Minä valmentajana (eng. Me as a coach) - education material for the Finnish Cheerleading Federation

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As the sport is growing fast, coaching careers of cheerleading coaches are getting longer and the possibility of coaching cheerleading as one's profession has become possible, the need for this education was urgent. Before this material, the Finnish Cheerleading Federation did not yet have an education for this area.

The goal was to create an education material that includes theory, deep introspection and networking to help coaches build their own coaching philosophies, learn about athlete-coach relationships and give tools to maintain motivation in their work. The aim of the product is to function as the material for the Finnish Cheerleading Federation's Minä valmentajana (eng. Me as a coach) -education.

The product consists of five main subjects: coaching philosophy, self-development, goal setting, motivation and coach-athlete relationships. With guidance provided by the product material, educators and other participants: the coaches design their own coaching philosophy, find their coaching styles and build networks for themselves. The material also includes tools for coaches to maintain their athletes and their own motivation.

The education Minä valmentajana -material was taken into action in fall 2020. The education consists of two parts: 2-hour pre assignment material and 4-hour education. The education was held online through Zoom. The material includes tools for athletes as well, which the participants are offered and asked to take with them to the practice.

The material is indented for cheerleading coaches, but it can also be adapted to other sports. The education is listed in phase 3 in the Finnish Cheerleading Federation's education steps, which is meant for coaches with more experience in coaching.

Considering the theory of the material, the sport of cheerleading is shortly introduced, and the theories used in the material are covered. The theoretical part is composed mostly of multiple research material and articles as well as books. Wade Gilbert's book Coaching Better Every Season covers a large part of the theory in coaching philosophy of the material. The Finnish Olympic Committee's material for coaches was widely used for self-development.

Keywords
Cheerleading, Coaching philosophy, Self-development

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1. Introduction

The sport is often started as children and as they gain more experience, many athletes become interested in coaching. Finnish cheerleading coaches` paths have for long started at the age of 15-17 as some have gained interest in coaching or wanted to stay with the sport even though quitting their own athletic careers. Many young coaches move to different cities after studies, at this point, a large number ends up quitting with the sport as they want to focus on their studies. Approximately 5 years ago, the culture in cheerleading was not supporting the idea of switching between different clubs but rather quit, when you were moving to another city. Nowadays, the culture has changed, and it is recommended to continue the sport in different clubs rather than quitting the sport. This has led to longer athletic and coaching careers. As we have gained more experienced coaches and the path of becoming a professional coach in cheerleading has become possible, supporting the coaches in designing their own coaching philosophy and creating paths through an education is relevant. (the Finnish Cheerleading Federation.)

Cheerleading is an intensive skill sport performed in routines that last from 1 minute to 2 minutes and 15 seconds, depending on the level of the team. The sport has two sub sports: cheerleading and cheerdance, both team sports. Both sub sports are performed in routines that include mandatory skills supported by creative, yet clean movements. In cheerleading, the mandatory skills are stunts, pyramids, tumbling, basket tosses and cheer. In cheerdance, the mandatory skills are cheer and dance jumps, pirouettes, small lifts and tumbling. Both sports are evaluated by judges who rank the teams according to a sports-specific scoresheet. Safety judges ensure that teams follow the given rules and deduct from points in case of rule violation. Cheerleading is divided in progressive levels from 1 to 6. Starting from the youngest and rising towards more advanced in older and higher levels. Each level has its own specific rules, defining the hardest skills the team can execute with a specific amount of people. The execution of the skills and creativity is left for the coaches and teams. (the Finnish Cheerleading Federation.)

The Finnish Cheerleading Federation (FCF) has educations for all levels in stunts, tumbling and pyramids for technique (levels 1-6). They also offer coaches basic pedagogical education - Ohjauksen perusteet - and higher educations in cooperation with Etelä-Suomen Liikunta ja Urheilu ry (ESLU) and Vierumäki as Coach Education 1 and 2. Last year one completely new education - Basics of Psychology - was made as a thesis to complement the education system. What the FCF did not yet have is an education for coaches to deeply reflect and evaluate themselves as coaches and develop their coaching philosophy through deep introspection. (the Finnish Cheerleading Federation.)

Due to Covid-19, the FCF had to transfer education from present to online. At the same time the structure of the education was changed. Most of the education is now held in two parts: 2-hours pre assignment material and 4-hour the education itself. (the Finnish Cheerleading Federation.)

The material for Minä valmentajana -education is divided in five subjects: values and philosophy, self- development, goal setting, motivation and athlete- coach relationship. In the preliminary assignment, coaches reflect on their values and evaluate themselves as coaches. In this education, coaches design their own coaching career goals and plan by reflecting and evaluating oneself, creating a network that helps them develop in their strengths and weaknesses. (the Finnish Cheerleading Federation.)

A coach's career path is a never-ending learning cycle, which requires a growth mindset. Coaches should continuously find new possibilities to learn and grow as coaches. As a coach seeks for learning opportunities, they keep finding new ways to think and see things. In this education the participants' thoughts are challenged as well as nourished through quick tips and thoughts from coaches, athletes and coaching managers all around Finland.

In this work I have used multiple research sources and literature such as Schreiner (2013) and Gilbert (2017), to open and explain the topic of coaching philosophy. Considering coaches' self-development, I have used material from the Finnish Olympic Committees. Coach-athlete relationships are reflected in Sophia Jowett's 3C+1 model. Hietaniemi, Tossavainen and Huhtinen (2018) provide a base for goal setting in this material. Motivation is based on Self-determination theory (Ryan & Deci 2000).

This material was completed in commission with the Finnish Cheerleading Federation. The FCF, our national sports federation was founded in 1995. The purpose of the federation is to promote, develop and supervise the actions and proceeds considering cheerleading. Today in 2020 the Finnish Cheerleading Federation has 58 member clubs and over 15 000 members/athletes. At the moment, the sport is growing over 20% each year. (the Finnish Cheerleading Federation.)

2.   Coach's role

Moen, Hoigaard & Peters (2014) state that the role of a coach is to coach, guide and help their athletes to develop physically and mentally in their sport. The main goal is to help them develop their performance efficacy, but usually the desire for success as a goal rises along the way. As the athlete progresses, they naturally spend more time with their coach. As this happens, the coach should keep in mind that as their role in the life of the athlete increases. (Macrone 2017, 11.)

Coach's role is to lead, organize and manage the athletes in practice and competition situations. They affect how the athlete practices and performs. In order to do this, it is vital that the coach has skills for organizing and choosing the way they lead. For this, one needs to have knowledge of the techniques as well as the basics of exercise. (Macrone 2017, 11.)

Coaches work in practice and competition setting has been studied by observing methods developed by Douge & Hastie (1993). The aim of these studies was to understand how an effective coach works in the perspective of learning (Trudel, Cote & Bernard 1996), education (Liukkonen, Laakso & Telama 1996) and success (Jones, Housner & Kornspan 1997) . According to Hämäläinen (2003, 7), coaches have the ability to react adapt their actions to their athletes needs and attributes for example by the following manners: continuous feedback, encouragement and urge; giving plenty of advice as well as corrections, organizes the practice setting to maintain order (Douge & Hastie 1993.)

