false
- 4.49 I would like the coach to tell us why we do a particular drill in practice.
a. true b. uncertain c. false
- 4.50 I like the goal for every practice to be stated clearly.
a. true b. uncertain c. false
- 4.51 I enjoy fighting.
a. true b. uncertain c. false

4.52 I like to work at a high tempo in practice.

- a. true b. uncertain c. false

FORWARDS AND DEFENSEMEN ONLY ANSWER THE REMAINING QUESTIONS

4.53 I enjoy checking.

- a. true b. uncertain c. false

4.54 In the last few minutes of a close game, I would like to be on the ice playing.

- a. true b. uncertain c. false

4.55 If the situation presents itself, I like to check an opponent early in a game.

- a. true b. uncertain c. false

4.56 I would like to be captain or assistant captain.

- a. true b. uncertain c. false

4.57 I enjoy rushing with the puck.

- a. true b. uncertain c. false

4.58 I like to play all positions in practice or games, rather than just specializing in my position.

- a. true b. uncertain c. false

4.59 I enjoy penalty-killing situations.

- a. true b. uncertain c. false

THIS COMPLETES HOCKEY INVENTORY 4. CHECK TO SEE THAT YOU HAVE ANSWERED ALL QUESTIONS.

PROCEED TO HOCKEY INVENTORY 5

HOCKEY INVENTORY 5

This set of statements asks you how you feel and act before important games. Thus, you are required to decide what are the games which have been important ones for you and then to remember how you reacted prior to them.

Take your time in answering each statement so that you can relate the most truthful and accurate information. Some of the statements are very personal and you may feel a little embarrassed to answer them truthfully. In such cases, do answer them truthfully. Remember that your answers will be scored by a computer and will remain private. The information that is obtained from these statements will be used to help your coach prepare you properly for important games.

The following statements ask how you feel before a game. Each statement describes a feature and you are to answer if it occurs always, frequently, sometimes, or never. Answer on the answer sheet that is supplied.

- 5.1 I have a "can't be bothered" attitude or lack enthusiasm before a game.
a. always b. frequently c. sometimes d. never
- 5.2 I feel very alone before a game.
a. always b. frequently c. sometimes d. never
- 5.3 I feel very weak before a game.
a. always b. frequently c. sometimes d. never
- 5.4 I become very impatient while waiting to play.
a. always b. frequently c. sometimes d. never
- 5.5 Before a game, I shake and tremble.
a. always b. frequently c. sometimes d. never
- 5.6 I find that I cannot co-ordinate my movements properly before a game.
a. always b. frequently c. sometimes d. never
- 5.7 I have trouble seeing and remembering things while preparing for a game.
a. always b. frequently c. sometimes d. never
- 5.8 I vomit before a game.
a. always b. frequently c. sometimes d. never

5.2

- 5.9 I have diarrhea before a game.
a. always b. frequently c. sometimes d. never
- 5.10 I urinate frequently before a game.
a. always b. frequently c. sometimes d. never
- 5.11 I become nervous before a game.
a. always b. frequently c. sometimes d. never
- 5.12 I go to the bathroom to have bowel movements before a game.
a. always b. frequently c. sometimes d. never
- 5.13 I experience "butterflies in the stomach" before a game.
a. always b. frequently c. sometimes d. never
- 5.14 I find it hard to sleep the night before a game.
a. always b. frequently c. sometimes d. never
- 5.15 I lack confidence in my hockey ability to do my best before a game.
a. always b. frequently c. sometimes d. never

5.3

For the next question select the answer which is closest to the best description for your situation.

- 5.16 When do the symptoms which have been checked above begin to occur before a competition?
1. 7 days or more
 2. 5 days
 3. 3 days
 4. 2 days
 5. the day before
 6. the night before
 7. 12 hours
 8. 10 hours
 9. 8 hours
 10. 6 hours
 11. 4 hours
 12. 2 hours
 13. 1 hour
 14. a half hour
- 5.17 How do you feel that the symptoms which have been checked above affect your game playing?
- a. very favorably
 - b. favorably
 - c. unfavorably
 - d. very unfavorably

THIS COMPLETES HOCKEY INVENTORY 5. CHECK TO SEE THAT YOU HAVE ANSWERED ALL QUESTIONS.

HAND THE MATERIALS TO THE TESTER

ANSWER SHEET 1

2 3 15

FIRST INITIAL LAST NAME

16 17

AGE IN YEARS

DATE

DAY MONTH YEAR

INDICATE ONE OF THE FOLLOWING

MALES	FEMALES
1 <input type="checkbox"/> HIGH SCHOOL STUDENT	4 <input type="checkbox"/> HIGH SCHOOL STUD
2 <input type="checkbox"/> COLLEGE STUDENT	5 <input type="checkbox"/> COLLEGE STUDENT
3 <input type="checkbox"/> OTHER	6 <input type="checkbox"/> OTHER

INVENTORY 1

1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	11 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	16 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	21 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	17 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	22 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	8 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	13 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	18 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	23 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	9 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	14 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	19 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	10 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	15 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	20 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

INVENTORY 2

1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	21 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	41 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	61 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	81 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	22 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	42 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	82 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	23 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	43 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	63 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	83 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	24 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	44 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	64 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	84 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	25 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	45 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	65 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	85 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	26 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	46 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	66 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	86 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	27 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	47 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	67 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	87 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	28 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	48 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	68 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	88 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	29 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	49 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	69 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	89 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	30 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	50 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	70 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	31 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	51 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	71 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	91 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	32 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	52 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	72 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	92 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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APPENDIX V

FINAL DEVELOPED COACHING PRESCRIPTIONS

DIAGNOSTICS

PAGE 1

QUESTION NUMBER 1 RESPONSE ALTERNATIVE 2

This person was not prepared to answer the test questions in a truthful manner.

QUESTION NUMBER 1 RESPONSE ALTERNATIVE 3

This person was not prepared to answer the test questions in a truthful manner.

QUESTION NUMBER 2 RESPONSE ALTERNATIVE 3

When this player believes that a coach and other players have poor opinions about his/her work it upsets his / her attitude. The coach should watch for changes in attitude and mood in this person and ask what is troubling him/her. Attempts should be made to dispel any unfounded impressions. The coach should implement a program of positive reinforcement to elevate this person's self-esteem.

QUESTION NUMBER 3 RESPONSE ALTERNATIVE 1

This player admires his / her parents in all things that they do which are associated with hockey.

QUESTION NUMBER 4 RESPONSE ALTERNATIVE 1

This person needs the coach to direct him/her in what to do at important games. It is best to plan and practice any repetitive procedures that are to be followed in competitive situations. The coach should interact periodically with this person throughout the duration of each game.

QUESTION NUMBER 5 RESPONSE ALTERNATIVE 3

This individual considers that he/she requires the companionship of other players more than they seem to need him/her. The need for friendship can be satisfied by delegating responsible tasks and duties to this person. The coach can also provide friendship although care should be taken not to be excessive or else he/she could become the only source of friendship for the athlete.

QUESTION NUMBER 6 RESPONSE ALTERNATIVE 1

This person believes that he / she can handle unusual circumstances which arise during games.

QUESTION NUMBER 6 RESPONSE ALTERNATIVE 3

This person is not able to handle unusual circumstances which arise during games. It will be necessary to develop strategies which will help this individual cope with any unsettling situations which may happen. A useful procedure is to have him / her paired with one of the more mature players at important games and to copy that player's behaviors.

QUESTION NUMBER 7 RESPONSE ALTERNATIVE 1

This individual's manner and voice at games is usually indicative of his/her excitement.

QUESTION NUMBER 8 RESPONSE ALTERNATIVE 1

This person gets angry quickly. Reactions such as this can be a problem. It will be necessary to reward this individual for not losing his/her temper in provocative situations.

QUESTION NUMBER 9 RESPONSE ALTERNATIVE 1

This individual considers that he/she expends more energy in practice than most players. This indicates that this player feels that he/she is one of the harder workers in practice. If the coach should request further increases in work output of this person it should be justified with good reasons.

QUESTION NUMBER 10 RESPONSE ALTERNATIVE 1

This individual attempts to be conscientious about the details of his/her hockey. The coach can rely on this person to perform tasks well. Over-exaggeration in explaining programs and skills could lead to erroneous responses from this athlete although he/she is motivated by the best of intentions.

QUESTION NUMBER 11 RESPONSE ALTERNATIVE 1

This individual loses composure when he/she is upset at important games. The coach should take care to monitor the level of excitedness displayed by this player at games. High levels of excitement are likely to distract and interfere with this person's performance. If this should occur then the coach will have to counsel him/her and redirect his/her thinking.

