

Leena Hietanen

Holistic Human Conception in Athlete-Centered Coaching

Creating a New Coaching Philosophy for a Sports Instructor and Personal Trainer

Bachelor's Degree in
Sports and Leisure Management
Spring 2021



KAMK • University
of Applied Sciences



Abstract

Author: Hietanen Leena

Title of the Publication: Holistic Human Conception in Athlete-Centered Coaching -Creating a New Coaching Philosophy for a Sports Instructor and Personal Trainer

Degree Title: Bachelor of Sports and Leisure Management

Keywords: athlete-centered coaching, holistic human conception

The purpose of this thesis was to explore what is athlete-centred coaching and how to recognize and explain the holistic human concept that occurs in physical education and sports. The aim for the author as a student was to investigate the topic since it was relatively unknown and another aim was to gain competence as a graduating student, since this work strengthened competences in skill-wise relevant didactics and pedagogy. The thesis developed the author's capability of goal setting with diverse people, as well as understanding the ability of physical education as a tool for educating people in a holistic way that supports human growth and enhancement. The thesis was considered a learning process.

The commissioning party is my trade name, Leena Hietanen Tmi, sole trader. The aim for the commissioning party was to create a new coaching philosophy that acts as a guideline. I, and therefore the commissioning party, intend to enhance expertise in coaching. Via this work, the commissioning party saw an opportunity to value growth, and moreover, deepen the understanding about the topic. The athlete-centred coaching style is demanding for both the coach and the athlete; therefore, it is important to understand what the methods are to influence athlete's performance and development. It is essential to recognize psychological aspects in this context.

The thesis was conducted with a qualitative research method and approach. The strategy of the research was a literature review. The type of the literature review was meta-analysis, and the orientation was meta synthesis. In the meta synthesis, new phrases based on previous studies were created considering the topic in a more interpretative and descriptive way. The technique was hermeneutic, where the author wanted to comprehend and rationalize the phenomena. In the end, the goal was to create a convincing and fresh outcome.

Three main categories for holistic human concept and athlete-centred coaching were discovered in the literature. The main themes were holistic human development, encouraging environment and coach's role and ethics. Three new statements were gathered from the previous studies and a new coaching philosophy was formed: promote careful development; meaningful outcomes; and accept the coach's and the athlete's responsibility and offer freedom to decide. In addition, develop goal setting skills and create an encouraging environment.

In general, it would be interesting to study the responsibility of the coach and the athlete in holistic athlete-centred coaching in the future, since it has been described in a different way in studies by different authors. Moreover, since this coaching style does not promote winning at all costs, is it still successful in gaining competitive results across all sports around the world in different cultures?

Table of Contents

1	Introduction.....	1
2	Holism aims for meaningful life.....	4
2.1	Theoretical foundations of human.....	5
2.2	Human conception and image of human.....	6
2.3	Holistic human conception.....	7
2.3.1	Situational concept	7
2.3.2	Corporeal concept.....	8
2.3.3	Consciousness	8
3	Conceptual principles of coaching.....	11
3.1	Quality criteria for coach from athlete’s perspective	13
3.2	Holism and self-determination theory in sports	14
3.3	The goal of holistic coaching	15
4	Research purpose and aim	17
5	The Research processes.....	18
5.1	Qualitative research	18
5.2	Meta synthesis process	19
6	Results	23
6.1	Holistic enhancement to athlete’s life	24
6.2	Role of supporting environment in an athlete-centred coaching.....	25
6.3	The produced value embraces competence	26
7	Discussion	28
7.1	Proposals for action and further research	29
7.2	Reflection	30
7.3	Self-evaluation of the research process.....	31
7.4	Reliability of the research	32
7.5	Conclusions	34
	References	36

Appendix

1 Introduction

Coaching is always much more than just group instruction. I believe a coach is a person that helps people to achieve their goals and find their inner power. Simple as that, but not quite in reality. The purpose of this work is to reveal what is athlete-centred coaching and to recognize and explain how the holistic human conception occurs in physical education and sports. This thesis is personal, therefore exceptionally I am writing in first person “I”, not in passive voice.

Aim as a student is to execute a research about the topic, because it is relatively unknown. This thesis is promoting the competences required in the moment of graduation (KAMK, 2021), especially my competence in didactics and pedagogy. I will develop a capability of goal setting with diverse people, as well as understand the ability of physical education as a tool for educating people in holistic way that supports human growth and enhancement. Moreover, discovering a suitable learning concept that supports my individual values as a coach and whereby the athlete will gain from my competence. The thesis should be considered as a learning process.

This thesis commissioning party is my own trade name, Leena Hietanen Tmi, sole trader. After working first two years in Sports field as group instructor, coach, and personal trainer, and soon one year as an entrepreneur, I am beginning to realize what kind of coach I want become. Therefore, my thesis and my topic concerning athlete-centred coaching comes right on time.

There are currently two gyms in Helsinki, where I mostly operate. The other one is a personal training studio and other one is a CrossFit box. I am mainly working with the issues related to lifestyle changes and health improvement. I am strict in my work ethic when it comes to lifestyle changes. I do not support the idea of quick fixes and super diets. I believe that change that stays comes with the time and effort, by changing details progressively. I intend to elevate the joy of sports rather than tracking 5-kilogram weight loss as a main goal.

I admit that the command-style coaching was present from the beginning as a started to coach, but currently I am learning how to instruct more educationally. The command style of coaching comes from the coaching culture that existed in 1990 and 2000, when the I was coached in the various team sports.

The further aim for the commissioning party is to create a developed coaching philosophy that will be used as a guideline at work. I and therefore the commissioning party, intend to enhance expertise in coaching. The task is to create ways to develop my own authentic coaching style that is educative, effective, and supportive. Via this work, the commissioning party sees an opportunity to value growth. Findings will be advancing the commissioning party since the experience will be developed as an entrepreneur and coach. This is with an idea of involving the athlete in the training with holistic approach and deepen the relationship between the coach and the athlete. I see it as an important topic to understand what the ways are to effect on athlete's performance. It is essential to recognize psychological matter in this context.

Holism is a meaning-centred approach. Holism aims to link the gap between mind and matter, as well as difference between manmade and natural. The holistic educator wants learner to able to ask, "What does this *mean?*", rather than instruct what is false and what is mistaken. There are two key issues in holistic education. First, an education that unites one to the world should begin with the one itself. Second, the educator should be able to reflect and be sensitive in one's needs. The educator should be aware of "what kind of advantages and possible drawbacks does the world offer *this* person, at *this* moment and in *this* place". (Miller, 2006)

Moreover, Kirsi Hämäläinen and Erkka Westerlund wrote an article about coaching with quality. There can be three different approaches to coaching: athlete centered, coach centered, or physical characteristics centered. The athlete-centered coaching is demanding for both, coach, and the athlete. In this approach the focus is on one's resources and inner willingness to learn. The coach needs to help their athlete in finding their inner resources and motivation. (Hämäläinen & Westerlund, 2021)

As Jyri Puhakainen claims, in the 1980's and 90's the coaching culture was command style. The first study related to this thesis was written by him in 1995. Study was called "Towards human coaching. Holistic conception of people and its heuristics in terms of sports coaching". It was Finland's first doctoral dissertation on the philosophy of exercise and sports. He was one of the first ones to talk about coaching in holistic conception in Finland. (Erkko, 2020)

After 1995, there has been research considering athlete-centred coaching, but not that many that focusses the research of athlete-centred coaching on holistic human conception. This thesis is aiming to fill that gap.

In my research I will use at least the keywords such as athlete-centred coaching, holistic human conception, and consciousness.

2 Holism aims for meaningful life

This chapter explains holism as a phenomenon. It clarifies theoretical foundations of human and the differences between human conception and the image of human. The holistic human conception will be carefully described, and details unlocked. Model of holistic human conception is mainly based on Finnish psychologist and philosopher Lauri Rauhala's studies.