Extraordinary coaches have the desire and capacity to unlock their athletes' hidden potential and this way maximize their chances in achieving success. When a coach believes that there is more future potential in their athlete than what they currently demonstrate, they are more likely to help them succeed and get the best out of their athletes. (Jowett 2015, 2.)

Cote (2006, 6) states, that as coaches fill many roles such as a friend, psychologist, teacher, administrator, role model, etc., their coaching philosophies design also for athletes personal growth as well as influencing positive development in their athletes. Therefore, coaching philosophies should include besides the fundamental skills and strategies to execute performances, also the beliefs and principles related to the coaches' role out of practice setting (Schreiner 2013, 7).

According to studies (Gould, Collins, Lauer, & Chung, 2007; McCallister, Blinde, Weiss, 2000) with an efficient coaching philosophy, one does not only work for the success in

practice and competition, but also teaches life skills with which the athlete can manage outside the sport as well (Schreiner 2013, 7).

3. Coaching philosophy

Coaching philosophy can be described as a statement of a coach's values and approach towards their role as a coach. Coaching philosophy is led by coaches self-defined core values, purpose and beliefs, which work as the base of their actions. Coaching philosophy covers the coach's purpose as a coach and their approach towards their athletes' development and success. It consists of the coach's major objectives and principles they adhere to in order to achieve their objectives. (Coach Growth 2012.)

Coaching philosophies guide behaviours as coaches and their interaction with their athletes. The philosophy should reflect who one is and who they want to be. Experiences, knowledge, values, opinions and beliefs work as the base for one's coaching philosophy, of which values have the greatest impact. The physical structure of the philosophy varies between individuals, some capture it into a couple of words, others need several paragraphs. Effective philosophies explain the purpose of coaching, beliefs and principles guiding towards their goals. Coaches' philosophies guide where one will aim and what methods they will use to get there. Through these the philosophy guides how one delivers and designs their training. (Coach Growth 2012.)

According to Collins at al (2011), as coaching philosophies have been studied, coaches are influenced by different factors that help them develop their philosophy. The following factors have influenced coaches' philosophical beliefs: knowledge, behaviour, role framing and mentoring. Collins at al (2011) states that as some believe that the philosophy is gained by experience from practice, they end up starting without a philosophy. (Schreiner 2013, 4.) Yet, in order to coach successfully, literature shows (Martens, 2004, Collins et al. 2011, Wilcox & Trudel, 1998) that a coaching philosophy is needed. (Schreiner 2013, 4.)

3.1. Values and purpose

Purpose and core values guide the way coaches interact and what kind of goals they set with their athletes every season. In order to gain success, a coach must emphasize their purpose and core values to their athletes throughout the season. (Gilbert 2017, 4.) In case the coach oneself for some reason works against their own values, for example equality does not happen, conflicts may arise.

A coach's purpose defines why they do what they do. Their purpose works as a foundation of being a coach. Purpose represents the coach's motivation to coach. Purpose or core values do not have to be confirmed by others, it is right and real if they

are personally important and inspiring. Purpose and core values construct a core ideology, which is defined as a sustainable attribute and identity as a coach. This gives one's work a special meaning; drive for passion and long-term commitment needed to be an efficient coach. (Gilbert 2017, 5-6.)

Below in Figure 1, Simon Sinek's Golden Circle of Championship coaching helps coaches to understand why defining their purpose is important: The first circle represents coaches' why: why do they do what they do, their coaching purpose. The second circle represents how they do what they do: their daily actions guided by their core values. The third circle emphasizes what they do: The outcome of both above. (Gilbert 2017, 6.)

Why: A calling to teach sport and life skills (commitment, teamwork, courage, discipline, etc.)

How: Demanding and efficient practices, competition management, team rituals and traditions (team dinners, goal setting, senior recognitions, etc.)

What: Better athletes and people compete to win in sport and life (play like a champion and become good citizens)
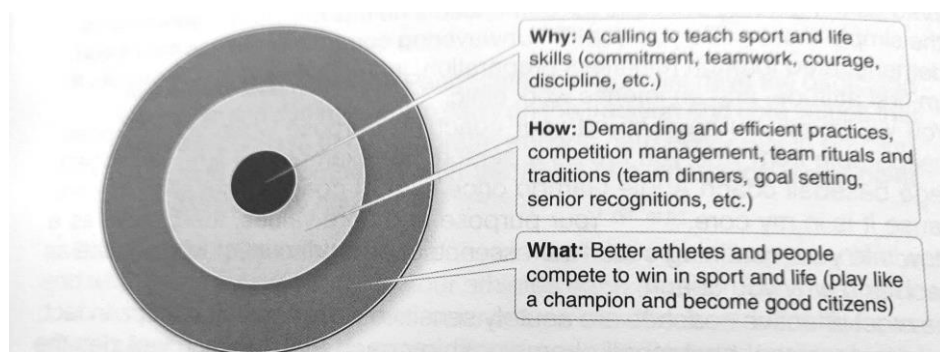
Figure 1: Simon Sinek's Golden Circle helps to define your purpose to coach (Gilbert 2017, 6).

Identifying one's own values and purpose can be challenging. The following efficient ways of recognizing one's purpose and values are provided in Gilbert's (2017) book. Instead of finding a solution to one problem, one should focus on setting the problem. Problems are set based on experiences and values. Setting the problem gives a frame, referring to which one can test and identify possible outcomes. As the problem is set, one can ask themselves, why the problem is justified. This way one can find their "why?" and the purpose behind their actions. (Gilbert 2017, 10-11.)

The values worksheet by Dan Zandra provides coaches a tool which will help them clarify their purpose and core values. Below is an adapted version for coaches by Gilbert (2017), which contains the following questions:

1. What are the three things I like most and least about myself as a coach?
2. Who is the happiest coach I know?
3. Who are the two coaches I like and respect the most, and why?
4. Who am I as a coach?
   (Gilbert 2017, 13.)

The following task by Gilbert is defined to emphasize and connect one's purpose, core values and working as a coach:

1. Write down reasons why you coach: "As a coach, I exist to…"
   Try to keep the reasons as short as possible. Reflect what motivates you to coach and sacrifice your own time for it.
2. Next, identify and write down your core values (3-5) which represent your expedient actions as a coach. Write to the fist box on the left the core value and next to it, an action statement of how you will implement it. Core value can be described as a verb, after which one can explain it through action plan and focused. When opening core values, one should write what are the right ways to fulfil them and what are not; these should also be clear to one's athletes.
   (Gilbert 2017, 14.)

The following core value evaluation checklist is a sports modification from Jim Collins' to determine whether a value is credible and warrants inclusion in one's list. Answering yes to the following questions indicates that the core values are authentic and worthy to be included:

1. If you were to start a new team or club, would you build it around this core value regardless of the setting?
2. Would you want to hold this core value, even if at some point in time it became a competitive disadvantage?
3. Do you believe that those who do not share this core value do not belong on your coaching staff?
4. Would you personally continue to hold this core value even if you were not rewarded for holding it?
5. Would you change coaching jobs before giving up this core value?
   (Gilbert 2017, 15-16.)