QUESTION NUMBER 11 RESPONSE ALTERNATIVE 3

This individual is able to maintain composure even when upsetting events occur at important games.

QUESTION NUMBER 12 RESPONSE ALTERNATIVE 1

This person occasionally dreams about hockey to the extent that it disturbs his/her sleep. This indicates that hockey is important to this individual. The coach should be aware of this when interpreting this person's reactions to experiences in hockey.

QUESTION NUMBER 13 RESPONSE ALTERNATIVE 1

This person considers he / she can attempt to apply him / herself to all difficulties which arise in games and practices. This means that attempts will be made to solve problems and accept challenges proffered by the coach. This capacity should be used gradually by developing the challenges and demands of practices and goals for games.

QUESTION NUMBER 14 RESPONSE ALTERNATIVE 1

This person believes that unfamiliar arenas for games cause his/her performances to be affected negatively. It will be necessary to allow this person to undergo a longer than normal acclimatization procedure before games. Mentally rehearsing plays and situations for the forthcoming game may be a method of overcoming this problem.

QUESTION NUMBER 14 RESPONSE ALTERNATIVE 3

This person does not believe that unfamiliar arenas to be used for games affect his/her performance.

QUESTION NUMBER 15 RESPONSE ALTERNATIVE 3

When events concerned with hockey go wrong for this person he/she is often very much upset. The coach will need to counsel this individual when extreme disappointment is experienced.

QUESTION NUMBER 16 RESPONSE ALTERNATIVE 1

This person often wakes during the night before games and has difficulty getting back to sleep. The coach should teach this individual how to relax and engage in relaxing activities before going to bed.

QUESTION NUMBER 17 RESPONSE ALTERNATIVE 1

This individual's enthusiasm for hockey is not affected by any troubles encountered in practices or games.

QUESTION NUMBER 17 RESPONSE ALTERNATIVE 3

This individual's enthusiasm for hockey is affected by problems and troubles which occur. The coach should ask the athlete to confide in him/her when troubles occur. Focussing on coping strategies for the situations that arise would be a good starting point for the counselling procedure.

QUESTION NUMBER 18 RESPONSE ALTERNATIVE 1

This individual becomes confused or tense when he / she thinks of recent performances and future goals. This may be a source of performance problems. The coach should counsel this individual by discussing recent performances and cooperatively developing future performance goals which are acceptable to and realistic for the player.

QUESTION NUMBER 19 RESPONSE ALTERNATIVE 1

This individual feels like he / she is being "picked on" when the coach criticizes him/her. This indicates the sensitivity of the person. The coach should explain that any criticism is given to help him / her improve in the game. Criticism should be expressed positively and should include suggestions about how to correct errors.

QUESTION NUMBER 20 RESPONSE ALTERNATIVE 1

This individual always becomes over-confident when playing a weak team. This is not necessarily bad. The coach should set challenging game goals for this player. This will maintain a desired performance standard in the athlete. It is suggested that the coach illustrate the strengths of the opposition as well as weaknesses.

QUESTION NUMBER 21 RESPONSE ALTERNATIVE 1

This individual is upset by the coach swearing.

QUESTION NUMBER 22 RESPONSE ALTERNATIVE 1

This person feels guilty if the team loses because of something he/she has done poorly. It will be necessary to counsel this individual in such circumstances. Including positive remarks about the good aspects of the player's performance is suggested.

PAGE 5

QUESTION NUMBER 23 RESPONSE ALTERNATIVE 1

This person criticizes him/herself and puts him / herself down when he / she makes an error. The coach should emphasize the positive aspects of this player's hockey. The athlete also should be asked to concentrate on the self-evaluation of good features about his/her participation.

DIAGNOSTICS

PAGE 1

QUESTION NUMBER 1 RESPONSE ALTERNATIVE 3

This athlete will criticize other players. It may be necessary to teach this individual how to criticize constructively. When he / she makes a criticism it should contain information or suggestions for removing the source of the comment. The criticism should be expressed in a positive manner so as not to degrade or humble the person concerned.

QUESTION NUMBER 2 RESPONSE ALTERNATIVE 1

This individual will make smart biting remarks to other players if he/she thinks they deserve it. Sarcasm is usually negative and tends to produce resentment. This could be a source of problems among team members. Attempts should be made to punish these behaviors if they persist after they have been brought to the player's attention.

QUESTION NUMBER 3 RESPONSE ALTERNATIVE 1

This person will readily get together with teammates at social occasions concerned with hockey.

QUESTION NUMBER 3 RESPONSE ALTERNATIVE 3

This person prefers to remain quietly in the background at social activities concerned with hockey. It would be best not to force this person into situations of social responsibility in team situations. The coach should provide praise for participation in group activities.

QUESTION NUMBER 4 RESPONSE ALTERNATIVE 1

When this player is criticized wrongly for something he / she did not do he/she still feels guilty about it. This is an index of the sensitivity of this person. The coach should take care when correcting the behavior of this individual. It might be best to offer low-key suggestions for change rather than reacting with considerable levels of negative content.

QUESTION NUMBER 5 RESPONSE ALTERNATIVE 3

Having other players say something bad about this individual worries him / her. This is a potential source of problems for the player. The coach should develop an understanding with this person that such occurrences should be communicated immediately. What was said should be appraised and treated accordingly.

QUESTION NUMBER 6 RESPONSE ALTERNATIVE 3

This person says things as they just occur to him / her when talking about hockey. This person should not be considered as a reliable source of information about his / her feelings for hockey.

QUESTION NUMBER 7 RESPONSE ALTERNATIVE 1

This individual becomes embarrassed if he/she suddenly becomes the focus of attention. Such situations should be considered carefully in order to avoid the possibility of social embarrassment which could have far-reaching consequences for behavior in practices and games.

QUESTION NUMBER 8 RESPONSE ALTERNATIVE 1

This person likes to join teammates for social gatherings.

QUESTION NUMBER 8 RESPONSE ALTERNATIVE 3

This person does not like to join teammates for social gatherings.

QUESTION NUMBER 9 RESPONSE ALTERNATIVE 1

This individual wants teammates to do exactly as he / she says if put in charge of them. This gives some indications of the expectations for others when he/she is placed in a position of responsibility.

QUESTION NUMBER 10 RESPONSE ALTERNATIVE 1

When working on a task or project this individual would prefer to lead the group and try to improve the functioning. If this person has other desirable attributes he/she could be considered for leadership responsibilities.

QUESTION NUMBER 10 RESPONSE ALTERNATIVE 3

This person would rather follow than lead other teammates in working on tasks and projects.

QUESTION NUMBER 11 RESPONSE ALTERNATIVE 1

When this person is criticized in front of other teammates he/she is adversely affected. When criticisms are to be made of this person they should be given in private.

QUESTION NUMBER 12 RESPONSE ALTERNATIVE 1

When this individual is called by the coach he/she takes the opportunity to discuss things concerning hockey. The coach should be aware of this feature.

QUESTION NUMBER 13 RESPONSE ALTERNATIVE 1

This player organizes his/her hockey equipment well. It is always ready for use.

QUESTION NUMBER 13 RESPONSE ALTERNATIVE 3

This person does not organize his/her equipment well. It is not always ready for immediate use. When leaving for trips it is advisable to check that this player is fully equipped for the venture.

QUESTION NUMBER 14 RESPONSE ALTERNATIVE 1

This individual considers that he/she has characteristics that are superior to most players.

QUESTION NUMBER 15 RESPONSE ALTERNATIVE 1

This person is a quiet type and will remain unobtrusive in all situations where coaches are present.

QUESTION NUMBER 16 RESPONSE ALTERNATIVE 1

At times this person is not in the right mood to practice or play. The coach should find out why this situation exists and attempt to maximize the rewarding circumstances which occur in practices and games.

QUESTION NUMBER 17 RESPONSE ALTERNATIVE 1

When this person's performances are criticized he/she becomes upset. All performance reactions should be positive and constructive. Performance expectations should be reasonably easy to attain rather than difficult to achieve.

QUESTION NUMBER 18 RESPONSE ALTERNATIVE 1

This player lacks confidence in his/her ability to meet competition goals. This can be alleviated by taking the player through a series of games where the performance standards are initially easy and then become progressively harder. Changes in the standards should be quite small. Successful attainment of the goals should be rewarded significantly.

QUESTION NUMBER 18 RESPONSE ALTERNATIVE 3

This person is always confident that he / she can perform to expectations in games.

QUESTION NUMBER 19 RESPONSE ALTERNATIVE 1

When bossy teammates or coaches try to push this player around he/she will do just the opposite of what they wish. Programs should be administered fairly and with justification when this individual is involved. It would be advisable to consult with him/her about specific features of the program that are of concern.