"The whole is more than the sum of its parts," Aristotle describes in *Metaphysics*. This is a universal rule of holism (Mallett & Rynne, 2010). Holism highlights the underlying connectedness in life. According to Miller, the people have lost the sense of connection to the world. If life is unfulfilling, it is not meaningful. For human, the experience of being connected to the world is essential. This means connected to a cultural heritage, to striving society and to archetypal spirits and images. This way life is meaningful and fulfilling. (Miller, 2006)

Holism criticises the postmodern culture because of the technology development, morals and moreover, unresolved problems concerning economy and nature. Power and wealth are in the transnational corporations. This leads to a situation where it is possible, by the people in charge of those companies, to control information and communication as well as manipulate consciousness of the whole civilization. It is vital to understand, that holistic thinkers are not against development of technology and capitalism. The problem lies beneath the economic, social, and politic arrangements. The way society understands common life itself is not correct, claims Miller. It is influenced by forms of technology and economic society, that gives biased picture of present time. (Miller, 2006)

As Miller and Koegel (2003) discusses, the educational perspective of holism is concentrated on healthy growth and progress. The key to holistic vision is the dedication of develop the whole person. It aims to point out the importance of experiences being valued and connected with others. One could talk about the "partnership intelligence" and "partnership creativity" in this context. This means helping people to improve the understanding of themselves, others and to nature and life. This will lead to pursue who they are and how they live. It will be supporting their value of themselves and inner lives and at last, touch their spirit. (Koegel, 2003)

Holistic teachers emphasise spirituality. These educators seek to nurture the spirit. The holistic educators believes that humans are creatures of meaning. Meaning, connection, and search for

wholeness are what holistic education concentrates. Therefore, one cannot discuss about holistic approach to spirituality without discussing about meaning. (Koegel, 2003)

2.1 Theoretical foundations of human

When one talks about analysing the topic, one must consider certain issues. Firstly, there is already some kind of belief of the topic. Second assumption is that the human needs to be ready to take responsibility of themselves. This might affect to the research results because one has certain assumption concerning it. Rauhala claims, that all the phenomenon and objects exist already and therefore, it is zero percent of the studies that have no meaning as the starting point. (Rauhala, 1983, 2005 & 2014)

Next step is resolved by rational philosophical thinking. In here, one must resolve of what kind of description categories and concept systems does the research topic include. The rational philosophical thinking has received criticism, since some believe that the only credible research results occur if equipment is used in the process. Nonetheless, one must remember that those equipment and machines are only standardized additions of the continuum of rational thinking. (Rauhala, 1983, 2005 & 2014, p. 13). In this research, I will use the concept of a human and athlete-centred coaching as a frame of reference.

The hypothesis and methods reveal the ontological solution that one chooses. Ontological study is examining being. Examining of being aims to answer to the questions concerning reality such as what reality is and what matters are real. (Jyväskylän yliopisto, 2015)

In the social and humanistic sciences, one finds important to sharply figure out of what part or perspective of the phenomenon is investigated, because the problematic is so complex in these sciences (Rauhala, 1983, 2005 & 2014, pp. 15-16).

Holism as an approach has benefits and drawbacks when one wants to investigate it. The benefits are broad analysis of mind, body, and environment, it utilizes the wide picture approach and assesses various issues as a problem. The drawbacks rise as scientific testing becomes complicated because its comprehensive viewpoint. Holism may also ignore details and numerous variables that make this a multifaceted approach. (Cherry, 2020)

2.2 Human conception and image of human

After solving these steps mentioned before, one needs to resolve of what kind of human conception would structure the base of the research.

The human conception chosen, describes the assumptions of the topic and are present when the author limits its research, settles the hypothesis, and chooses its methodologies. The image of the human is different than human conception. The image of the human describes different parts of human that could be empirical human sciences considering for example biology as a biological image of human and psychology as a psychological image of human. These concepts should not be mixed. (Rauhala, 1983, 2005 & 2014, pp. 18-19)

Moreover, modern sciences have developed practices and techniques to study human behaviour scientifically. However, there are different approaches of how the human should be studied. For example, the human can be accepted as a unit of consciousness and action with emotions. Then another perspective is that the human can be seen as a system of structural parts, which highlights the image of a human. The moral responsibility of the scientist is significant when discussing human research. The discoveries should provide amity and the good for the mankind. (Hörtz, 1970)

The research considering a human will never be finished and completed. Furthermore, the information exists today, might be one day old and expired. The empirical research of human is never reaching the destination, it is always on its journey. By analysing the conception of human for the research, it is mainly heuristic. Heuristic analyse signifies intuitive interpretation. This means that it reveals the complexity and gives hints of direction where to head next and what on the other hand, will lead to dead end. (Rauhala, 1983, 2005 & 2014, pp. 20-21)

It can be possible, in some case, that the human conception chosen in the beginning, does not correspond the results that the research gives. That can happen if the research has been executing the research with too methodology-centred-mind. Finally, one must understand that human conception and human image does not compete against each other. They rather complement each other. The image of human could suggest modifications for human conceptions and human conceptions provides stimulus for human image. (Rauhala, 1983, 2005 & 2014, pp. 22-23)

This thesis focuses on holistic human conception in athlete-centred coaching. Therefore, the topic is well-narrowed, and it is different than usual approach to athlete-centred coaching, that often has been seen through humanistic human conception.

2.3 Holistic human conception

When structuring the existence of human being, there are three basic terms describing the issue. First, consciousness, means psychological and spiritual existence. Second, corporeal, or bodily, means the existence of the organic being. Third, situationally, the existence in the relation with reality, the situation in life. These three components are infolded together. If there is a change in one, the others will resonate as well. (Rauhala, 1983, 2005 & 2014, p. 32)

The figure of the holistic human conception is presented in below.

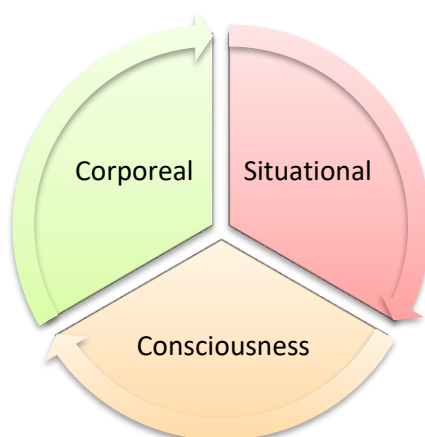


Figure 1. Holistic human conception by Rauhala

2.3.1 Situational concept

Every human from its very beginning is part of *some* context. A person is the result of the components affecting them. The evolution made a human for what it is today. For example, human bodies are shaped by gravity. The breathing system of human is fitting with oxygen content of atmosphere. In that sense, nature shaped the human to fit on Earth. There are some characteristics that are given directly during the conception such as sex, race, and parents. Moreover, a human is realising in different situations, such as talking with friends, travelling by bus to a work and

so on. Human reflects these components. The professions that can affect to situational context of a person are for example architects and social workers. (Rauhala, 1983, 2005 & 2014, pp. 129-131)

2.3.2 Corporeal concept

People that have a wide understanding of corporeal context are doctors. For example, they can shape peoples corporeal being by surgical operation. Rehabilitation from an injury on the other hand, is work of physiotherapist or other health care professional. Medicines are supposed to target certain organ systems in human body; therefore, one must discuss it here. There are medicines for psychological needs. One must remember that one cannot feed mind with medicines. The medicines target to the nervous system and brain, so that the human could feel and experience the life differently. Therefore, the doctors need to understand anatomy and physiology perfectly. (Rauhala, 1983, 2005 & 2014, p. 147)

However, if the human would be understood only as organic processes, would the human be just a plant? The deepest specific human element, the aspect of psycho-spiritual existence, should always be considered in doctors' duty, otherwise the doctor does not have holistic view of a human. It is important that the human will be understood and well-treated. (Rauhala, 1983, 2005 & 2014, p. 150)

It is not only about the doctors and nurses that have a holistic human conception, but also the other professionals like coaches. In sports, coaching involves conversion of information bodily.