For the athletes and coaches to cooperate and interact successfully, the athletes must know the coaches' core values and the explanation behind them. As the following task, coaches tested the transparency of the values by answering a couple of questions by coach themselves:

- I know I have succeeded as a coach if...

After asking this from oneself, then asking for example their team captain to answer the following question:

- As a team we know we have succeeded as athletes if...

After both the coach and the team have answered these questions, reflecting both answers to each other, both answers should clearly show the purpose and core values of the coach. (Gilbert 2017, 16.)

3.2. Mindset

Mindsets are powerful beliefs one adapts for themselves and this way profoundly affects the way they lead their lives. These views affect one's actions and development either positively or negatively. (Dweck 2006, 5-6.) Dweck provides a short example guide in her book how one can change their mindset by focusing on their perspective and how they think. As a conclusion, you have a choice because mindsets are just beliefs that mindset can be changed. (Dweck 2006, 12-14; 16.)

Mindsets can be divided into growth mindset and fixed mindset: People with a growth mindset believe they can develop through effort, strategies and help from others. They thrive for challenges and are eager to learn. With a growth mindset one confronts a challenge to progress. (Dweck 2006, 7.) These people are open for information about one's abilities, also considering accurate and unflattering. They need the current information in order to further develop themselves and learn effectively. (Dweck 2006, 11.)

People with a fixed mindset believe they are only given a certain amount of intelligence, morality, character and personality, which gives them an urgency to prove themselves continuously worthy. As mentioned, every situation is evaluated: with a fixed mindset every occasion compels confirmation of one's character, personality or intelligence. (Dweck 2006, 5-6.) When people with a fixed mindset get information about their abilities, it is either good or bad. This often leads to distorted thoughts about oneself almost immediately. (Dweck 2006, 11.)

Helsinki Athletics Cheerleaders' full time Professional Coach Rosanna Toivonen - a two-time world champion in competitive cheerleading and the captain of this world-champion team - was interviewed for this material. The following words rose: persistence, ambition, responsibility, fearlessness/courage, integrity, discipline.

> Toivonen described champion's mindsets as the most important parts and traits the following way: "Always push to challenge and develop yourself, stay disciplined and committed. Focus on the things that you can affect and what takes you forward. Have courage to say no for the things that hold you back or take your energy- but also have courage to say yes to new things that give you energy and push forward. If sometimes you feel less motivated for some reason - for example global pandemic lock down and no sports - remember why you do what you do, why you started." (HACfinland 2020)

4.   Self-development

4.1. Coaching competence model - the Finnish Olympic Committee

The coaching competence model was created by the Finnish Olympic Committee to describe the comprehension of coaching. This model is for coaches to use as a tool to evaluate their competence. The model consists of three parts:

1. The environment the coach works at
2. Coach's development needs
3. The athlete's qualities which the coach can affect.
   (Olympiakomitea 2020.)

What the coach should always bear in mind, is that especially young athletes observe and monitor the coach's example of all of these aspects mentioned - whether one likes it or not. The better they do as they teach, the higher the effect they have on their athletes. This works both ways - bad examples usually lead to bad effects and the other way around. (Olympiakomitea 2020.)

What the coach can affect in their athletes are:

- Growing up as a person
- Self-development skills
- Development and athletic competence as an athlete
- Sense of belonging.
  (Olympiakomitea 2020.)

When helping the athlete to grow up as a person, the coach can affect their athletes' values and overall stance. One can teach taking responsibility and developing skills of empathy. At the same time, increasing self-esteem and improving interpersonal skills have an important role. (Olympiakomitea 2020.)

When talking about developing as an athlete, the athletic life management includes the balance of recovery, sleep, nutrition and training. The psychological aspects such as motivation, drive and confidence. In addition to these, the most common aspect coaches focus on their athletes is the physical fitness level and performance efficacy. One should remember that all these aspects affect each other, making the balance of them all important to notice. The athlete feels the sense of belonging as they have the love for the sport itself and learn commitment. The coach can and should affect the athlete by teaching what a community is and helping them stay in one. Last but not least the coach can affect their athlete's self-development skills. These skills include goal setting, self-evaluation and learning skills, networking skills, information acquisition and evaluation skills as well as thinking skills. (Olympiakomitea 2020.)

Figure 2 below by the Finnish Olympic Committee (2020) emphasises the coach's personal development needs and what they can affect on their athlete.
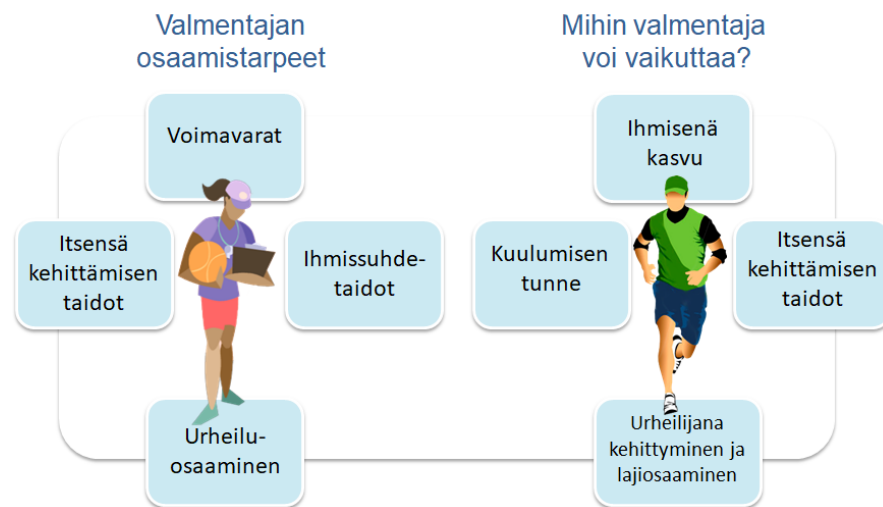

Figure 2: Emphasising what the coach can affect on their athlete (Olympiakomitea 2020).

4.2. Coaches path - the Finnish Olympic Committee

Just like athletes' motivation sources may change, it may happen to coaches. The figure 3 seen below is provided by Valmentajat ry (2018) and describes coaches' motivation sources during their career paths. The path starts from a phase of consideration (should I coach?), continues to the preparative phase (learning) which leads through the processing phase to the control phase. (Valmentajat ry 2018, 23-25.)

Figure 3: Coach's development, coach's path (Valmentajat ry 2018, 24)
Figure 4 below by Valmentajat ry describes different areas of attention a coach may focus on during their career path.

Figure 4: Coach's path - areas of attention (Valmentajat ry 2018, 25).