QUESTION NUMBER 20 RESPONSE ALTERNATIVE 1

This individual likes to take an active part in team matters. He/she is a willing worker and should be used in that role.

QUESTION NUMBER 21 RESPONSE ALTERNATIVE 3

When other teammates are unreasonable this person reacts negatively. Problems could occur because of this tendency. He/she will need to be taught appropriate rules for controlling his / her reactions in social situations.

QUESTION NUMBER 22 RESPONSE ALTERNATIVE 1

This person is generally polite.

QUESTION NUMBER 22 RESPONSE ALTERNATIVE 3

This person generally is forceful in activities associated with hockey. This would be an indication of a leader if other desirable characteristics exist.

QUESTION NUMBER 23 RESPONSE ALTERNATIVE 1

This individual prefers to have his/her practices planned well in advance so that he/she knows what will occur. Sudden and unexplained changes in routine and content may cause reduced performances in this person.

QUESTION NUMBER 24 RESPONSE ALTERNATIVE 3

At social gatherings this person is uneasy and does not mix well. Some attention should be paid to teaching this athlete how to act socially.

QUESTION NUMBER 25 RESPONSE ALTERNATIVE 1

This player readily will adopt new ideas and training procedures concerning hockey.

QUESTION NUMBER 25 RESPONSE ALTERNATIVE 3

This person will not readily adopt new ideas and training procedures concerning hockey. The coach will have to justify all innovations and unusual procedures to enlist full cooperation and effort from this individual.

QUESTION NUMBER 26 RESPONSE ALTERNATIVE 1

This player will do foolhardy things just for fun at practices or games. The coach can do much to prevent this happening by providing more positive reinforcement for this person when he/she is behaving well.

QUESTION NUMBER 27 RESPONSE ALTERNATIVE 1

This individual prefers to plan his/her own hockey preparation alone. The coach should allow this player to individualize his/her preparatory activities by contributing some personal activities to what is expected by the coach.

QUESTION NUMBER 28 RESPONSE ALTERNATIVE 1

This person becomes jealous of other players. Any unexplained moodiness may be due to this jealous reaction. The athlete should be asked if this is the cause of possible problems. If this person is jealous it will be necessary to reinforce him/her by discussing his/her strengths and desirable features to dispel jealousies. Some public recognition of these desirable attributes in front of other persons responsible for the jealousy is a quick method of alleviating this problem.

QUESTION NUMBER 29 RESPONSE ALTERNATIVE 1

This player is upset if people shout suggestions or attempt to distract him/her when he/she is preparing for a game. It may be necessary to attend to and control this person's pre-competition routine.

QUESTION NUMBER 30 RESPONSE ALTERNATIVE 1

This person always is able to produce a very best effort in a game.

QUESTION NUMBER 30 RESPONSE ALTERNATIVE 3

This person is not able to produce a best effort in a game where the odds of winning are low. The reasons for this player's competing should be determined. It might be best to have the performance goal as a standard of self-improvement rather than winning by itself for this individual.

QUESTION NUMBER 31 RESPONSE ALTERNATIVE 1

This person prefers that the coach give reasons for all directives.

QUESTION NUMBER 32 RESPONSE ALTERNATIVE 3

If this individual makes an awkward mistake in front of other players he/she finds it difficult to forget. The coach may have to give advice on how to realize that the event has occurred and that continuing to worry achieves no end. The magnitude of the mistake also should be minimized.

QUESTION NUMBER 33 RESPONSE ALTERNATIVE 1

This individual considers that he / she puts more effort into games than into practices. Reasons for not totally committing effort at practices should be sought by the coach. It should be remembered that the reduced effort may be the appropriate training response for the player.

QUESTION NUMBER 34 RESPONSE ALTERNATIVE 1

This person considers that he / she is very enthusiastic about hockey practices.

QUESTION NUMBER 35 RESPONSE ALTERNATIVE 1

This player likes practices which keep him / her busy all the time.

QUESTION NUMBER 35 RESPONSE ALTERNATIVE 3

This person does not like practices which keep him / her busy all the time.

QUESTION NUMBER 36 RESPONSE ALTERNATIVE 1

This player prefers to do things his / her own way if he / she considers them best no matter what the coach says. The coach should attempt to include this individual in decision making and should also allow some involvement in the planning of hockey activities.

QUESTION NUMBER 37 RESPONSE ALTERNATIVE 1

A disappointing performance spurs this player on to try harder and perform better in the next game.

QUESTION NUMBER 37 RESPONSE ALTERNATIVE 3

A disappointing performance does not spur this player to try harder and perform better in the next game. Each performance should be considered in light of the factors affecting it rather than relating to past and distant games.

QUESTION NUMBER 38 RESPONSE ALTERNATIVE 1

Day-to-day worries which are not associated with hockey affect this individual's practice and game performances. It will be difficult to eradicate the outside sources of stress but the coach can attempt to enlist the cooperation of persons outside of hockey to aid this individual and reduce the stress.

QUESTION NUMBER 39 RESPONSE ALTERNATIVE 1

This individual considers hockey to be the most important activity that he/she does.

QUESTION NUMBER 39 RESPONSE ALTERNATIVE 3

This individual does not consider hockey to be more important than some other activities that he/she does. The coach should find out what the more important activities are and then attempt to plan around them or justify on reasonable grounds why hockey should be deemed to be very important.

QUESTION NUMBER 40 RESPONSE ALTERNATIVE 1

When other teammates fool around at practice this person gets annoyed. He/she is not likely to work well in a group with other players who display such behaviors.

QUESTION NUMBER 41 RESPONSE ALTERNATIVE 1

This person is able to follow rules for behaving outside of hockey practices and games when they are set by the coach.

QUESTION NUMBER 41 RESPONSE ALTERNATIVE 3

When the coach tells this person how to behave outside of hockey practices and games he/she does not behave accordingly. The coach should only issue directives concerning outside behavior when he/she is sure that they can be monitored to see that they are done.

QUESTION NUMBER 42 RESPONSE ALTERNATIVE 1

The effort that this player puts into practices is at least equal to that which is put into games.

QUESTION NUMBER 42 RESPONSE ALTERNATIVE 3

The effort that this person puts into practice is not as much as the effort that is put into games. The coach should inquire as to why this is so. What are the features of competition (games) that motivate the greater effort? The coach should try to incorporate these features in the practice experiences.

QUESTION NUMBER 43 RESPONSE ALTERNATIVE 1

If the team falls behind in a game this individual feels that winning is not possible. The first step to change this attitude is to emphasize self-improvement as a major goal for competing.

QUESTION NUMBER 44 RESPONSE ALTERNATIVE 1

This individual believes that slow motion video or movies give him/her more understanding about his/her hockey playing. The coach should use these instructional devices as much as possible.

QUESTION NUMBER 44 RESPONSE ALTERNATIVE 3

This person feels that slow motion movies or video do not help his/her understanding about playing hockey.

QUESTION NUMBER 45 RESPONSE ALTERNATIVE 1

This player always expects to win. Defeats produce disappointment. Continual defeats may cause this individual to question the value of competing. It would be best to orient some of this person's efforts towards self-improvement rather than winning.

QUESTION NUMBER 46 RESPONSE ALTERNATIVE 1

This player prefers to have the team take an early lead in a game no matter how much effort is required. This attitude should be considered when planning a game strategy and performance expectation.

QUESTION NUMBER 47 RESPONSE ALTERNATIVE 1

When this person disagrees with something that the coach says he/she talks about the coach to other players. This could have a negative effect on the team because it could undermine the credibility of the coach. One way of overcoming this problem is to publicly acknowledge the problem and request that if it occurs the players either stop discussing it or bring the argument to the coach so that he/she can defend his/her point-of-view.

QUESTION NUMBER 48 RESPONSE ALTERNATIVE 1

This person is upset by the coach giving favorable or special attention to other players. The coach should make consistent efforts to interact meaningfully and frequently with this person.

QUESTION NUMBER 49 RESPONSE ALTERNATIVE 1

This player is prepared to spend as much time as is necessary for hockey training or practice.

QUESTION NUMBER 49 RESPONSE ALTERNATIVE 3

This person has reservations about how much time is necessary for hockey training or practice. There is a limit and any extra periods that are required should be discussed with this person first so that the necessity can be clearly justified.

QUESTION NUMBER 50 RESPONSE ALTERNATIVE 1

This individual always arrives early for practice. This could be an index of the player's enthusiasm for practices.

QUESTION NUMBER 50 RESPONSE ALTERNATIVE 3

This person is seldom early for practice.