Only theoretical learning in consciousness way is not enough. The body needs to be able to adopt techniques and how they happen in muscular and sensory systems in each performance. (Rauhala, 1983, 2005 & 2014, p. 157)

2.3.3 Consciousness

In this context, this means the knowledge of human being. It is about the mind and meaning. With this sense or mind, the human experience everything that one understands, believes, feels, and knows. Mind gives the meaning of the experienced phenomena. This can mean for example situations like emotional events and observation of matters. There are numerous minds are also

called as “noemas”. These meanings or noemas are intertwined together by their inner meaning. (Rauhala, 1983, 2005 & 2014, pp. 34-35)

When talking about human being-experience, besides consciousness, one can use words like *mental, spirit, spiritual or psyche*. However, these words also mean somethings else, and therefore could be sub concepts for consciousness. It is vital to understand, that one cannot put an object in one’s mind and one cannot take an object from one’s mind. Through understanding, can something access in mind such as feelings, emotions, and knowledge. There are two ways: positive and negative that leads the direction of consciousness. An example of a positive direction that effects consciousness is when an emotion cannot replace the knowledge and vice versa. Negative direction effect consciousness is when there are roughly biased meanings. The meanings or noemas causes anxiety, afraid and does not build a decent picture of world, that are conflicted with each other and/or represent only knowledge or emotion. If this occurs, one can try to open new horizons that brings the meanings to a new light. (Rauhala, 1983, 2005 & 2014, pp. 36-38)

This consciousness way of effecting the human, means a direct effort of modify human’s psycho-spiritual existence. The psychotherapist and spiritual leader would be obvious examples of a professions working in this field. I will not focus on that further since it does not correspond my profession.

The educative purpose of a coach is to offer genuine knowledge of life management. That means life skills and a general preparedness in life. The responsibility is significant. Depending on how one manages to share knowledge of life skills, the result will shape the human’s life capability. Capability of good life require rich landscape of consciousness. Ideally one could create stimulating connections that are well acknowledged by receiver. This could mean setting the consciousness of the receiver in open space, where it demands more mind-connections to create. (Rauhala, 1983, 2005 & 2014, pp. 186-189)

When talking about working with humans, rarely will only rational knowledge and skill to understand the concrete testing measurements, be enough (Rauhala, 1983, 2005 & 2014, p. 191). Therefore, a coach, should always aim to continue learning as holistic way as possible. The ethics and morale should always be high.

Human’s basic needs to be already filled, before one can start to aim for higher spiritual understanding, believed Abraham Maslow (McLeod, 2020) and Lauri Rauhala. Maslow developed a pyramid model of human basic needs in 1970’s. The needs were identified starting from the bottom

of the pyramid: a physiological, safety, belonging and love needs, esteem, cognitive, aesthetic, self-actualization, and transcendence needs (McLeod, 2020). Also, Deci & Ryan (2000) claimed that people can fulfil their human potential to utmost when one can realise conditions under the needs and fill them (Deci & Ryan, 2000).

One needs to recognize and have self-knowledge about how one is flawed. There are no academic schools for this, but many social and cultural forms offer opportunities to practise it. This is driven by self-motivation and self-determination. One trend of the present time is collectivisation. Fact is that the responsibility of self-development that is belonging to person itself, has been taken away. Also, the belief that one can do much more in self-development than one recognizes is gone. Moreover, it is true that human needs other humans in one's life. However, to become an authentic individual, one needs to finish clinging to other people. If person manage to develop themselves, also other relationships tend to grow as desirable side effect. (Rauhala, 1983, 2005 & 2014, pp. 191-192)

This could mean that taking control of own life gives the power to the person itself. With that power one determines the direction and makes the decisions of their lives. Moreover, as Sakari Sariola (1984, p. 71) states, this could produce a situation where, one is able to release the conflicts in one's world and let go the feeling of guilty. Furthermore, one could find new way of living or spiritual a new world of living, that makes changes possible in everyday life (Niemelä, 1984).

It is very difficult to find who you are if you are always directed by someone else in the decisions that should be owned by the athlete as well. This is one of the main learnings of Aki Hintsa's book. According to Hintsa, it seems that the athletes have been raised to a doctor-patient model (Saari, 2015). In this model the coach nurses the athlete, and athlete simply does what is said, without questioning it. After sports career many tend to be lost because their whole identity is lost, due it being led by someone else during their whole career.

3 Conceptual principles of coaching

This chapter will clarify the principles of athlete-centred coaching based mainly on a work of Côté and Gilbert (2009) and the aspect from the athletes' side, concerning a good-quality of coaching. Moreover, the self-determination theory (SDT) and coaching philosophy principles will be presented. Lastly, the goal of holistic coaching will be highlighted.

Nowadays the coaching culture is changing in the field of sports. The athlete-centred coaching culture is rising. The coaching field has realised that to get best results and have a good communication between coach and athlete requires more than just the commands from coach's behalf. (Westerlund, 2019)

In figure number 2, the referential framework will be presented. The figure presents the framework of effectiveness of coaching, and it is based on work of Jean Côté and Wade Gilbert. There are three main components: 1) Coaches' knowledge, 2) Athletes' outcomes and 3) Coaching context. (Côté & Gilbert, 2009)

In the first one, coaches' knowledge, is formed from three different modules:

- 1) professional knowledge of the sport and athlete which relies on understanding the exercise physiology to improve the performance, the role of recovery, techniques, and tactics of the sports, etc.
- 2) Interpersonal knowledge, that states an appropriate interaction with others, social and emotional skills to able to connect in reciprocally influential manner.
- 3) Intrapersonal skills that mean a capability of self-development, self-knowledge, and reflection to the work they do to identify flaws and by striving to enhance.

According to Côté & Gilbert (2009), as an integration of all three parts of knowledge, the coach develops sagacity, reliability, philosophy, and competence on making decisions. With that integration, there are 4 C's that the coach can impact in the(ir) athlete(s). In the second main component, athletes' outcomes for these four C's are:

- 1) Character such as ethics, accountability, truthfulness

- 2) Competence such as technical and tactical skills, increased health, and active exercise routines
- 3) Confidence meaning of one having positive inner feeling
- 4) Connection that states having, inside and outside from the sport, social relationships between people

Finally in the third component, one means the coaching context, that is always unique. First, one could consider what is level of the sports that one is coaching on. Level can be either recreational, developmental, or elite level. Then, one could consider is the coaching style participation or performance coaching style? (Côté & Gilbert, 2009)

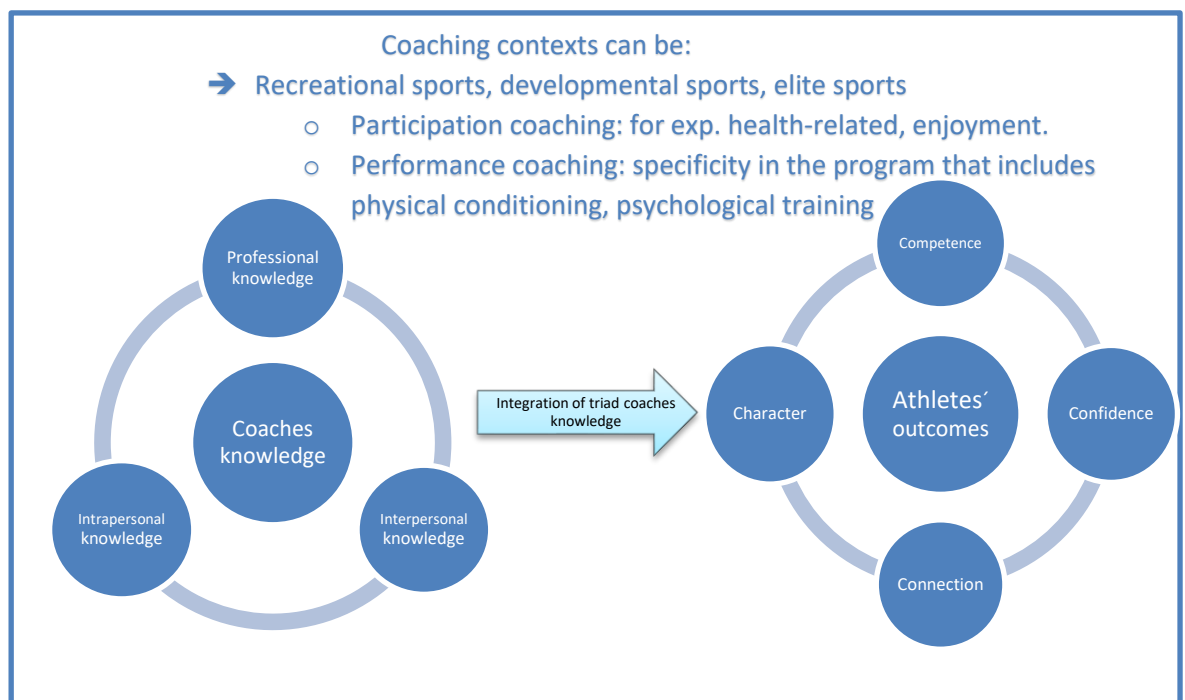


Figure 2. Framework of coaching effectiveness accordance with (Côté & Gilbert, 2009)