4.3. Network

Successful coaches share knowledge and ideas. They strive to develop and take in as much information as possible, including new ideas. In order for a coach to develop to their best, building oneself a network is in a critical role. The point of building a network is to develop straight connections along with reliable colleagues. All coaches who share the same mission are vital to the network. (GIlbert 2017, 321.)

Figure 5 shown below, demonstrates the network of an athlete. A coach usually does their best to support the network of their athletes, which is what they should do to themselves as well. Figure 5 works as an example for the coaches' network as well. It is vital for the coach to understand that they should spend as much time on their own network, as they spend on building their athletes'. (Gilbert 2017, 122.)
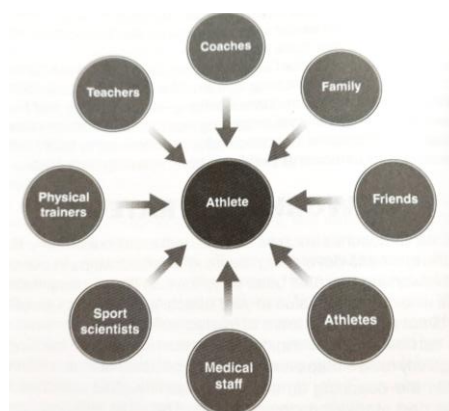

Figure 5: Athlete's network connection (Gilbert 2017, 122).

5. Goal setting

Goals can be divided into outcome, performance and process goals. Goals are set to help us stay motivated as working towards concrete achievements. Goal setting must be implemented correctly and carefully in order to gain full benefits of it. (Weinberg & Gould2015, 352-355.) The goals should be set for each individual and the team. Research shows that team goals are mostly focused on process goals and the effort given. When talking about competition goals, they are split between outcome and process goals. (Weinberg & Gould 2015, 363.)

Outcome goals are focused on the result of a competition or performance for example winning or executing a performance without any deductions. For individual's outcome goals can be for example performing a clean routine. In competitive sports, the outcome goal can be influenced by different variables such as the level and performance of other teams. According to Weinberg & Gould (2014, 745) for example an athlete can perform their best competition routine, yet the team may place last in the competition. (Enroth 2018, 28.)

Performance goals are focused on personal improvement of the team or individual. For example performing a routine with each stunt group hitting their stunts and the whole team keeping up the pyramids are both performance goals. (Enroth 2018, 28.) Unfortunately, Weinberg & Gould state (2014, 745-746) that often performance goals are set to achieve the level of a competitor team. Especially in cheerleading as one cannot affect the other team's performances, goals should not be affected by them except when considering the strategy of choreographing the routine.

Process goals are focused on improving performance with specific actions. For example, when learning a new skill such as back tuck, the goal can be to throw arms up and keep eyes to the front until feet come on the way. Each of these three types of goals affect strongly on our behavioural change, therefore setting all three strategic goals lead to better results than just one. (Burton et al. 2001; Filby, Maynard and Graydon, 1999; Enroth 2018, 28.)

The SMART goal-setting -system works well when considering goal setting for ourselves as well as our athletes. The system is explained as follows:

Table 3: SMART goals definition (Weinberg. & Gould 2015, 364).

Specific	- the goal should be precise about what is to be accomplished or achieved
Measurable	- goals should be quantifiable
Action oriented	- goals should be something that need action to be done
Realistic	- goals must be achievable given various constraints
Timely	- goals should be achievable in a given timeframe
Self-determined	- goals should be determined by the participant

Hietaniemi, Huhtinen & Tossavainen (2018, 20) provide a step by step guide in their book for compressing one's dream into a goal:

1. Compress the dream into a goal -concretizes the dream by a goal
   - Write down the goal as concrete as possible: precisely, measurably and timely.
2. What makes the goal important?
   - A personally meaningful and important reason motivates to reach and commit, laso making it more likely to be achieved
3. Actions to reach the goal
   - One should now write down actions they are ready to perform in order to reach their goal. This concretizes the actions and makes them more likely to be included in one's daily life.
4. Milestones
   - A long-term goal may seem to be far, which is why one should set short-term milestones
   - Divide the goal into smaller pieces for a shorter period of time
5. Write down a date and sign the goal
   - By signing the plan, one commits to the process. Making oneself responsible for the process is important, but it should also be remembered to adjust and modify if needed.
     (Hietaniemi, Huhtinen & Tossavainen 2018, 20.)

6. Motivation

6.1. Self-determination theory

Motivation is defined as a reason why an athlete performs or participates in action (Marcone 2017, 13). Motivation affects energy, persistence, direction and equality, which are all parts of activation and intention. As motivation is at the core of human's biological, cognitive and social regulation, it has been a central and continuous issue in the field of psychology. Due to its consequences, motivation is higher valued as well in the real world. Therefore, it is considered as a dominative concern in the roles that involve mobilizing people to act such as coaches. (Richard & Edward 2000. 69.)

Research guided by Self-determination theory shows that when the following three individuals' innate psychological needs are satisfied, it enhances their mental health and self-motivation. These needs are competence, autonomy and relatedness. In case these needs are inhibited, this leads to diminished motivation and well-being. These psychological needs are also considered significant in the areas of health care, education, sports, work, religion and psychotherapy. (Richard & Edward 2000. 68.)

Autonomy is defined as a feeling of the ability to influence on the activities completed or the feeling of freedom. As an athlete feels competent, they feel their skills are enough to be good at their sport. Relatedness is described as feeling a part of the team physically as well as emotionally. (Marcone 2017, 13.)

Self-determination theory is an approach used to study human motivation and personality, using empirical methods using an organismic metatheory. This metatheory highlights one's evolved inner resources for behavioural self-regulation as well as personality development. (Ryan, Kuhl, & Deci, 1997). For this reason, it is used to investigate human's innate psychological needs and inherent growth tendencies. (Richard & Edward 2000. 68.)

6.2. Extrinsic and intrinsic motivation

Motivation can be divided into intrinsic and extrinsic motivation. Intrinsically motivated athletes participate in the activity for themselves, joy, excitement and positive experiences as their motives. The athlete experiences autonomy at practice and is psychologically healthy. These athletes make decisions that support their development as athletes and push through despite possible setbacks. Though intrinsically motivated athletes may drift into working too hard, underestimating the importance of recovery, which could lead to

overtraining and possible burnout. (Snellman 2019, 7-8; Liukkonen & Jaakkola 2012, 50-51.)

Extrinsically motivated athletes participate in action because of the prize gained from it or possible sanctions for not participating. The action is externally controlled, which may affect the athlete's wellbeing in a long period of time, even though it may be efficient in the short-term. Reputation, success or gaining respect from friends may work as an extrinsic prize/motivator. Parents or coaches' opinions, spot outside of the competing assembly may work as a sanction for the athlete.
(Snellman 2019, 8-9; Liukkonen & Jaakkola 2012, 51.)