QUESTION NUMBER 51 RESPONSE ALTERNATIVE 1

When the coach asks this individual to try new or different things with regards to skills and games he/she will apply him/herself fully even though the changes may be uncomfortable.

QUESTION NUMBER 51 RESPONSE ALTERNATIVE 3

When the coach asks this individual to try new or different things with regards to skills and games he/she will not apply him/herself fully if the change feels uncomfortable. To produce changes in this player it will be necessary to introduce the alteration as a series of gradual and subtle progressions.

QUESTION NUMBER 52 RESPONSE ALTERNATIVE 1

This person considers him/herself a good judge of how well he/she will do in games. The coach should allow this person to establish his/her goal (expected performance) for each game.

QUESTION NUMBER 52 RESPONSE ALTERNATIVE 3

This person does not consider him/herself to be a good judge of how well he/she will perform in a game. The coach should establish performance goals for this player. Such goals should not be too difficult.

QUESTION NUMBER 53 RESPONSE ALTERNATIVE 1

This person very often experiences doubts and gets depressed about playing hockey. This could be caused by a lack of positively rewarding experiences or frequent failures to achieve goals. The reasons for this emotional reaction should be located through counselling. Corrective steps to eliminate the problem sources should be undertaken.

QUESTION NUMBER 54 RESPONSE ALTERNATIVE 1

This person tries to do everything as well as possible at practice.

QUESTION NUMBER 54 RESPONSE ALTERNATIVE 3

This person does not do everything as well as possible at practice. There will be obvious lapses in the level of application at training. The coach should attempt to motivate this person more frequently by providing a greater number of rewarding consequences for his/her work.

QUESTION NUMBER 55 RESPONSE ALTERNATIVE 1

This individual considers that he/she is playing in games to help the team achieve success rather than personal gains.

QUESTION NUMBER 55 RESPONSE ALTERNATIVE 3

This individual considers that he/she primarily competes for personal rewards rather than for team benefits. This is not necessarily bad. Rewards and reasons for competing should be directed towards this individual. Trying to justify performances as a team effort or to gain glory for the club or some organization are not significant reasons for this individual to try his/her hardest.

QUESTION NUMBER 56 RESPONSE ALTERNATIVE 1

When this individual is very tired at practice he/she can persevere with the discomfort of fatigue and will continue to try his/her hardest.

QUESTION NUMBER 56 RESPONSE ALTERNATIVE 3

When this individual is very tired in practice he/she will reduce the effort level for the remaining program or until he / she has recovered. This suggests that this player might train better in low stress programs where functioning with a lower effort level is tolerated.

QUESTION NUMBER 57 RESPONSE ALTERNATIVE 1

This player prefers to have the coach tell him / her privately when he/she has done something wrong. Publicly administered punishments and criticisms could have serious detrimental consequences for this person's attitude and participation.

QUESTION NUMBER 58 RESPONSE ALTERNATIVE 1

This person considers that watching his / her weight is important for hockey.

QUESTION NUMBER 58 RESPONSE ALTERNATIVE 3

This person does not consider that controlling his/her weight is important for hockey.

QUESTION NUMBER 59 RESPONSE ALTERNATIVE 1

This person misses practices if he/she feels ill.

QUESTION NUMBER 59 RESPONSE ALTERNATIVE 3

This person never misses a practice due to illness. This is an indication of this person's dedication and commitment.

QUESTION NUMBER 60 RESPONSE ALTERNATIVE 1

This person always tells the truth with regard to matters concerning hockey.

QUESTION NUMBER 60 RESPONSE ALTERNATIVE 3

This person does not always tell the truth about matters concerning hockey.

QUESTION NUMBER 61 RESPONSE ALTERNATIVE 1

This player tries to improve his/her hockey playing. It would be best to orient this individual's efforts in practice and games towards self-improvement.

QUESTION NUMBER 62 RESPONSE ALTERNATIVE 1

Before arguing on hockey matters this person will wait until he/she is sure that what will be said is correct.

QUESTION NUMBER 62 RESPONSE ALTERNATIVE 3

Before arguing on hockey matters this player will not wait until he/she is sure that what will be said is correct. This may lead to possible problems with teammates. The coach should remind this individual to make sure what is to be said can be supported.

QUESTION NUMBER 63 RESPONSE ALTERNATIVE 3

Awkward social mistakes made among other players bother this person for extended periods of time. This could be a reason for unexplained behaviors where the player avoids others. The coach will have to counsel this person if this occurs. Requesting other players to coax this individual into social interaction would be advisable.

QUESTION NUMBER 64 RESPONSE ALTERNATIVE 1

When this individual thinks about an important game which is to begin he/she tends to tremble. This indicates a degree of anxiety which may interfere with performance. If this person tends not to perform to expectations it will be necessary to perform anxiety reducing techniques before contests.

QUESTION NUMBER 65 RESPONSE ALTERNATIVE 1

This individual will continue to play even when he / she is slightly injured.

QUESTION NUMBER 65 RESPONSE ALTERNATIVE 3

This person will not continue to compete when he / she is slightly injured.

QUESTION NUMBER 66 RESPONSE ALTERNATIVE 1

This person can accept criticism from his/her teammates.

QUESTION NUMBER 66 RESPONSE ALTERNATIVE 3

This person cannot accept criticism from his/her teammates.

QUESTION NUMBER 67 RESPONSE ALTERNATIVE 3

This individual does not break team rules or regulations.

QUESTION NUMBER 67 RESPONSE ALTERNATIVE 1

This individual breaks team rules or regulations. This behavior may create problems within the team. When such behavior is emitted the coach should privately discuss with the player the reasons for such actions and present justification for the rules and regulations.

QUESTION NUMBER 68 RESPONSE ALTERNATIVE 1

This individual can work him/herself hard even though pain is high.

QUESTION NUMBER 68 RESPONSE ALTERNATIVE 3

This individual does not work him/herself hard when pain is high. It is suggested that the coach teach the player how to cope with pain.

QUESTION NUMBER 69 RESPONSE ALTERNATIVE 1

If this athlete plays well but the team loses he / she still feels bad. The coach should indicate to this person his / her important contribution and reinforce his/her efforts.

QUESTION NUMBER 70 RESPONSE ALTERNATIVE 1

This individual considers that he/she learns things quickly.

QUESTION NUMBER 70 RESPONSE ALTERNATIVE 3

This individual does not consider that he / she learns things quickly. It is essential that clear instructions be given to this player so that he/she understands any explanation. The coach should stress to the player that he / she is to ask for extra explanations if something is not understood. The coach should reinforce the individual for communicating any problems to him/her.

QUESTION NUMBER 71 RESPONSE ALTERNATIVE 1

This person will criticize other teammates when they make mistakes. This is a potential source of trouble. The athlete should be made aware of this and be instructed on how to make constructive criticisms or not to make any criticisms at all.

QUESTION NUMBER 72 RESPONSE ALTERNATIVE 1

If this person feels something is wrong he/she voices his/her opinion. It is suggested that when this person has an opinion that he/she privately discuss the matter with the coach first.

QUESTION NUMBER 73 RESPONSE ALTERNATIVE 1

This person becomes emotional when playing badly.

QUESTION NUMBER 74 RESPONSE ALTERNATIVE 1

This person shakes the opponents' hands after a game win or lose.

QUESTION NUMBER 74 RESPONSE ALTERNATIVE 3

This person does not shake the opponents' hands after a game win or lose. It would be advisable to discuss with this individual "good sportsmanship".

QUESTION NUMBER 75 RESPONSE ALTERNATIVE 1

This player does not think he/she can win if he/she is to play against another team which he/she considers to be superior.

QUESTION NUMBER 76 RESPONSE ALTERNATIVE 1

This individual would miss a practice session if he / she did not feel like it or if another interesting opportunity arose. This indicates the perspective that he/she has for hockey.

QUESTION NUMBER 77 RESPONSE ALTERNATIVE 1

This player will try his/her best to attend an optional practice. This could be an index of the player's enthusiasm for the sport.

QUESTION NUMBER 77 RESPONSE ALTERNATIVE 3

This player will not try his/her best to attend an optional practice. This could be an index of the player's enthusiasm for the sport.

QUESTION NUMBER 78 RESPONSE ALTERNATIVE 1

If another teammate got mad at this person he/she would try to calm him/her down.

QUESTION NUMBER 78 RESPONSE ALTERNATIVE 3

If another teammate got mad at this individual he / she would get irritated. Angry arguments may occur. This could be a source of problems. The coach should intervene in any confrontations.

QUESTION NUMBER 79 RESPONSE ALTERNATIVE 1

This individual would prefer to be alone after a poor performance.