This coaching model based on Côté & Gilberts study, is also used by The Finnish Olympic Committee. The purpose of this model is to act as a guideline for top-level coaches. (Hämäläinen, 2015)

According to Blomqvist and Hämäläinen (2016) the remarkable issue in athlete-centred coaching is to educate the athlete in a way that the athlete is capable to form the decisions together with a coach. The goal is to increase the knowledge together about athlete's experiences, emotions, and thoughts. The Finnish knowhow of coaching aims to develop athletes that are grown with decisions making and owning their sport's career. The path to reach the goal is to embrace the intrinsic motivation of their athletes. From a pedagogical point of view, coach can sustain and

devoir the intrinsic motivation, progressively educate athlete for the responsibility, and lastly offer opportunities to make own decisions and choices according to their sports career. (Blomqvist & Hämäläinen, 2016)

A coach can strengthen the intrinsic motivation by clarifying athlete's goals and own vision. Moreover, the community and especially feeling of belonging, encouraging feedback, and feeling of autonomy strengthen the intrinsic motivation. The success has been explained with psychological characteristics such as intrinsic motivation, ability to develop with constructive feedback, adjusting perfectionism, strong self-confidence, stamina, positive thinking, ability to navigate energy levels suitable for the situation, determination, relaxedness on the performance and lastly, engagement. Through long-term fostering, education and coaching can all these psychological characteristics be affected. (Liukkonen, 2017)

3.1 Quality criteria for coach from athlete's perspective

It has been proved in several studies that athletes prefer more caring coaching style than autocratic coaching style (Milbrath, 2017). Moreover, in the study of generation Z the youth athletes preferred a coach that remains calm and does not yell. Their ideal coach is caring and supporting, does have the knowledge of the sport and takes into consideration the teams will when making the decisions. (Parker, et al., 2012)

It is important that the coach gives advice and teaches in the competition and training situations. Feedback and courage are highly important in the athletes' opinion. The coach should make sure that the environment should be relaxed when giving constructive feedback. The worst thing is, if the coach constantly gives negative feedback and does not encourage their athletes. (Hämäläinen, 2003)

However, the coach needs to be demanding. Especially in the situation when the athlete is about to give up. The athletes hope that their coach would not give up, rather give a courage to push their athletes to try again. Athletes appreciate a coach that knows them. The conversations and appreciating the athletes' opinions are fundamentally important. The dedication is one the elements that is connected to a good coach. The coach is an authority, but not a dictator. (Hämäläinen, 2003)

Authority position is earned. The authority is created when the coaches live as they educate. Basically, their appearance is healthy and promotes wellness by nature. Also, deep understanding of the field as well as human minded coaching endorse role as an authority. However, this does not mean that the coach must express oneself with complex professional language, it means sharing and educating with the communication that is effortless to understand. (Törmälehto, 2018, p. 25)

A paper studying the influence of the coach gender, in this case adolescent players in badminton displays interesting facts. When the athlete and coach are male and female, the athlete prefers more democratic, autocratic, and social support behavior than male and male or female and female combinations. This holds true for both combinations: Female coach and male athlete as well as male coach and female athlete. (Cruz & Kim, 2017)

3.2 Holism and self-determination theory in sports

Holism in sports means that the coach takes into consideration the full picture of an athlete and their lives. It is vital to recognize how stress effects on the person and of what motivates the athlete. It is important to understand what their values are and moreover, what wellness means for them. (Törmälehto, 2018, p. 55)

As Cassidy states, holism depends on the disciplinary traditions and cultural norms. Moreover, the issue of holistic coaching is moving further than the impact of humanistic psychology. According to Cassidy, holistic coaching becomes meaningless, if the sports society does not have the greater understanding of holism. To get greater understanding about the topic, one could study educational, sociological, and psychological practises of holism. (Cassidy, 2010)

There has been argument, that holism has not been conceptualised and terms are not well-clarified enough in sports field and among coaches. However, it is very challenging, if not impossible, to define more precise conception with such aspirational and philosophical orientations. There is a suggestion that the discussion of holistic coaching should be supported in a regard of the goals of coaching work. Coaching goals should be much more than losing or winning. Coaching is ideally more than performance enhancement. There should be a development of whole person regarding spiritual, psycho-social, and cultural side as well. (Mallett & Rynne, 2010)

The self-determination theory (SDT) would support holism style of coaching and could be a useful tool in goal setting (Mallett & Rynne, 2010). SDT utilizes an organismic-dialectical metatheory. In this theory individuals are believed to be dynamic, growth-oriented human beings. These individuals are constantly leaning toward the enhancement. (Deci & Ryan, 2000)

According to Deci and Ryan (2009) the main matters of SDT are autonomy, competence, and relatedness. These are main matters when human wellbeing is considered. The meaning of autonomy is formed when a person can make decisions in their live. Opposite example of autonomy is when person tightly controlled and forced to come to the training. Competence is experienced when a person can trust their own skills and feels capable to get tasks done, as well as learn and develop. The feeling of competence forms the desire to experience the new and promotes curiosity. Lastly, feeling of belonging or relatedness is naturally born from the need to relate to other people. The human wants and needs to be comforted with deep connection and to be appreciated as we are. It is vital to understand for a coach that the social climate can also be the factor that brings dissatisfaction. (Törmälehto, 2018, pp. 71-74) This will be discussed further.

As a coach it is vital to mirror the fundamental base the one's coaching style and approach. Coach could create a coaching philosophy that leads the everyday work. The coaching philosophy contains the principles and foundations, that supports the work as a coach. Due the experience in life and coaching, the philosophy might transform over the time. (Törmälehto, 2018, p. 41)

The written coaching philosophy could act as a guideline, that leads the coach towards what one believes and behaves in duty. There are some ideas for building own coaching philosophy. According Milbrath, to write a coaching philosophy, one could consider how to embrace the opportunities to support relationships, putting energy to further than only the physical work of instruction, finding ways for athletes to make righteous judgments, embrace the co-operation of athletes and coaches, and finally, highlighting athlete's or team's well-defined measure of achievement. (Milbrath, 2017)

3.3 The goal of holistic coaching

The goal of holistic coaching is to build an atmosphere that encourages constructive practices in human growth. However, the atmosphere and environment will not be enough if there is no assessment by the significant actors of most importance. Moreover, *"If the goal of coaching is to*

extend athletes' development to include spiritual aspects, then consideration of the tenets of transpersonal psychology is warranted.", claims (Mallett & Rynne, 2010).

Transpersonal psychology could be defined as area of psychology that concentrates on transpersonal experiences and connected phenomena. The phenomena contain the source, impacts, and relates transpersonal experiences and growth, and moreover, the guidelines and practise stimulated them. (Walsh & Vaughan, 1993)

Achievement goal theory by Nicholls and his colleagues, deals equally with the motivational dispositions of the individual and the situational elements that are present in the situation and the environment. The key element in this interactionist theory is the individual differences between people and how they judge their expertise in achievement settings. (Kremer; Moran; Walker; & Craig, 2011)

In achievement settings following performance, one judges the differential effects of applying these success criteria. When person compares and evaluate themselves in comparison to others ability and as a result, feels success when they perform better than others, they are "ego orientated". When one measures success of the performance to self-references criteria, in relation personal improvement, attempt and task mastery, they are described to be "task orientated" toward the accomplishment. A person most probably will adopt ego-involved state if the success is stated with standard-based assessment and contest with others. The person adopts task-involved state when one feels that the success is based on skill mastery and self-learning. (Maehr & Zusho, 2009)

The motivational climate is multidimensional. This is because of several reasons as there are differential forms of rules, standards and approaches in evaluation, recognition and group forms the style in which success is stated. They all will influence setting of success. (Papaioannou; Marsh; & Theodorakis, 2004)

The motivational climate is possible to examine by coach. Professor Jarmo Liukkonen has created a test investigate the matter. The test includes 16 questions. The test contains questions such as "Athlete finds important to give their best in the training session", "Our team is united", "Athletes have a power to influence to the training programs" and "It is not important for the athletes to show that they are better than others in the team". The test is answered in Likert scale from 1-5. (Liukkonen, 2017, pp. 242-244)

4 Research purpose and aim

I will research athlete-centred coaching. The purpose is to reveal what is athlete-centred coaching and to recognize and explain how the holistic human conception occurs in physical education and sports. Aim as a student is to research the topic since it is relatively unknown. My competence will grow as a student since this work will gain my skills in didactics and pedagogy. I will develop capability of goal setting with diverse people, as well as understanding the ability of physical education as a tool for educating people in holistic way that supports human growth and enhancement. Moreover, discovering the suitable learning concept that supports the individual values of me as a coach and my athletes will gain my competence also after the graduation. The thesis should be considered as a learning process.