Below figure 6 by the Finnish Olympic Committee demonstrates the broad and different ways the coach can affect in their athlete's intrinsic motivation:
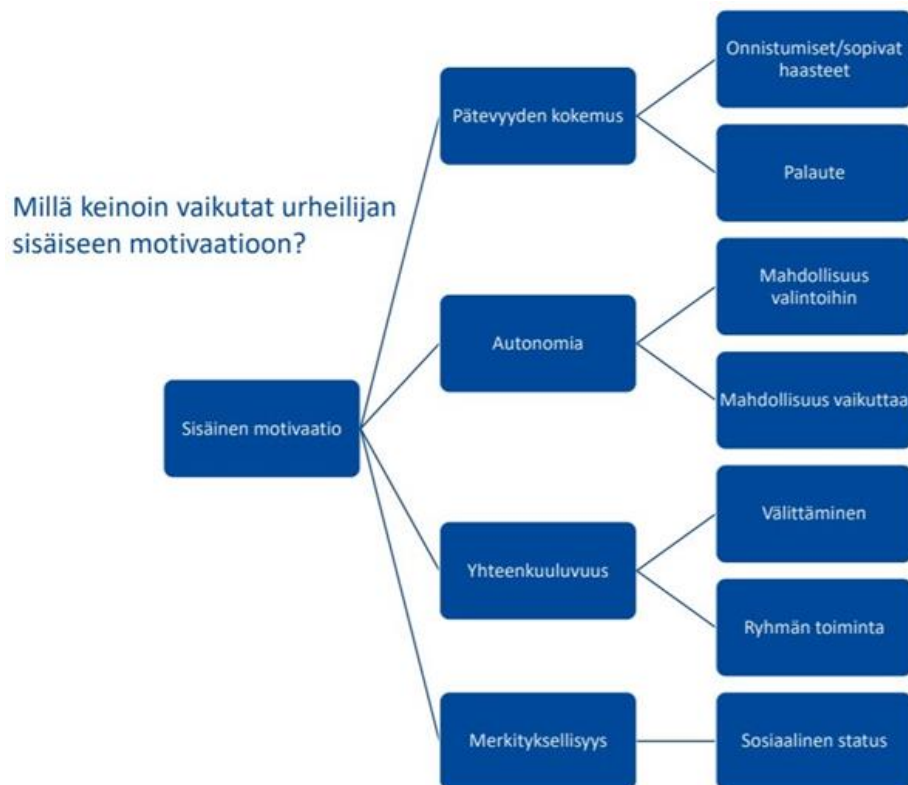
Figure 5: Affecting athlete's intrinsic motivation (the Finnish Olympic Committee).

7.   Athlete-coach relationship

Athlete-coach relationships are based on strong emotional bonds, which build on mutual trust and respect. In case trust is shaken, also the relationship will be tested. Here is an example by Hanson (2016) of how the trust and development of their emotional contact can be damaged in a simple way: "Coach says: "Complete this workout and you are done for the season", yet after completing the workout the coach asks them to complete it again. According to Hanson, the relationship builds best when both athlete and coach are open-minded for each other, for example by truly listening and caring as individuals. (Athlete assessments 2017.)

Depending on the coach-athlete relationship's depth, the potential development level can be widely affected based on the communication, trust and cooperation. For example, in case the athlete trusts their coach, they are more prepared and open-minded to complete the tasks given. As this happens, also the coach is more interested in doing their best to develop their athlete with full potential. The situation can also be opposite; the athlete is not interested at all, possibly even completing the tasks with low effort, making them hard to coach. (Jowett & Poczwardowski 2007.)

7.1. Sophia Jowett 3C -model

In a genuine working relationship between coach and athlete, there is trust, respect, believe, commit and work towards the same goal (Jowett 2015, 2). Sophia Jowett's 3C+1-model was developed by studying in depth the content, quality and function of the coach-athlete relationship. Data was collected by interviewing hundreds and asking from thousands of coaches and players about their thoughts of the relationship, its main ingredients and characteristics, and what role does the relationship have in skill development and performance as well as psychosocial wellbeing and development.

Four key properties were found to function as the main characteristics of the interdependence of coaches and athletes' feeling, behaviour and thoughts. (Jowett 2015, 3.)

1. Closeness is manifested in mutual trust and respect, emotional caring and support, as well as interpersonal liking and appreciation, through this closeness reflects the affective bond developed between the athlete and the coach. Closeness functions as the key for the sporting partnership.
2. Commitment describes the intentions of coaches and athletes in order to maintain the bond or a connection which is close and aims for long-term. The long-term orientation regarding the relationship plays a key role when developing skills and bringing success.
3. Complementarity is referred to the coaches and athletes' behaviours which are either complementary or cooperative. There are two sets of behaviours in this, that coaches and athletes show

a) Through corresponding athletes and coaches share the same behaviour that they are expected to display in training or competition - responsiveness and openness

b) Through reciprocal athletes and coaches share different behaviour that they are expected to display in training and competition - coach instructing or directing the athlete, and athlete following or executing the instructions.

Through these sets of behaviour, the efficient conduct of interaction between athletes and caches is determined.

4. Co-orientation is used to describe the coaches and athlete co-orientated or interdependent feelings, thoughts and behaviours. This highlights the state that the athletes and coaches are on the same page about the nature of their partnership. (Jowett 2015, 3-4.)

Those above mentioned and described relational four key elements are used in defining the coach-athlete relationship's quality. A number of factors - such as individual characteristics, social-cultural characteristics and relationship factors - are said to influence and be influenced when the relationship possesses these 3+1 properties.

(Jowett 2015, 4.)

Figure 6 below by Jowett (2015) demonstrates the antecedents and consequences of a healthy coach-athlete relationship:
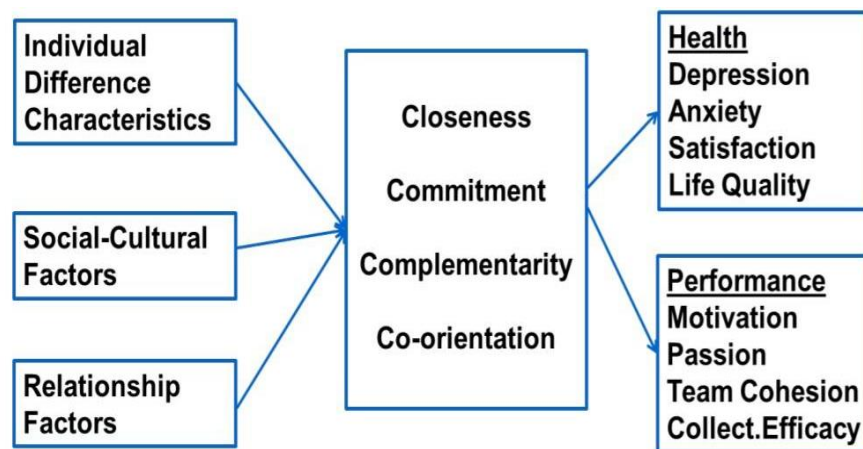

Figure 6: Antecedents and consequences of the quality of the coach-athlete relationship (Jowett 2015).