QUESTION NUMBER 79 RESPONSE ALTERNATIVE 3

This individual would not prefer to be alone after a poor performance. It is suggested that the coach approach and discuss matters with him/her. The coach should recognize and discuss good performance characteristics as well as suggest and plan methods to correct and improve future performances.

QUESTION NUMBER 80 RESPONSE ALTERNATIVE 1

This player offers encouragement to other teammates.

QUESTION NUMBER 80 RESPONSE ALTERNATIVE 3

This player does not offer encouragement to other teammates. It is suggested that the coach discuss with this individual the importance of encouraging others. In turn the coach should ask others to do the same for this player.

QUESTION NUMBER 81 RESPONSE ALTERNATIVE 1

This individual considers he/she learns things best about hockey when they are explained by the coach.

QUESTION NUMBER 81 RESPONSE ALTERNATIVE 3

This person considers he/she learns things better about hockey when they are discussed with other teammates.

QUESTION NUMBER 82 RESPONSE ALTERNATIVE 1

Playing poorly in a game depresses this individual and affects his/her practices for the worse. The coach may have to give advice on how to realize that the event has occurred and continuing to worry achieves no end. The coach should give positive remarks on past performances and set future goals which are easy to attain.

QUESTION NUMBER 83 RESPONSE ALTERNATIVE 1

When this individual is depressed or upset about his/her hockey playing he/she says very little.

QUESTION NUMBER 84 RESPONSE ALTERNATIVE 1

This person is bothered when criticized about personal things. This is an index of the individual's sensitivity. It may explain sudden bouts of moodiness or anger. The coach should establish an understanding with this person that such occurrences should be communicated immediately.

QUESTION NUMBER 85 RESPONSE ALTERNATIVE 1

This player blames the referee for losses.

QUESTION NUMBER 86 RESPONSE ALTERNATIVE 1

This individual prefers to plan game strategies with his / her teammates before a game.

QUESTION NUMBER 87 RESPONSE ALTERNATIVE 1

This person questions the usefulness of some of the coach's drills. It is suggested that the coach justify the use of the drills with sound reasoning.

QUESTION NUMBER 88 RESPONSE ALTERNATIVE 1

When this individual is ill he / she is bad-tempered and / or grouchy at practice. This may explain sudden bouts of moodiness. The coach should watch for sudden changes in attitude and mood in this person and ask what is troubling him / her.

QUESTION NUMBER 89 RESPONSE ALTERNATIVE 1

This person would prefer to be corrected by the coach rather than by his / her teammates. It may not be advisable to have this individual work with other people where helping each other was an aim.

QUESTION NUMBER 90 RESPONSE ALTERNATIVE 1

This player enjoys important hockey games because they give him/her a chance to show what he/she can do. This indicates a positive attitude about his/her hockey ability and competition.

QUESTION NUMBER 91 RESPONSE ALTERNATIVE 1

When this player does not play well he/she becomes grouchy and bad-tempered.

QUESTION NUMBER 92 RESPONSE ALTERNATIVE 1

This person considers a victory as the most exciting thing in hockey. This is not necessarily bad. The coach should discuss performance standards with this individual and set goals other than winning for games.

QUESTION NUMBER 93 RESPONSE ALTERNATIVE 1

This player considers that his / her equipment keeps him / her well-protected.

QUESTION NUMBER 93 RESPONSE ALTERNATIVE 3

This player considers that his/her equipment does not protect him/her well. An attempt to correct this perception or real condition should be made.

QUESTION NUMBER 94 RESPONSE ALTERNATIVE 1

This individual tries to get to know everyone on the team. It is advisable that this person be paired with a variety of teammates in activities on and off the ice.

DIAGNOSTICS

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QUESTION NUMBER 1 RESPONSE ALTERNATIVE 1

This person always keeps to the training program that is planned for practice.

QUESTION NUMBER 1 RESPONSE ALTERNATIVE 3

This person does not always keep to the training program that is planned for practice. The coach will have to decide whether these frequent non-compliant behaviors are or are not detrimental to the individual's development.

QUESTION NUMBER 2 RESPONSE ALTERNATIVE 1

This person always tries his/her hardest at practice.

QUESTION NUMBER 2 RESPONSE ALTERNATIVE 3

This person does not always try his/her hardest at practice.

QUESTION NUMBER 3 RESPONSE ALTERNATIVE 1

This individual always makes a point of listening to everything the coach says.

QUESTION NUMBER 3 RESPONSE ALTERNATIVE 3

This individual does not listen to what the coach says. This could be a source of problems for the coach.

QUESTION NUMBER 4 RESPONSE ALTERNATIVE 1

This person always fools around at practice.

QUESTION NUMBER 5 RESPONSE ALTERNATIVE 1

This person likes to test him/herself on some skills or activity to assess whether he/she has improved. Provisions should be made in the practice program to do this very often.

QUESTION NUMBER 6 RESPONSE ALTERNATIVE 1

This person likes physically demanding practices.

QUESTION NUMBER 6 RESPONSE ALTERNATIVE 3

This person does not like physically demanding practices.

QUESTION NUMBER 7 RESPONSE ALTERNATIVE 1

When extra time is available this person will work on developing his/her skills.

QUESTION NUMBER 8 RESPONSE ALTERNATIVE 1

If he / she cannot attend practice the coach will be notified beforehand.

QUESTION NUMBER 9 RESPONSE ALTERNATIVE 1

This person reads about hockey whenever possible.

QUESTION NUMBER 10 RESPONSE ALTERNATIVE 1

If there is a competition during practice this player will attempt to win.

QUESTION NUMBER 11 RESPONSE ALTERNATIVE 1

This player prefers to play in the best standard of hockey he/she can find.

QUESTION NUMBER 12 RESPONSE ALTERNATIVE 1

This person talks with people about hockey in order to gain more knowledge about it.

QUESTION NUMBER 13 RESPONSE ALTERNATIVE 1

This person is willing to serve as a model in demonstrations given at practice.

QUESTION NUMBER 14 RESPONSE ALTERNATIVE 1

This individual makes a conscientious effort to keep in the best shape possible during the off-season.

QUESTION NUMBER 14 RESPONSE ALTERNATIVE 3

This individual does not keep him / herself in the best shape possible during the off-season. The coach must discuss with this player the necessity of being fit during that time.

QUESTION NUMBER 15 RESPONSE ALTERNATIVE 1

During the competitive season this person keeps in the best shape possible.

QUESTION NUMBER 15 RESPONSE ALTERNATIVE 3

This person does not make a conscientious effort to keep in shape during the competitive season. This provides an index of this person's attitude toward hockey.

QUESTION NUMBER 16 RESPONSE ALTERNATIVE 1

This person wears the proper equipment when at practice.

QUESTION NUMBER 16 RESPONSE ALTERNATIVE 3

This person does not wear the proper equipment when at practice. This may present safety problems. While ensuring that all players wear the proper equipment pay special attention to this player.

QUESTION NUMBER 17 RESPONSE ALTERNATIVE 1

If someone bothers this person while he / she is preparing for a game it upsets his/her subsequent playing performance. The coach will need to shield this individual from outside distractions and influences during pre-game preparations.

QUESTION NUMBER 18 RESPONSE ALTERNATIVE 1

This person always gets nervous and tense before an important game.

QUESTION NUMBER 18 RESPONSE ALTERNATIVE 3

This individual never gets nervous or tense before an important game.

QUESTION NUMBER 19 RESPONSE ALTERNATIVE 1

This person prefers to be left alone before an important game.

QUESTION NUMBER 19 RESPONSE ALTERNATIVE 3

This person prefers the company of others prior to an important game.

QUESTION NUMBER 20 RESPONSE ALTERNATIVE 1

This person worries about the other team or competitors prior to a game.

QUESTION NUMBER 20 RESPONSE ALTERNATIVE 3

This person never worries about the other team or competitors prior to a game.

QUESTION NUMBER 21 RESPONSE ALTERNATIVE 1

If this individual is troubled before a game he/she knows what to do in order to regain composure so that he/she can play at his/her best.

QUESTION NUMBER 21 RESPONSE ALTERNATIVE 3

If this player is troubled before a contest he / she does not know what to do to regain composure. The coach will have to ask this player to notify him / her when such a condition arises. The coach then will have to help the player regain composure by counselling him/her and giving valid reasons as to why a good performance should be exhibited.

QUESTION NUMBER 22 RESPONSE ALTERNATIVE 1

This person considers that it is necessary to have a game plan that will tell him/her what to do if the game does not go as planned.

QUESTION NUMBER 22 RESPONSE ALTERNATIVE 3

This person does not consider that it is necessary to have a game plan that will tell him/her what to do if the game does not go as expected.