The further aim for the commissioning party is to create a developed coaching philosophy that will be used as a guideline at work. I and therefore the commissioning party, intend to enhance expertise in coaching. Via this work, the commissioning party is seeing an opportunity to value growth, but also as an important matter, to deepen the understanding about the topic. Findings will be advancing the commissioning party since the experience will be developed as an entrepreneur and coach. The task is to create ways to develop own authentic coaching style that is effective and supporting. This is with an idea of involving the athlete in the training and deepen the relationship between the coach and the athlete. The athlete-centered coaching style is demanding for both, coach, and the athlete, therefore, it is important to understand what the ways are to effect on athlete's performance. It is essential to recognize psychological matter in this context.

The main enigma to explain is that how does the holistic human conception appears in athlete-centered coaching? This question will be answered by using three research questions:

- 1) How to enhance athlete's development in a holistic way?*
- 2) What is the role of supporting environment in an athlete-centred coaching?*
- 3) How to develop a competence as a student and commissioning party in didactics and pedagogy that produces value?*

The significant goal is to understand the human and gain ways to handle the challenging situations in educating manner, yet not commanding manner. There is also a great opportunity for an athlete to gain valuable life skills that can benefit for all later life.

5 The Research processes

In this chapter the research process will be fully explained. First, I will write about the qualitative research itself, then present the meta synthesis process in the figure 4 and example of data base research in a table is in the appendix number 1.

The base for this thesis was built by the frame of reference of holistic human conception model and efficient coaching model. In the frame of reference, one investigated the situation in coaching field. This was done by reading academic papers from the topic, based on high quality sources. Also, other literature for example books was used. As mentioned before, the athlete-centered coaching style seems to be relatively new, when one compares it to the coach-centered and athletes physical featured coaching. This thesis aims to search information of holistic human conception that is related to athlete-based coaching. Therefore, the topic is relevant, however there is a doubt if there are enough papers existing about the topic.

In general, the purpose of the scientific research is to produce a new information about the research topic. However, it is still wise to remember that what science produces is rather systematic doubt than information unquestionable trues. One explains broader answer about the unknown, that has wider meaning than one single case. (Puusa & Juuti, 2020)

5.1 Qualitative research

This thesis is a qualitative research. The qualitative research typically aims to understand the phenomenon from the subject's perspective (Puusa & Juuti, 2020). When one writes language concerning the research or the terms, is advantageous to make a definition of those too. The method refers to the way of gathering the relevant data together. Moreover, methods are connected to the various ways to study the data. The approach of the research defines if the research will be empirical, non-empirical, quantitative, or qualitative. The monitoring method is more precise, *what kind of* the research will be. This can be also called as a research strategy. The nature of the phenomenon that the researcher considers to be accurate and the idea of gathering the data, is called research methodology. (Puusa & Juuti, 2020)

This research method and approach are qualitative. The strategy of the research will be literature review. There are three types of literature reviews: the descriptive literature review, systematic

review, and meta-analysis (Salminen, 2011). Figure of three types of literature reviews is presented below.

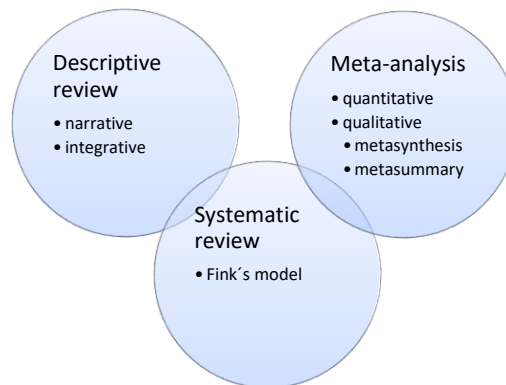


Figure 3. Three types of literature reviews, modified version (Salminen, 2011)

5.2 Meta synthesis process

Simply, author aims to reveal something new from the older research of the topic. The type of the literature review is meta-analysis, and the orientation is meta synthesis. Briefly, in the meta synthesis one wants to make a research, based on the earlier studies of the topic with more interpretative and descriptive way (Salminen, 2011).

This orientation represents more human sciences. In research like this, the aim of the research is not existing in the way like a tangible matter would be. Researcher wants to understand the concept. Important feature in the human sciences is not what is included to them, such as sociology and psychology, but it is the idea of the construction of the world in one's mind. The health and wellbeing are part of the human sciences and are based on humane values. (Tuomi & Sarajärvi, 2018)

This research technique is hermeneutic, where one seeks to comprehend and rationalize the phenomenon. In meta synthesis, researcher aims to discover new ideas from the research completed earlier. The goal is to make a convincing fresh outcome. In the synthesis, the ideas, main metaphors, concepts, and phrases, will be compared against and with each other. Moreover, by organizing those together, one will make tight themes and consider the similarities from the results. The similarities are investigated and placed under one large idea or concept. However, sometimes the differences lead to finding a completely new concept, so results should not be forced to

tighten under certain concept. When that is done, reciprocal translation needs to be done. The conclusion needs to be greater than the little elements gathered. (Walsh & Downe, 2005)

In the figure 4 the meta synthesis process is presented by Walsh and Downe with a small modification of myself. First, the aim of the thesis was determinate to be athlete-centred coaching from the holistic human conception. The aim was crucial to define correctly, because this helps to handle the thesis until the conclusions (Walsh & Downe, 2005).

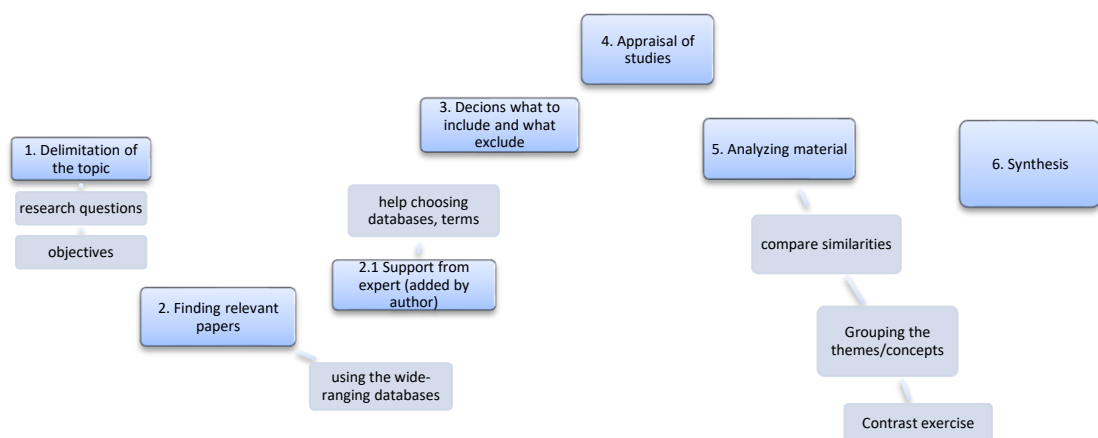


Figure 4. The six stages of process of meta synthesis (Walsh & Downe, 2005)

Secondly, the strategy how examination data was handled is presented in the appendix number 1 and it is called as information retrieval table. The data bases used were EBSCO Sportdiscuss and Academic Search Complete.

The material was searched with the keywords and phrases of “athlete-centred coaching”, “holistic human conception”, “athlete-centred coaching” AND “holistic human conception”, “athlete-centred coaching” AND “consciousness”, and “holistic human conception AND athletes OR sports OR athletics” and finally “Consciousness” AND “Coaching” AND “Holistic”. The date for the data research was 15.-16.5.2021.