Knowing what these C's stand for and being aware of the effectiveness of this model is not enough yet. In the table 1 shown below is described by Haaga-Helia (Sports Coaching and Management) how a coach can concretely put them to practice:

Table 1: Sophia Jowett, Coach-Athlete relationship (Haaga-Helia, Sports Coaching and Management)

Commitment	Complementarity	Closeness
- Show trust - Discuss and share values and norms - Discuss about goals - Show understanding - Try and solve problems and conflicts	- Help and show support - Show that you respect the work and effort of your athlete - Show respect for an athlete who they are and what they have accomplished - Tell them what you expect from them	- Share your personal and overall feelings - Tell what you like and what you do not like - Tell what helps you trust others - Show trust - Show that you believe in your athlete

7.1.1. Compass

To highlight the key strategies for coaches and athletes to use when developing a better relationship, Rhind and Jowett (2010, 2011) developed a COMPASS, which is a communication model to help in these situations.

- *Conflict management – reflects efforts to identify, discuss, resolve and monitor potential areas of disagreement or misunderstanding before they escalate*
- *Openness – includes efforts to engage in open lines of communication*
- *Motivation – highlights efforts from both parties to make a partnership that is rewarding, active, ambitious, and energetic*
- *Preventative – underlines efforts to discuss expectations, rules, roles and what should happen if these are not met*
- *Assurance – includes showing one's commitment to the relationship (making sacrifices that will assist the relationship to be functional and successful)*
- *Support – is reflected in helping one another (the coach or athlete) through difficult times*
- *Social networks – the relationship built between the coach and the player is not disconnected from other relationships and people; subsequently, creating opportunities to develop strong bonds with others is paramount to the success of the relationship.*

(Jowett 2015, 16.)

Jowett and Rhind (2012) stated the following strategies to help develop the coach-athlete relationship with the COMPASS:

- When the relationship lacks closeness: utilizing strategies for open dialogue, disclosing information and working towards a close-nit network between individuals
- When lacking commitment: utilizing motivational, assurance and support strategies by setting short-term and long-term goals
- When low on complementarity or co-operation: identifying, resolving and monitoring conflictual issues through conflict management and setting contract expectations

(Jowett 2015, 17.)

7.2. The impact of a broken bond

It is important to remember that relationships are not always easy, they are difficult to manage and as complex to understand as the people comprising them. The relationship can bring joy but it can also bring sadness. (Jowett 2015, 3.) It is important for the coach to understand the consequences their actions, statements and other nuances of communication may have.

Jowett and Shanmugan (2016) state that when an athlete-coach relationship is strong, it allows them to think "outside the box" and achieve success, whereas a weak bond may even limit, distract and consume (Jowett 2016, 1). Lack of mutual understanding can substantially reduce both the quality of the communication and through this, the quality of the relationship. Lack of mutual understanding is typically expressed with opinions, values, preferences, terms of different views and priorities. (Lorimer & Jowett 2013, 2.)

In an ineffective and unsuccessful coach-athlete relationship there is no emphasis on creating shared visions and purposes. In these situations, the coach and athlete do not utilize their expertise, skills, interest and experiences to the fullest in order to determine leadership positions they both are responsible for. (Jowett 2016, 3-4.)

The following figures 7. Closeness, 8. Coorientation and 9. Complementarity describes and demonstrates the hierarchy of feelings in data from Jowett's case study (Jowett 2003, 6-12). These feelings can be connected to the feelings experienced in case the coach-athlete relationship is not healthy.
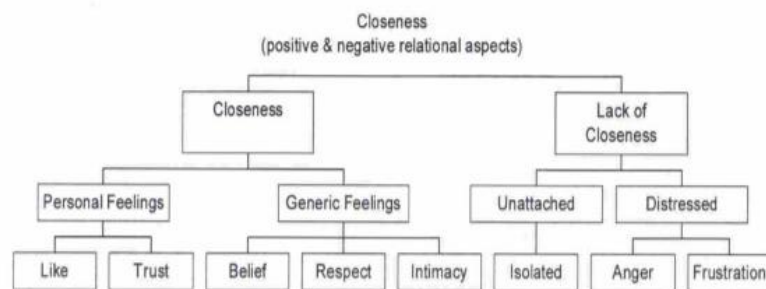

Figure 7: Positive and negative relational aspects of closeness (Jowett 2003, 7).
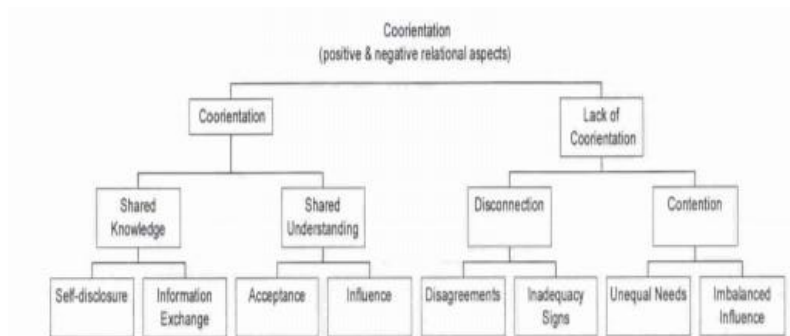
Figure 8: Positive and negative relational aspects of coorientation (Jowett 2003, 9).
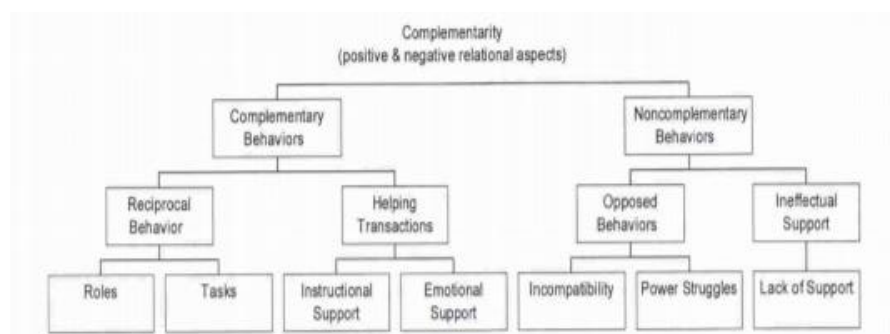

Figure 9: Positive and negative relational aspects of complementarity (Jowett 2003, 11).

7.3. Athlete-centred coaching

The culture of coaching has changed in the past generation, from controlling and authoritarian to autonomy-supportive coaching where the athletes' needs are met. When reforming the atmosphere and culture, it requires alignments from the coach: giving athletes authority, choices and control through training and competitions. (Enroth 2018, 18.)

Kidman, Thrope & Hadfiel (2005, 14) state that in athlete-centred coaching, the athletes are encouraged to take responsibility and ownership of their own actions towards development. The goal setting aims and objectives together with the direction of development are determined together in cooperation by athlete and coach. This approach emphasizes athletes' individual growth and change, creating self-aware and self-determined individuals. (Enroth 2018, 21.)