QUESTION NUMBER 23 RESPONSE ALTERNATIVE 1

This athlete can be distracted before an important game to the extent that it will affect his/her performance. It is suggested that the coach teach this individual pre-competition techniques for coping with distractions.

QUESTION NUMBER 24 RESPONSE ALTERNATIVE 1

This individual mentally rehearses his/her game plan as often as possible before games.

QUESTION NUMBER 24 RESPONSE ALTERNATIVE 3

This individual does not mentally rehearse his/her game plans. The coach should teach him/her how to do this and to incorporate it into an appropriate part of a performance strategy.

QUESTION NUMBER 25 RESPONSE ALTERNATIVE 1

In games this person holds back a little so that he / she will be able to put in a good finishing effort. The coach should indicate to this player that there is no use in saving oneself to do this. Goals for the game should be established which emphasize early applications of full effort.

QUESTION NUMBER 26 RESPONSE ALTERNATIVE 1

When this person starts to feel tired in a game he / she tries harder.

QUESTION NUMBER 26 RESPONSE ALTERNATIVE 3

When this person starts to feel tired in a game he / she does not try harder.

QUESTION NUMBER 27 RESPONSE ALTERNATIVE 1

This person does not put in a maximum effort when he/she feels that a game is lost and that there is little hope of recovery. It is recommended that self-improvement goals be included as an integral part of this athlete's game plan.

QUESTION NUMBER 28 RESPONSE ALTERNATIVE 1

This person always feels that he/she could have played better after a contest is over. This is an indication of the self-imposed performance demands of this individual. If negative feelings occur the coach will have to concentrate on providing positive reactions for this player for things that were done well.

QUESTION NUMBER 29 RESPONSE ALTERNATIVE 1

This person would like to be able to psych-out the opposition before a game.

QUESTION NUMBER 30 RESPONSE ALTERNATIVE 1

This individual thinks about his / her games for a long time after they are over. This suggests that game outcomes and the reasons for them are very important to this person. He / she takes hockey very seriously.

QUESTION NUMBER 31 RESPONSE ALTERNATIVE 1

If his/her team falls behind in a game this player still makes it a test to see if he/she can perform a best effort.

QUESTION NUMBER 31 RESPONSE ALTERNATIVE 3

If his/her team falls behind in a game this person is likely to ease-off and perform at an inferior level. The coach should implement self-improvement goals for this individual.

QUESTION NUMBER 32 RESPONSE ALTERNATIVE 1

The information and experiences gained in a game are used by this individual to modify his/her plan for the next game.

QUESTION NUMBER 32 RESPONSE ALTERNATIVE 3

Information and experiences gained from a game are not used by this individual to modify his/her plan for the next competition. Some valuable learning experiences may be overlooked by this person. The coach should make a point of discussing performances with this player so as to use the experiences with a view to developing better game strategies.

QUESTION NUMBER 33 RESPONSE ALTERNATIVE 1

If this person is too excited before a game he/she knows what to do to calm down.

QUESTION NUMBER 33 RESPONSE ALTERNATIVE 3

If this person is too excited before a contest he/she does not know what to do to calm down. He/she should be instructed to tell the coach when this occurs. The warm-up activities of this player should include numerous physical tasks which require effort and concentration.

QUESTION NUMBER 34 RESPONSE ALTERNATIVE 1

This person likes the coach to go over the game plan prior to playing.

QUESTION NUMBER 35 RESPONSE ALTERNATIVE 1

If this individual loses his/her confidence before a game he / she knows what to do to recover it.

QUESTION NUMBER 35 RESPONSE ALTERNATIVE 3

If this individual loses confidence before a game he/she does not know what to do to recover it. The player should be directed to tell the coach when this occurs. An extended period of positive mental rehearsal should be recommended. The coach should have frequent discussions with him/her concentrating on positive statements about the player's ability and preparation to play to expectation.

QUESTION NUMBER 36 RESPONSE ALTERNATIVE 1

This individual always gets at least eight hours of good sleep the night before a game.

QUESTION NUMBER 37 RESPONSE ALTERNATIVE 1

During the warm-up this individual practices things that he / she will be doing in the ensuing game.

QUESTION NUMBER 37 RESPONSE ALTERNATIVE 3

During the warm-up this individual does not practice things that will be done in the ensuing game. The coach should recommend to this individual to practice specific skills and situations he/she will be most likely to confront in the game.

QUESTION NUMBER 38 RESPONSE ALTERNATIVE 1

This person is always on time for games.

QUESTION NUMBER 38 RESPONSE ALTERNATIVE 3

This person is never on time for games. The coach should ask and discuss with this individual the reasons for his/her lateness.

QUESTION NUMBER 39 RESPONSE ALTERNATIVE 1

This person considers that he / she can cope with the pressure in the final stages of a close game.

QUESTION NUMBER 40 RESPONSE ALTERNATIVE 1

If spectators constantly harass and talk to this player it will adversely affect his/her playing.

QUESTION NUMBER 41 RESPONSE ALTERNATIVE 1

This person is able to accept bad calls or decisions made by the referee.

QUESTION NUMBER 41 RESPONSE ALTERNATIVE 3

This person is not able to accept bad calls or decisions made by the referee. It will be necessary to teach this person how to accept such calls and concentrate on playing.

QUESTION NUMBER 42 RESPONSE ALTERNATIVE 1

This person worries about making mistakes when playing. This may indicate a lack of confidence in his/her own ability. The coach should help this player develop plans to focus on game features and his/her own strategies.

QUESTION NUMBER 43 RESPONSE ALTERNATIVE 1

If this player is not selected to start in a game he/she keeps fully prepared to play.

QUESTION NUMBER 43 RESPONSE ALTERNATIVE 3

If this player is not selected to start in a game he/she does not keep fully prepared to play. The coach should discuss the importance of being prepared to play in a game.

QUESTION NUMBER 44 RESPONSE ALTERNATIVE 1

When doing skill drills this person can work to the point of exhaustion.

QUESTION NUMBER 44 RESPONSE ALTERNATIVE 3

When doing skill drills this player does not work to the point of exhaustion. This individual should be taught how to cope and handle fatigue and pain. Positively reinforcing self-talk and concentrating on features of technique when fatigue occurs are suggested methods of coping.

QUESTION NUMBER 45 RESPONSE ALTERNATIVE 1

This person considers it a duty to help other teammates who are not as good as him/herself. This player should be used to aid the coach in instructing. This individual could also be paired with other players of lower ability when skill drills are practiced.

QUESTION NUMBER 46 RESPONSE ALTERNATIVE 1

This person is on time for warm-ups before a game.

QUESTION NUMBER 46 RESPONSE ALTERNATIVE 3

This person is never on time for warm-ups before a game.

QUESTION NUMBER 47 RESPONSE ALTERNATIVE 1

This person watches other players during games and practices to see if he/she can learn things.

QUESTION NUMBER 47 RESPONSE ALTERNATIVE 3

This person does not watch other players during games and practices to see if he/she can learn things and improve.

QUESTION NUMBER 48 RESPONSE ALTERNATIVE 1

This individual is disappointed if just a few people come to watch his/her game.

QUESTION NUMBER 49 RESPONSE ALTERNATIVE 1

This player gets so upset at the referee that it distracts him /her. The coach should introduce procedures which develop in the player a capacity to maintain attentional control in spite of the distraction.

QUESTION NUMBER 50 RESPONSE ALTERNATIVE 1

This individual can play as hard at the end of a game as at the beginning.

QUESTION NUMBER 50 RESPONSE ALTERNATIVE 3

This individual cannot play as hard at the end of a game as at the start. This may be an indication of a lack of fitness or of not pacing oneself appropriately. The coach may want to experiment with the timing and duration of the shifts that this player performs.

QUESTION NUMBER 51 RESPONSE ALTERNATIVE 1

This player always finds it necessary to take unscheduled rests during practice. This may produce problems and delays. It also may be an indication of this player's fitness level.

QUESTION NUMBER 52 RESPONSE ALTERNATIVE 1

This individual warms-up on his own without having to be told by the coach.

QUESTION NUMBER 52 RESPONSE ALTERNATIVE 3

This individual needs to be told by the coach to warm-up. It will be necessary to discuss with this player the importance of a proper warm-up. The coach should describe what type of activities should be done as part of it.

QUESTION NUMBER 53 RESPONSE ALTERNATIVE 1

This individual is able to concentrate fully for the duration of a game.

QUESTION NUMBER 53 RESPONSE ALTERNATIVE 3

This individual is not able to concentrate fully throughout a game. The coach should investigate the cause of the distraction and implement attentional control strategies with him / her.