In third phase, the finest hits were inspected of what to include and what to exclude. In this point, the academic articles and scientific journals were searched. Moreover, articles that were with other languages than English or Finnish were removed. Neither the results that had no full paper available were chosen. Even if there would be full paper and suitable language, it can be that the paper is not chosen, because it is not still close to the main topic for example: the article was about politics. There were no limitations with publishing year.

Other reasons for the exclusion were if the paper was behind a pay wall or if it was just a regular news article or column. If the article did not discuss about athlete-centred coaching or holistic human conception, it was excluded. After going through almost 200 articles by their abstracts and headlines nine articles were chosen to go further. All the articles were carefully read and then decided which ones go for the research.

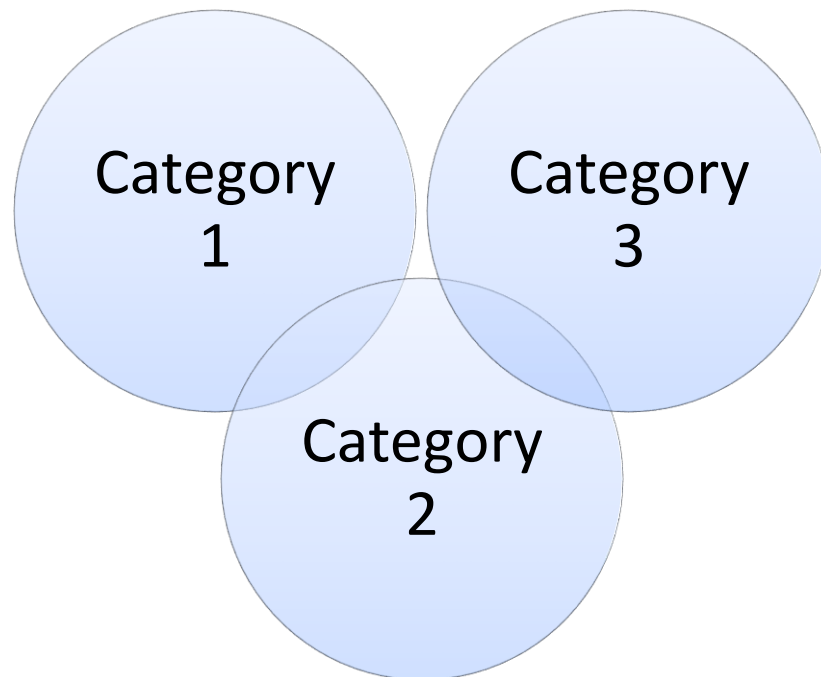
In the fourth phase the quality of the papers and all the material was investigated. If the article did not present high-quality enough or was too much out of topic it was excluded. Finally, five articles chosen are presented in the appendix number 2. The quality check was made by Joanna Briggs Institute quality principles, which one can find from appendix number 3. The points of the articles chosen are in the appendix number 2. To ensure the quality, trustworthy and relevance of the research, it is vital to use critical appraisal tools. (JBI, 2021)

After, in the fifth stage analysing the similarities of the phrases begins. The picture of the process is in the appendix number 4. All the articles were carefully read first without any marking. In the second reading, the remarkable phrases considering the thesis topic and research questions were highlighted with red pen.

Furthermore, after highlighting the phrases, it was time to gather the phrases together in a notebook. After writing down the phrases, the phrases were simplified. After simplifying, the lower and upper categories were created. The picture of this work phase is in the appendix number 5.

After placing discovered key ideas and elements in order, it was possible to categorize them into themes. The findings were compared with their similarities. It was a strategical research decision to not include comparison of the differences. Table 1 displays the idea of organisation process.

Table 1. Organizing the elements and key ideas into categories or themes



Finally, from those themes, it was possible to write the synthesis. It is good to remember, that composing evaluation does not adhere to any technical formula. It is a representation of point of view the researcher has in demand of data and study. The analysis that is qualitative at its foundation, is composed through the subjective interpretation of the researcher highlighting on science and objective framework.

6 Results

In this chapter, I will present the findings from the research. As mentioned earlier, the articles chosen in the study are listed at the end of the study. However, they are as well described briefly in this chapter. After organizing the key information, it was possible to make three bigger themes. The themes are holistic human development, environment, and climate, and lastly, coach’s moral and work ethic. With these themes, one aims to understand the main question of the thesis, how does the holistic human conception appear in athlete centered coaching and what kind of tools coach can apply.

Below one can find the table of main categories in the figure 5. The phrases that were mostly recognized in the chosen articles are written in it. Some phrases were overlapping in the themes, but with heuristic interpretation the phrases were ultimately placed inside the certain themes. The similarities of the phrases in the holistic athlete development were presenting phrases such as caring and careful coaching, learning the athlete and concentrate to the whole person in educative mind. Inside the environment theme, the encouragement and motivation climate phrases were often presented. And finally, the ethics and moral of the coach formed the last theme, with discussing the responsibility.

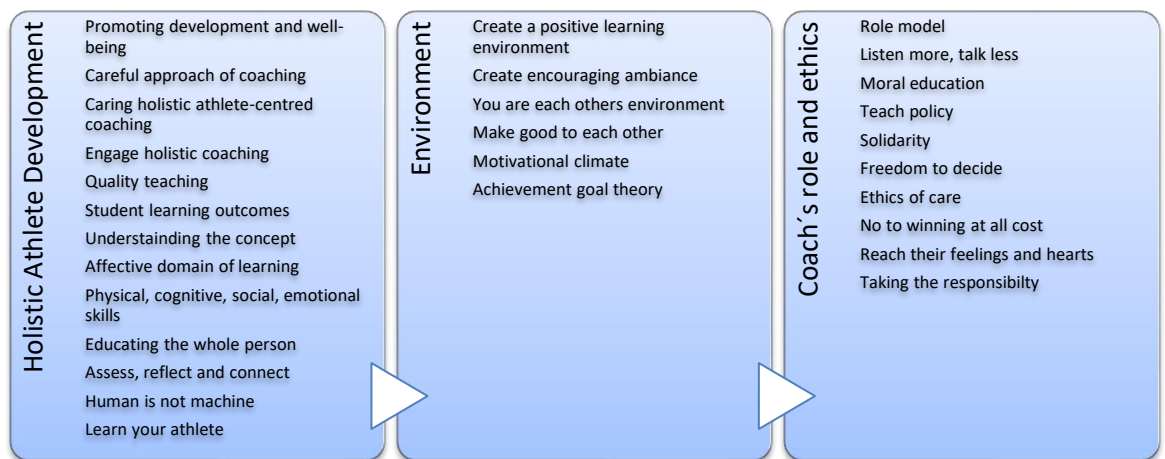


Figure 5. Main categories and phrases gathered from the articles

6.1 Holistic enhancement to athlete's life

The first research question was "How to enhance athlete's development in a holistic way?" This issue was the most highlighted matter in the articles chosen. In the study of Swedish women elite-level football players and in the commentary on effective physical education teaching it was most described, but also in the article of expert suggestions to improve health and performance in triathletes. Moreover, the article concerning the pilot study of a holistic program in junior sports offered tools for the future in reducing mental problems.

Among the elite-level coaches of football players the first strategy was promoting development and well-being. This means caring and careful approach of coaching for example planning in long term instead of improvising. Planning different training periods for the players comes vital. It reduces the risk of overtraining. Despite the great pressure of results in elite level of sports from the stakeholders, Swedish elite level coaches have managed to keep the holistic human development as a most important issue, instead of focusing only on results and "winning at all costs". The coaches are engaged to holistic progress and through that they are executing a holistic athlete-centred coaching. (Lindgren & Barker-Ruchti, 2017)

In the commentary article of effective physical education teaching, Dyson highlights importance of quality teaching instead of effective teaching. The commentary is a response on three articles of effective teaching. Dyson further criticizes the effective teaching because it might be often valued in fidelity of curriculum, instead of student-learning outcomes. The article puts importance of students' understanding and relationship on the content. The learning gains will be lessened if the real connection is not there. Dyson is concerned about missing affective domain of learning, that means the emotions, and social interactions and interpersonal skills. Rather than putting an enormous amount of time learning motor skills and technics, the teacher should educate the entire person. This means physical, cognitive, social, and emotional development. The most important thing in educating the whole person, is to educate skills, knowledge, and experiences of encouraging physical self-worth that promote healthy lifestyles without forgetting an aspect of emotional and social viewpoint. As the phenomena of mental distress, unhealthy eating and sedentary lifestyle resulting for example obesity is strong. Therefore, the holistic teaching becomes crucial now and in the future. According to Dyson, the evaluations should be based on learning process. The outcomes must be authentic, appropriate, and meaningful. (Dyson, 2014)