Kidman and Davis (2006) state that coaches must explain the changes happening, progressing step by step as the athletes may experience confusion and pressure about the sudden changes in leadership. As the athletes are informed about the upcoming changes, know when to expect them and understand the reason behind them, they will be

more receptive, and the implementation will be easier. Also, obstacles may occur if the athlete is not used to having leadership over their own actions. (Enroth 2018, 23.)

According to Clarke, Smith and Thibault (1994), Kidmann (2005), and Miller & Kerr (2002) in athlete-centered coaching there are eight characteristics that are focused:
1. The team environment is mutually respectful between each of its members: coaches, athletes, staff
2. The athlete has life outside practise and the sport itself; the coach has to be aware of this
3. Athletes are individual human beings. Approach athletes with this in mind, offer support to their physical, psychological and social growth.
4. Athletes should be informed about the teams' program design and policy development and striven to be empowered by the style used in training and goal setting.
5. Athletes and coaches' rights and responsibilities are clearly defined, agreed and followed.
6. The aim of the training is to develop the athletes' leadership, teamwork and decision-making skills along with individual development as an athlete
7. The relationship between athlete and coach is based on a partnership

(Enroth 2017, 22.)

Coaches should be aware of the consequences if using inappropriate style for one's athletes. In these situations, one may be pushing their athletes away by hurting them emotionally as well as physically. If the athlete does not experience success, they get frustrated which causes lack of motivation in training. In this case, the athlete may not want to ask help from their coach if they feel unappreciated. In a nutshell, the athlete needs what they cannot give or do to themselves. Coach focus on building a healthy and strong athlete-coach relationship to find the suitable coaching style. (Marcone 2017, 18.)

According to Deci and Ryan (2000, 249), when athletes' needs are not satisfied, and they stay in an environment that consistently inhibits their needs. This can affect inner conflicts, allenation, anxiety, depression somatization as well as controlling the regulatory processes and changing goals. In a situation where the athlete is forced to do as the coach desires, the athlete's intrinsic motivation of relatedness and autonomy are put against extrinsic need to gain approval from the coach. In this situation, their intrinsic drive towards the sport may lead to developing protective responses to gain as much satisfaction as possible in a situation experienced non-supportive. These responses may be for example developing substitute motives, rigid behaviour and nonautonomous regulatory styles. In situations where their performance is less than optimal, the athletes are expected to develop these compensatory processes as defensive behaviour. Logically, as the athletes' needs are failed to satisfy, this affects their wellbeing decreasingly as well as increases the development of need substitutes. (Enroth 2018, 26.)

8. The aims of the project

The aim of the project was to create an education material in commission with the Finnish Cheerleading Federation to offer cheerleading clubs around Finland a material by which we can educate cheerleading coaches. Before this product, the Finnish Cheerleading Federation did not yet have an education for coaches to focus on their own development (not just their athletes), and create their coaching philosophies based on their values and purpose, reflecting their athlete-coach relationships and personal development. Through holistic development and deep introspection provided by the material, we aim for longer and professional coaching careers as well as for longer athletic careers among athletes.

Hearing and sharing thoughts and ideas with other coaches aim to give new perspectives in their coaching. Participants evaluated their own coaching methods and were given tools for goal setting and maintaining their motivation. The participants were given strategies to develop themselves as coaches in the future by sharing thoughts and ideas with the participants as well as by hearing stories from other successful coaches/athletes/employees.

The material was divided into preliminary assignment (Appendix 1), the education material itself (Appendix 2) and additional material (Appendix 3). The aim of the pre assignment was to prepare for the education itself by deep introspection and identifying one's values and purpose. The aim of the additional material was to provide coaches useful information to further develop themselves in case interested. Originally there was not meant to be any kind of additional material, but as all the information could not be fit in the timeframe given, it was considered as more beneficial than not sharing the information at all.

The product was made in commission with the Finnish Cheerleading Federation to educate cheerleading coaches and staff. Though the material can be modified to educate coaches from other sports as well.

9. Project planning

The planning of the product started in 2018 with the Finnish Cheerleading Federation's Education Designer Nita Rikström. My interest was to complete a thesis considering psychological factors. My interest has always been psychology and sports, but as the material for Sports psychology in cheerleading was already in the making, we started considering a wider course for coaches. My desire was to create something that benefits the FCF and the sport of cheerleading in Finland, and why not internationally. Rikström suggested for me to make an education for coaches considering their coaching philosophy and their coaching careers.

I started collecting the material for the education in 2019, but as I suddenly got offered a full-time job in Helsinki for the Finnish Cheerleading Federation and studied at the same time in Vierumäki, the project got left to the side waiting. In the beginning of 2020, we held a so-called kick start meeting to officially start this project. As the new year started, I also started a new full-time profession as a Club Coordinator for Helsinki Athletics Cheerleaders ry. First the goal was to finish the material in March and organize the education in May but due to Covid-19, the education was cancelled and the making of the material was also again left slightly to the side. Also because of hectic and overtime working days in our club due to the current situation.

In May 2020, the Finnish Cheerleading Federation announced that most of the education will be taken online in the future, which meant that this education would be held in the 2020 fall and so it was. The education material was completed in August, preliminary assignment was sent to the participants in the beginning of September as the education was held on 26th of September.

10. The implementation of the project

As mentioned, the education was divided in two parts: 2-hour pre assignment (Appendix 1) and 4-hour education (Appendix 2). In the end the material itself grew quite large, which is why we decided to give the participants additional material (Appendix 3) to read and rehearse by themselves.

In the pre assignment material, the participants were activated by reflecting on their overall values and then entering to their coaching values and purpose. The material was deeply introspective and reflective, aiming to honestly consider the values they base their actions to. For the topic of self-development, a video from the Finnish Olympic Committee, followed by a reflecting task of one's own development as a coach. Considering coach-athlete relationships, the participants were asked to think back to their own coaches, to wake up emotions and highlight their feelings. After this they reflected on their current coach-athlete relationships, considering how well they know their athletes. Last but not least, they had to find/draw/cut and glue or use whichever way they found the best and create a picture of themselves as a coach, with which they introduced themselves in the beginning of the education.

As the pre assignment material was gone through by the participants themselves, the tasks were completed by oneself. Videos were added to include as many senses as possible to optimize the learning experience. To include their emotions and thus highlight the experience, they were asked to think back at their own experiences and how they felt the actions back then.

In the present education, there were 23 participants who had very rich, yet different experiences in their backgrounds. As the participants introduced themselves, they openly shared their values, purpose and philosophies which they had considered during the pre-assignment material. This way a safe and open environment was successfully created and every opinion as well as perspective were understood and accepted. For these reasons, a large amount of time was used to share thoughts, ideas and experiences with the guidance of different questions and topics. The tasks of the pre assignment material were reflected and gone through, from which the conversation was then opened for each subject.

To activate the participants also in other forms than by talking and reflecting, there were videos, quick reflection and comment tasks as well as technical actions included. The videos were technically successful as the sound and connection worked fluently. As there were broad reflect and share tasks, it was also good to include quick reflect and comment

tasks to cover subjects that require introspection but could be gone through in a short amount of time. The idea behind the Annotate-marker pen in Zoom was to activate the participants in a quick yet completely different manner, but the reason and benefit were low in my own experience.