QUESTION NUMBER 54 RESPONSE ALTERNATIVE 1

This person likes to test him / herself by competing against his / her teammates to see if he / she has improved. It is suggested that the coach pair this individual with another player with a similar attitude and ability in the drills used in practice.

QUESTION NUMBER 55 RESPONSE ALTERNATIVE 1

This player likes to eat specific foods before a game.

QUESTION NUMBER 56 RESPONSE ALTERNATIVE 1

This person always lets the coach or captain speak to the referee when he/she has incurred a penalty.

QUESTION NUMBER 56 RESPONSE ALTERNATIVE 3

This person will talk to the referee about his / her penalty. This could cause problems. The coach should instruct this individual to go directly to the penalty box with no words being said. It should be clearly understood that the captain speaks for the team.

QUESTION NUMBER 57 RESPONSE ALTERNATIVE 1

This player does not notice the punishing aspects of playing in a game.

QUESTION NUMBER 57 RESPONSE ALTERNATIVE 3

This person notices the punishing aspects of playing in a contest. This will most probably distract the player from performing his/her best. It is suggested that the coach instruct and teach this individual about attentional control and coping with pain.

QUESTION NUMBER 58 RESPONSE ALTERNATIVE 1

This individual does not like being selected as a reserve or substitute.

QUESTION NUMBER 59 RESPONSE ALTERNATIVE 1

This person tries to avoid making mistakes in practice. This indicates conscientious application to training.

QUESTION NUMBER 59 RESPONSE ALTERNATIVE 3

This person does not try to avoid making mistakes in practice. It is suggested that the coach consult with this player about the importance and objectives of training.

QUESTION NUMBER 60 RESPONSE ALTERNATIVE 1

This individual yells encouragement to his/her teammates. Such behavior should be recognized and encouraged by the coach.

QUESTION NUMBER 60 RESPONSE ALTERNATIVE 3

While sitting on the bench this player does not encourage his/her teammates. This may be an indication that this individual is not happy with his/her situation.

QUESTION NUMBER 61 RESPONSE ALTERNATIVE 1

When this player is given a cheap shot he/she responds quickly. It is suggested that the coach simulate provocative situations at practice and teach this player tolerance and self-control.

QUESTION NUMBER 62 RESPONSE ALTERNATIVE 1

This player is distracted if his/her parents yell to him/her from the stands. This will produce performance problems. It will be necessary for the coach to discuss this with the athlete's parents. Steps should be taken to see that the distraction ceases.

QUESTION NUMBER 63 RESPONSE ALTERNATIVE 1

Before a game this person tries to think about previous games when he/she has played well.

QUESTION NUMBER 63 RESPONSE ALTERNATIVE 3

Before a game this person does not think about previous games when he/she has played well.

QUESTION NUMBER 64 RESPONSE ALTERNATIVE 1

This person would like the intermission period to be used to discuss matters concerning the game.

QUESTION NUMBER 65 RESPONSE ALTERNATIVE 1

This person does not notice the punishing aspects of hockey in practice.

QUESTION NUMBER 65 RESPONSE ALTERNATIVE 3

This person notices the punishing aspects of hockey in practice. It is suggested that the coach teach this player coping strategies for handling pain and fatigue.

QUESTION NUMBER 66 RESPONSE ALTERNATIVE 3

This person tries not to commit silly or stupid penalties in practice scrimmages.

QUESTION NUMBER 66 RESPONSE ALTERNATIVE 1

This person may commit silly or stupid penalties in practice scrimmages. It is suggested that the coach indicate to this individual that the infraction will not be tolerated in games and may serve as justification for not selecting him / her on the starting team.

QUESTION NUMBER 67 RESPONSE ALTERNATIVE 3

This individual does not pass the puck whenever possible. It would be best to discuss with this player the importance and value of passing and teamwork. Game goals should be set for passing behaviors.

QUESTION NUMBER 68 RESPONSE ALTERNATIVE 1

This player always wants to be first in the corner.

QUESTION NUMBER 68 RESPONSE ALTERNATIVE 3

This player does not always want to be first in the corner. This may be an indication of the individual's apprehension in such situations. Game goals for being first in the corner should be established for this player.

QUESTION NUMBER 69 RESPONSE ALTERNATIVE 1

This player cruises over the ice or flows into openings to create a passing situation.

QUESTION NUMBER 69 RESPONSE ALTERNATIVE 3

This player does not cross-over the ice or flow into openings to create passing situations. The coach should discuss with this player the idea of creating a passing situation by skating into open areas.

QUESTION NUMBER 70 RESPONSE ALTERNATIVE 1

This player considers him / herself to be well-skilled in all types of shooting.

QUESTION NUMBER 70 RESPONSE ALTERNATIVE 3

This player does not consider him / herself to be well-skilled in all types of shooting. Extra practice and attention should be provided to eliminate the weaknesses in the player's offensive ability.

QUESTION NUMBER 71 RESPONSE ALTERNATIVE 1

This player will always take a check if he/she can make a play from it.

QUESTION NUMBER 71 RESPONSE ALTERNATIVE 3

This player will not take a hit even though he/she can make a play from it. This could be an indication of this individual's fear of physical contact or potential injury. It is important that the coach teach this player how to properly receive a check. The new behavior should be reinforced frequently.

QUESTION NUMBER 72 RESPONSE ALTERNATIVE 1

This player gives a consistent effort to maintain position in front of the opposition's net.

QUESTION NUMBER 72 RESPONSE ALTERNATIVE 3

This individual does not give a second or third effort in front of the opposition's net.

QUESTION NUMBER 73 RESPONSE ALTERNATIVE 1

This player always backchecks hard.

QUESTION NUMBER 73 RESPONSE ALTERNATIVE 3

This individual never backchecks hard. This is a behavior which needs to be taught and reinforced frequently to improve this player's capabilities.

QUESTION NUMBER 74 RESPONSE ALTERNATIVE 1

This player always skates hard into the opponent's end so that he/she can get there first.

QUESTION NUMBER 74 RESPONSE ALTERNATIVE 3

This player never skates hard into the opponent's end.

QUESTION NUMBER 75 RESPONSE ALTERNATIVE 1

This person has confidence in his / her ability to take a man one on one.

QUESTION NUMBER 75 RESPONSE ALTERNATIVE 3

This person does not have confidence in his/her ability to take a man one on one.

QUESTION NUMBER 76 RESPONSE ALTERNATIVE 1

This player always takes a good look when passing in his / her end.

QUESTION NUMBER 76 RESPONSE ALTERNATIVE 3

This player does not take a good look when passing in his/her end.

QUESTION NUMBER 77 RESPONSE ALTERNATIVE 1

This individual always tries to force the puck carrier wide to the poorest shooting angle.

QUESTION NUMBER 77 RESPONSE ALTERNATIVE 3

This individual does not try to force the puck carrier to the poorest shooting angle.

QUESTION NUMBER 78 RESPONSE ALTERNATIVE 1

This person tries to stay between the opponent and his / her net.

QUESTION NUMBER 78 RESPONSE ALTERNATIVE 3

This individual does not try to stay between the opponent and his/her net.

QUESTION NUMBER 79 RESPONSE ALTERNATIVE 1

This player blocks as many shots as he/she can.

QUESTION NUMBER 79 RESPONSE ALTERNATIVE 3

This player does not block as many shots as he/she can.

QUESTION NUMBER 80 RESPONSE ALTERNATIVE 1

This goaltender gets upset if he/she does not get enough shots in practice. Sudden bouts of moodiness may be explained by this situation.

QUESTION NUMBER 81 RESPONSE ALTERNATIVE 1

This goaltender has enough confidence to pass or shoot the puck in a game.

QUESTION NUMBER 81 RESPONSE ALTERNATIVE 3

This goaltender does not have enough confidence to pass or shoot the puck.

QUESTION NUMBER 82 RESPONSE ALTERNATIVE 1

When this player is the reserve goaltender he/she observes and takes notes on the opponents.

QUESTION NUMBER 82 RESPONSE ALTERNATIVE 3

When this person is the reserver goaltender he / she does not take notes on the opposition.

QUESTION NUMBER 83 RESPONSE ALTERNATIVE 1

This goaltender does not get upset if his/her teammates shoot hard in practice.

QUESTION NUMBER 83 RESPONSE ALTERNATIVE 3

This goaltender does not like it if his / her teammates shoot hard in practice.

QUESTION NUMBER 84 RESPONSE ALTERNATIVE 1

This goaltender would rather do specific goaltending drills rather than skating drills.

QUESTION NUMBER 85 RESPONSE ALTERNATIVE 1

This goaltender gets distracted if the opponent's coach watches while he/she warms-up.

DIAGNOSTICS

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QUESTION NUMBER 1 RESPONSE ALTERNATIVE 1

The coach saying that he / she likes the way this person is practicing and playing.