As a continuum of the Dyson's commentary article, the article of pilot study of a holistic program in junior sport development provided tools against problems with the mental health and life management. The four key values highlighted in the program were: Strong Minds that promotes grit and optimism, Keep Cool that enhance emotional self-control, Stay Connected that supports social connectedness and finally, Healthy Habits that aims promoting healthy lifestyle including enough sleep, healthy diet and sufficient use of technology and social media. The study had three steps that were Assess, Reflect, and Connect. The model was called a Life-Fit-Learning System. As a result of the holistic program reduced anxiety, enhanced desirable social behaviour, and improved confidence in managing negative emotions. (Dowell, et al., 2020)

The article on triathletes describes the holistic understanding from coaches' side to the athletes. As before the athlete might have been seen simply as an "engine". According to specialists, the coaches should focus learning their athletes' lives in a full picture and issues that has affect in their performance and the health. From the specialist point of view, if the most important tool is in the technology when monitoring athlete's well-being, it might distract the coach of seeing the full picture, especially if the recovery is concerned. Holistic coaching does also involve emotions and spirit since a human is not a machine. (Kennedy, Knight, Falk Neto, Uzzell, & Szabo, 2020)

6.2 Role of supporting environment in an athlete-centred coaching

The second research question was "What is the role of supporting environment in an athlete-centred coaching? As stated in the theory part, the purpose of holistic coaching is to build an atmosphere or environment that supports holistic human development (Mallett & Rynne, 2010). This certainly was confirmed in the articles included to the study. The importance of creating a positive learning environment was agreed in study of elite-level footballers (Lindgren & Barker-Ruchti, 2017), young tennis players (Cervello, Santos Rosa, Garcia Calvo, Jimenez, & Iglesias, 2007), and in commentary on effective physical education teaching (Dyson, 2014).

In the study of Swedish women elite-level football players creating an encouraging environment and advocating a fair play is one of the most important strategies of coach. Athlete should be aware that they are each other environment and making good to each other is essential. Coach can affect to the ambiance with positive feedback and promoting ambiance of fair play. (Lindgren & Barker-Ruchti, 2017).

Achievement goal theory that deals with beliefs about the causes of success, was used in the study of young tennis players. This study of the young tennis players investigated coach-initiated learning orientation and coach-initiated performance orientation. Example of coach-initiated performance orientation was measured with a following question: *“In this competition, I feel my coach is primarily concerned about winning and losing”*. And the coach-initiated learning orientation was measured with a question as *“My coach advised me to focus on my game and not on my opponent during this match”*. The hypothesis *“if the perceptions of the situational context, defined as the individual’s perception of the competitive motivational climate, would be better predictors of the cognitive response to competition as reflected by levels of task involvement than would the contextual climate”* was partly supported. As an unexpected result that was cleared by the authors, was that the aspects of the task involvement, that have been foreseen by the perception of a coach-oriented learning orientation in match, were mainly supported to a coach-initiated performance orientation in match. Interestingly, these results relieve the fact that in the match situation, both coach-oriented learning orientation and coach-initiated performance orientation were equally important. Therefore, situational cues for developing personal itself and social comparison cues are necessary for the sport competition performance. (Cervello;Santos Rosa;Garcia Calvo;Jimenez;& Iglesias, 2007)

6.3 The produced value embraces competence

The third research question was *“How to develop a competence as a student and commissioning party in didactics and pedagogy that produces value?”*.

The third most important theme was coach’s ethics and moral. In the Dyson’s article of Quality teaching, the importance of dialogue and relationship with the student and the teacher and between the student and the content, at best, produces enormous value. In the article about football players, the study discusses moral education, need to discuss, and listen, values practise and solidarity. Moreover, the triathlon specialists also highlight the importance of communication to monitor the athletes’ training load and life balance correctly.

In the football players study the second coaching strategy is *“listening to the players voices and having dialogues.”* It is mandatory for a coach understand the connection between the athlete and the coach. In the holistic coaching style, there is a freedom to decide from the athletes’ side as well. As mentioned earlier, the coach creates the environment of fair play. This means

solidarity, moral education and behaving morally and ethically decent way. The coach should understand of being a role model and leading by example. The coaching style that is only a result driven and morally suspicious, can cause a lot of problems morally and physically to the athletes. It can cause for example a state of overtraining. (Lindgren & Barker-Ruchti, 2017)

Moreover, Lindgren and Barker-Ruchti have used Noddings' (2003, 2012a, 2012b) ethics of care as a theoretical framework. The framework promotes people to engage in caring relationships. The coach is a carer and athletes are cared-for. The coach's duty is to ensure the well-being and ethical growth of their athletes in the face of being under stress to deliver results-based outcomes. The coach should teach the supporting patience behaviour and should not risk athletes' health. The coaches need to show and make athlete understand general policy they have that what is accepted and what is not accepted. In the study one of the coaches said that "my goal is to reach their feelings and hearts". Moreover, one of the coaches claimed that "I take the responsibility for the whole person, although we might think it is their responsibility and this is football". (Lindgren & Barker-Ruchti, 2017)

The role of the coach or the teacher in the teaching situation is vital. The concept of *non-teaching* by Larry Locke (1977) describes this concepts educator simply as a teacher who "*throw out the ball, have students perform mindless calisthenics and do not instruct how to perform the tasks and does not have any progressions*". Dyson highlights the importance of understanding "content knowledge" and "pedagogical knowledge". (Dyson, 2014)

7 Discussion

In this chapter the meta synthesis result will be presented. According to this study, there were three main concepts that aim to answer for the research questions. The main enigma “how does the holistic human conception appear in athlete centered coaching” could be now answered.

As mentioned in the previous chapter, the holistic human conception in athlete-centered coaching was most highlighted in the article of Swedish football players. It did become a key article, because its holistic athlete-centered coaching was well studied in various ways. The other articles were supported and gave other rich perspective to the topic.

Now in the meta synthesis it is time to create fresh outcome from the older studies. From the 5 articles chosen to this study were three main categories emphasized. The holistic athlete development, environment, and coach’s role and ethics.

The new phrases developed from the studies are Accept the responsibility and give freedom to decide, Care(ful) Development with Meaningful outcomes and Develop Goal Setting Skills and Create Encouraging Environment. These new phrases will be also forming the new coaching philosophy for the commissioning party.

Care(ful) development and meaningful outcomes

The coach implements careful coaching by listening and having open discussions with the athletes. Careful coaching means developing the whole person, not only sports performance. The quality of coaching embraces the meaningful outcomes that creates wider understanding of the issue. Life-Fit-Learning becomes even more important in the future when reality especially in social media is biased and causing mental stress and pressure of the illusion of perfect life. The understanding that you are good as you are, becomes even more vital. Careful coaching promotes well-being and development in longer distance of time. This does not mean short-term fixes. Moreover, it focuses on meaningful outcomes that can avoid the problems of many kind such as overtraining. Winning at all costs is excluded from the careful development.

Accept the responsibility and offer freedom to decide

This one is value-based phrase. The role of the coach is to accept the responsibility. However, in holistic athlete-centered coaching also the athlete has the responsibility of the decisions. Some athlete-centered coaching articles claim that then the role and the responsibility is diminished from the coach. However, as I understood this style of coaching adds the role and responsibility of the coach, because the coach needs to act as a role model. Moreover, the coach needs to have pedagogical skills to guide the athlete to the direction that leads to positive and beneficial decisions in sports and life in general.

Develop goal setting skills and create encouraging environment

The coach aims to create an environment that is encouraging. Positive feedback and the whole teams support are important. The motivational climate should mainly be task-orientated, where learning from the process is most important, not comparing one to another. This can be very poisonous to the motivation if the ego-orientation is there all the time. However, if it is appearing only in the match or competition situation, it can give a certain boost to give more for the performance. It should be used very carefully. Also here winning at all costs is excluded. As a coach, one should be able to design long-term goals. These goals are meant for the athletes and coaches.