In the introduction of the education in Education Brochure of the Finnish Cheerleading Federation, the participants were promised to hear experiences and thoughts from coaches/athletes/employees who have successfully experienced their roles in different clubs around Finland. These experienced persons were sent a list of questions to answer, from which we together with the Education Designer Nita Rikström collected the answers that were considered most beneficial for the participants. The answers were included in both the pre assignment material as well as the education itself. Fortunately, we received one in the form of a video, which was an option given to the people we asked answers from.

11. The description and results of the project

The result of the product is an education material in the form of a PowerPoint presentation made in commission with the Finnish Cheerleading Federation. The product is used as the material for The Finnish Cheerleading Federation's Minä valmentajana -education. The education is organized in 2 parts: 2-hour pre assignment material and a 4-hour course online and live. The education will be held considering all possible learning methods through human senses: sight, hear, touch and feel. Active learning and interaction are observed through pre-assignments and various activation tasks throughout the education.

The education material consists of theory and introspection. In the material will be gone through coaching philosophies, coach-athlete relationships and how to be the best version of oneself. The coaches will be also given advice to maintain their motivation and tools for goal setting. (Finnish Cheerleading Federation, 2019)

After the education was held, the participants were asked for feedback. Some participants gave feedback orally straight after the education thanking for the material and educators and expressing a wish for an education weekend based on the material. This shows that there is a need for deep introspection and networking with no rush among cheerleading - and why not other sports as well - coaches and employees.

In the written feedback, coaches were asked the following questions:
1. What was your own personal learning goal for this education, and did you achieve it?
2. I participated actively in the tasks and conversations
3. I gained new information as I heard experiences from others
4. I gained more knowledge and competence through the material provided
5. The education affected the way I coach
6. The best part of the education was..
7. I would add/leave out of education..
8. The educators succeeded..
9. I am planning to continue my own development by ..

The written feedback received was mostly positive as the participants were very happy with the information provided in the material and positively surprised by the rewarding conversations. Most of the participants asked for more time considering the conversations as well as going through the material. I completely agree with the participants as the activity of the participants surprised us educators as well. I have requested at least 2 more hours for the education from the Finnish Cheerleading Federation's Education designer.

12. Discussion

I am surprisingly pleased with the result of the project. The material could have become quite a lot longer, in this case also the time reserved for the education itself should have been longer as well. Unfortunately, prioritizing had to be done when selecting the parts for the official last version. At first, the coach's life management was supposed to be included in the material, but we ended up choosing to make its own education.

In the beginning of the education, the participants were asked to represent themselves with a picture they had collected of themselves as coaches. They were also asked to reflect how they experienced the preliminary assignment given and what they expected from the upcoming education. The representations took 45 minutes of the beginning, though I would not change it as also the participants considered it as an important part of self and peer reflection. The preliminary assignment was experienced as effective, as it truly required deep introspection from the coaches. Before the education, we did carefully consider the questions of the preliminary assignment together with the Education Designer, ending up leaving them as they were.

Reflecting on the experiences introduced by people operating in different roles of cheerleading, only successful experiences were presented. Humans learn from mistakes and unsuccessful experiences, which is why sharing these experiences would also be important. The questions considering the not-so-bright experiences were left out from the messages sent to these roles, as it was considered that no answers would not be received regarding those questions. These questions were also maybe considered slightly threatening, which could lead to no answers received at all. Looking back now, sharing these experiences could teach quite a lot and prevent others from walking into those same situations. We all make mistakes and have these kinds of experiences, which is natural and should be more openly communicated.

Sophia Jowett's Compass was not included in the original education material itself, but as I found it later after the education was held, I wanted to add it in this report. In my opinion, the Compass should be added in the education material as well. I did not want to erase it from this report even though it was not in the education material.

The education included the topics of motivation and goal setting. Looking back at the education, my own experience is a slight confusion of what was the perspective of these two: coach's or the athlete's. In the material we cover a scratch from both topics: the coach's and the athlete's point of view which may have confused the participants as the other topics strongly cover the coach's perspective. Reflecting on this part of the

education, it should maybe be clearer which perspective is covered as both topics and perspectives are large. Though no confusion was expressed by the participants considering this, yet it should be more clearly stated which perspective will be covered to avoid experiences of confusion in the future. My own roles are currently an educator and an athlete, which may have affected the perspective presented.

Considering the name of the education, the Finnish version has been Minä valmentajan - education from the beginning of the project, but the English version was first named as Me and my coaching philosophy. For long I considered if the name was right for this, but it was never brought up in feedback or in conversations regarding the project. The education does cover coaching philosophy, but it is not the only subject of the education which is why I experience the name "Me and my coaching philosophy" slightly misleading. For this reason, I changed it back to its Finnish version, but the education will be presented in English as "Me as a coach".

The material was presented in the first education on 26th of September in 2020. The education was a success, but time reserved for it was too short as the discussions could have been at least twice as long as they were - the participants were very active and talkative. As stated above, I would either lengthen the education from 4 to 6 hours or possibly even make it an education weekend where the information could really be processed and time could be given to share experiences, ideas, thoughts, make notes and reflect.

As mentioned, the material grew too large, for which reason we had to leave something out. Considering the time and effort used for the material gathered, we decided to put together an additional material for the participants, in order to benefit from it. None of the information presented in the additional material was included in this report, as it was extra material. The report grew quite large and for this reason, I decided to not include it in the theoretical part.

At the time this project and thesis was put together, I had and still have a full time job, which I admit that can unfortunately be seen in the quality of the report and maybe even in the product itself. I would have liked to give the product and report more of my time and attention, but these were not my top priority. During this project I learned the importance of scheduling studies in my calendar as well with deep consideration. I do recommend everyone who is completing their thesis while having a full-time job and a goal-oriented athletic career, to honestly consider their resources when considering the pace of your study schedule. In my case I wanted to complete it quickly, which led to driving myself to tiredness and anxiousness in a short period of time forcing me to reconsider the schedule multiple times.

Completing this product woke an interest in studying the reason behind sports club coaches and operator's common tendency to working overtime and overusing one's individual resources. Many coaches start their coaching careers during their own athletic career and studies, some choose to manage part-time or even fulltime professions at the same time. For sure the love for the sports plays a significant role but it would be interesting to find out what is the dominant or most common reason behind this tendency.

Considering the young age of competitive cheerleading as a sport, the education possibilities provided by the Finnish Cheerleading Federation are wide. A very high percentage of Finnish cheerleading clubs have also received the Tähtiseura-quality mark, which is a recognition of high-quality work in sports clubs received from the Finnish Olympic Committee together with the Finnish Cheerleading Federation. Comparing the education possibilities to other sports could generate new and wider perspectives for the sport of cheerleading to further develop.

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Appendices

Appendix 1: Preliminary assignment for Minä valmentajana - education

Appendix 2: Minä valmentajana - education material

Appendix 3: Additional material for Minä valmentajana - education