QUESTION NUMBER 2 RESPONSE ALTERNATIVE 1

Other teammates noticing this person's playing performances and talking to him/her about them.

QUESTION NUMBER 3 RESPONSE ALTERNATIVE 1

This person's parents being interested in and approving of his/her efforts in hockey.

QUESTION NUMBER 6 RESPONSE ALTERNATIVE 1

Being able to compete and practice with friends.

QUESTION NUMBER 12 RESPONSE ALTERNATIVE 1

The coach commenting frequently on his / her techniques and playing skills.

QUESTION NUMBER 31 RESPONSE ALTERNATIVE 1

Practicing with teammates who are cooperative.

QUESTION NUMBER 39 RESPONSE ALTERNATIVE 1

Being able to help and praise teammates.

QUESTION NUMBER 41 RESPONSE ALTERNATIVE 1

Being considered the best player on the team.

QUESTION NUMBER 4 RESPONSE ALTERNATIVE 1

Having the practice program include a lot of variety so that the players are always doing something different.

QUESTION NUMBER 7 RESPONSE ALTERNATIVE 1

Having his/her skills continually improve in practice.

QUESTION NUMBER 14 RESPONSE ALTERNATIVE 1

Having a performance goal set for most drills in practice.

QUESTION NUMBER 17 RESPONSE ALTERNATIVE 1

Competing against at least one other player in every practice.

QUESTION NUMBER 23 RESPONSE ALTERNATIVE 1

Having practices more often easy than hard.

QUESTION NUMBER 24 RESPONSE ALTERNATIVE 1

Being able to practice and learn all the skills and aspects of hockey.

QUESTION NUMBER 36 RESPONSE ALTERNATIVE 1

Knowing his / her progress and improvement in all skills and techniques of hockey.

QUESTION NUMBER 49 RESPONSE ALTERNATIVE 1

Having the coach tell him/her why he / she does a particular drill in practice.

QUESTION NUMBER 50 RESPONSE ALTERNATIVE 1

Having the goal for each practice stated clearly.

QUESTION NUMBER 52 RESPONSE ALTERNATIVE 1

Working at a high intensity at practice.

QUESTION NUMBER 15 RESPONSE ALTERNATIVE 1

Establishing records in individual hockey skill categories.

QUESTION NUMBER 18 RESPONSE ALTERNATIVE 1

To improve in all aspects of hockey and not just his / her speciality.

QUESTION NUMBER 20 RESPONSE ALTERNATIVE 1

Keeping game statistics for all his/her games so that he / she can monitor his/her own progress.

QUESTION NUMBER 22 RESPONSE ALTERNATIVE 1

Getting as much information as possible about hockey.

QUESTION NUMBER 33 RESPONSE ALTERNATIVE 1

Having game performances improve motivates this person to practice more often and harder.

QUESTION NUMBER 38 RESPONSE ALTERNATIVE 1

Learning as much as possible about hockey.

QUESTION NUMBER 42 RESPONSE ALTERNATIVE 1

Seeing the statistic sheets after a game.

QUESTION NUMBER 58 RESPONSE ALTERNATIVE 1

Being able to play all positions at practice.

QUESTION NUMBER 8 RESPONSE ALTERNATIVE 1

Having his / her name appear in newspapers and press releases and announced on radio and television.

QUESTION NUMBER 10 RESPONSE ALTERNATIVE 1

Being able to travel out of town to play.

QUESTION NUMBER 26 RESPONSE ALTERNATIVE 1

Receiving medallions and trophies for playing well.

QUESTION NUMBER 27 RESPONSE ALTERNATIVE 1

Playing hockey is considered to be enjoyable in itself.

QUESTION NUMBER 34 RESPONSE ALTERNATIVE 1

Having his/her name placed on a record board where everyone could see it.

QUESTION NUMBER 44 RESPONSE ALTERNATIVE 1

Being the top player for his/her position in the league.

QUESTION NUMBER 47 RESPONSE ALTERNATIVE 1

Watching hockey games.

QUESTION NUMBER 51 RESPONSE ALTERNATIVE 1

Being able to fight.

QUESTION NUMBER 53 RESPONSE ALTERNATIVE 1

Being able to check other players.

QUESTION NUMBER 56 RESPONSE ALTERNATIVE 1

Being captain or assistant captain of the team.

QUESTION NUMBER 57 RESPONSE ALTERNATIVE 1

Being able to rush the puck.

QUESTION NUMBER 5 RESPONSE ALTERNATIVE 1

Qualifying for an All-star award.

QUESTION NUMBER 9 RESPONSE ALTERNATIVE 1

Being able to receive the outstanding player award in games.

QUESTION NUMBER 16 RESPONSE ALTERNATIVE 1

Having easy games with hard ones occurring only occasionally.

QUESTION NUMBER 19 RESPONSE ALTERNATIVE 1

Having all games close and hard.

QUESTION NUMBER 21 RESPONSE ALTERNATIVE 1

Being able to play well in every game.

QUESTION NUMBER 25 RESPONSE ALTERNATIVE 1

Setting his / her own goals for playing to be attained in a game.

QUESTION NUMBER 29 RESPONSE ALTERNATIVE 1

The more important that a game is the more enjoyable it is considered to be.

QUESTION NUMBER 30 RESPONSE ALTERNATIVE 1

Having games established as a challenge.

QUESTION NUMBER 40 RESPONSE ALTERNATIVE 1

Competing in games regardless of winning.

QUESTION NUMBER 43 RESPONSE ALTERNATIVE 1

The coach telling this player at least a day before whether he /she will be playing in the next game.

QUESTION NUMBER 46 RESPONSE ALTERNATIVE 1

Not playing in easy recreation type games.

QUESTION NUMBER 48 RESPONSE ALTERNATIVE 1

Being able to take team statistics when not playing or dressing for a game.

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QUESTION NUMBER 54 RESPONSE ALTERNATIVE 1

Being on the ice in the last few minutes of a close game.

QUESTION NUMBER 55 RESPONSE ALTERNATIVE 1

Being able to check an opponent early in a game.

QUESTION NUMBER 59 RESPONSE ALTERNATIVE 1

Being able to penalty kill.

QUESTION NUMBER 11 RESPONSE ALTERNATIVE 1

The person would be prepared to train for many years if it gave him/her a chance to be on a National Hockey League team.

QUESTION NUMBER 13 RESPONSE ALTERNATIVE 1

Being selected for a National team.

QUESTION NUMBER 28 RESPONSE ALTERNATIVE 1

The ultimate benefit from hockey is seen as being that it contributes to one's health.

QUESTION NUMBER 32 RESPONSE ALTERNATIVE 1

Being selected on an All-star team justifies the practice that is done.

QUESTION NUMBER 35 RESPONSE ALTERNATIVE 1

This individual knows what he/she wants to get out of playing hockey.

QUESTION NUMBER 37 RESPONSE ALTERNATIVE 1

The ultimate goals for hockey should be set by this person.

QUESTION NUMBER 45 RESPONSE ALTERNATIVE 1

Being able to make the playoffs.

DIAGNOSTICS

PAGE 1

QUESTION NUMBER 1 RESPONSE ALTERNATIVE 1

-a cannot be bothered attitude or lack of enthusiasm

QUESTION NUMBER 2 RESPONSE ALTERNATIVE 1

-a feeling of being alone

QUESTION NUMBER 3 RESPONSE ALTERNATIVE 1

-a feeling of being weak

QUESTION NUMBER 4 RESPONSE ALTERNATIVE 1

-impatient behaviors

QUESTION NUMBER 5 RESPONSE ALTERNATIVE 1

-shaking and trembling

QUESTION NUMBER 6 RESPONSE ALTERNATIVE 1

-lack of coordination in movements

QUESTION NUMBER 7 RESPONSE ALTERNATIVE 1

-trouble seeing and remembering things during preparations

QUESTION NUMBER 8 RESPONSE ALTERNATIVE 1

-vomiting

QUESTION NUMBER 9 RESPONSE ALTERNATIVE 1

-diarrhea

QUESTION NUMBER 10 RESPONSE ALTERNATIVE 1

-frequent urination

QUESTION NUMBER 11 RESPONSE ALTERNATIVE 1

-nervousness

QUESTION NUMBER 12 RESPONSE ALTERNATIVE 1

-frequent bowel movements

QUESTION NUMBER 13 RESPONSE ALTERNATIVE 1

-butterflies in the stomach

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QUESTION NUMBER 14 RESPONSE ALTERNATIVE 1

-difficulty sleeping the night before

QUESTION NUMBER 15 RESPONSE ALTERNATIVE 1

-lack of confidence