7.1 Proposals for action and further research

The further research should study the deeper understanding of how consciousness appears in the holistic athlete-centred coaching. To be able to understand average workday of coach and in which way is one able to create new meanings in one's mind would be interesting to read.

Also, it would be interesting to see the results of around the globe in holistic athlete-centred coaching. Since holism was connected to cultural settings, it would be interesting to see how people from different nationalities experienced holistic approach of coaching. The article of Swedish elite footballers felt very close what I think the holistic athlete-centred coaching is.

Responsibility was described differently in the studies. Interesting matter would be learning about how athlete's take the responsibility and do they feel capable doing so, or are there athletes that would prefer more authoritarian coaching style? Also, there is a question mark, does the responsibility of the coach grow or diminish in this kind of coaching. I understand that the

responsibility even grows, since the coaching touches all aspect of athlete's life, not only sports, but does others see it this way?

In general, the systemic and visible research of athlete-centred coaching from the holistic human conception aspect would be important, because since this coaching style does not promote winning at all costs, does it still work in that sense that the athlete get competitive results across all the sports and around the world, or are there simply some sports that the holistic athlete-centred coaching does not fit.

7.2 Reflection

I have been working as a coach now for more than 2 years. The idea of this thesis came because with more experience, one starts to understand what kind of coach I want to be. It has been a long way, when I started in working the sports field with the idea of instructing movement was the most important thing as a coach. With the experience, I understand that that could not be further from the truth.

It was enlightening experience to understand that right now, I am transforming my coaching style towards holistic athlete-centred coaching style, that is in line with the literature. However, again was the thought of "how little do I really know" validated. Encouraging information came from the Swedish footballers' article, where one the coaches explained that the crucial lesson to learn is not take themself too seriously. This is a matter I am improving as well.

When reflecting the theory with the findings, I am slightly disappointed of not finding that strong evidence about coaches providing the ways to create new meanings for the athlete's understanding. However, there was a good attempt in the Life-Fit-Learning article, where together with Youth Sporting Program was holistic program introduced. Also, in the commentary article of Quality coaching, the importance of holistic teaching was highlighted. Both articles recommended strongly learning the life skills besides the physical education. As described before, the capability of good life requires rich landscape of consciousness.

I was satisfied to the findings in order that the coach is a role model and should act like a safe and responsible adult. Therefore, the importance of holistic coaching and responsibility and role modelling is important. Moreover, as stated earlier in theory part, rarely will be enough for the coach to use only rational thinking and understand the concrete test measurements. This became clear

also in the article of triathletes. The sports specialist claimed that the technology can lead to wrong conclusions if the focus is only on technology not in the full picture of daily life.

7.3 Self-evaluation of the research process

The research progress was a learning process. However, even after this process, it is vital to understand that I still do not know everything. This thesis was a first step to investigate this topic to develop my coaching skills. Already from the day one, learning started. This thesis was made with task-orientation without really realizing it in the beginning. The big motivational factor was the idea that each day I will learn something new. Indeed, it did happen all the way until the last day of writing this thesis. The motivating matter was that the both concepts, athlete-centred coaching, and holistic human conceptions, were rather new.

Indeed, one always needs to start from somewhere and this was my starting point. If I would have had more experience about the two concepts, I would have had already knowledge of the literature and research done in the field. Moreover, it is possible that the results might have been bit different because the I could have had searched deeper specific information.

For this thesis there was one article that was right on the thesis topic and others that were somewhat in the topic. However, this wide perspective perhaps brought something new, that the extremely well targeted research would not have brought. The most challenging issue in this thesis was that there were two wide concepts. Interestingly still, it felt like there were not many articles directly to the topic. The second challenging matter was how the method should be used in this kind of research. Luckily, I managed to find suitable sources that described the process well, to get this thesis successfully finished.

The research skills grew in the process. Along the process, I looked more carefully if the chosen article had led to be noted by other researchers, meaning that I understood how evaluate the importance of article. Moreover, after learning to use JBI's critical appraisal tool, the knowledge of research quality became even clearer. Therefore, the generic competence considering the ability to retrieve and analyse information critically grew.

My generic competences considering community did not grow, since I was working alone for the whole thesis. I must admit that having another student or professional to discuss about thesis in weekly basis would have been great. However, my generic competence considering the

innovation did grow. I believe that I managed to find a customer-orientated, in this case, athlete-orientated, sustainable, and finally profitable results. Moreover, the ethical competence grew since I am now even more aware of ethical principles, sustainable development and fitting all activity on ethical values.

My degree-programme specific competences as coach, entrepreneur, sports instructor, and personal trainer grew especially in didactics and pedagogy. As it is mentioned in KAMK's study guide (KAMK, 2021), the graduating student should have a capability of goal setting with diverse people and could understand the possibility of physical education as a tool for educating people (in this case holistic way) that supports human growth and enhancement. I did also discover my learning concept that supports my personal values. This thesis also added my competence in health promoting physical activity and coaching, especially expertise in knowledge of the issues affecting in social behaviour and human growth and how to manage them in sports activity and education. The competences considering leadership and enterprise I also gained competence since I did achieve to create a developmental vision in the sports and physical activity culture.

In general, this thesis taught a lot of new matters from the field of working. I feel that the growth of value as a coach and as an entrepreneur is added. The new coaching philosophy also develops the value to my tradename and therefore business.

7.4 Reliability of the research

The reliability is defined as a research or study could be repeated. The validity means that the researcher has been researching of what it was supposed to be researched. On the hand this causes a problem in qualitative research because it responds to the quantitative research needs. When estimating the reliability, it has been counselled to eliminate the terms of reliability and validity in qualitative research. (Tuomi & Sarajärvi, 2018, ss. 242-243)

The ethos of modern science was stated by Robert Merton. He stated four institutional obligations: universalism, communism, impartiality, and organized scepticisms (Merton, 1973). The researcher follows the responsible conduct of research in order not to raise any ethical issues. It means that in this thesis the I committed honest and general precision in the process.

The ethical responsiveness includes ethnically sustainable ways to gather the papers and commits the visibility through the whole process. Important is to respect the work the others have done

and give the credits for them that they belong to. Financing and or other important ties are clearly announced for the participants of the study and when publishing the research. (Tuomi & Sarajärvi, 2018, ss. 227-228) This thesis does not any financial ties, neither any other ties. The commissioning party was me. This did not conflict any issues. The main point of this thesis was to learn about the coaching and develop a new coaching philosophy.

Tuomi & Sarajärvi, 2018 (pages 246-248), suggests how the reliability for qualitative research could be estimated. The following text has been adjusted to correspond this research as a literature review. The aim of the research and topic were well-targeted, so that the thesis did not straggle out of control. Tuomi & Sarajärvi further highlights the researcher's engagement for the study. The engagement to this study was high. I find the topic important for my work as a coach. The thoughts before and after stayed almost the same, but the thoughts gain a lot of more content inside. Moreover, in collecting the material, the I aimed to keep the transparency and clarity during the whole process. This means that the readers can understand well how the assumptions are constructed.

With the sources the I executed wide range research. During the process, the knowledge of the quality of the papers gained significantly. The main sources present a high-quality. Finally, there were over 35 sources plus five chosen articles to be studied. The sources were found mainly from the academic databases. The duration of the research was relatively short. Entire thesis took 2,5 months to finish. If there would have been more time, perhaps the theory part could have gained even more sources and further, more information.

The analysing process of the material was presented earlier in the study. I aimed keep the clear transparency, thus it is easy to understand how the results were analysed. When reporting about the process I designed several figures and tables that illustrated how everything has been gathered up.

The creditability means that one could trust the results. Ethically this thesis is high-quality because the process has been clear, and the quality of the sources were high. However, there are some constructive ideas in considering the reliability. There was only one researcher, me, and that gives narrower views than if there were more than one person. Moreover, the timeline was relatively short. Together with longer timeline and second researcher the thesis could have been much broader.

There should not be any ethical research issues. However, in this kind of methodological research, all the decisions are moral choices which occur intentionally and unintentionally. As this research was interpretive, it is not simply to prove right or wrong. Interpretive study is not like in the field of mathematics, where immediately, one can tell if one managed to solve a problem because the equation worked. Now the credibility was harder to prove. Therefore, the process, again, needed to be transparent, so that one can repeat the research and get a same result. What can affect to the result is the age, sex, religion, nationality, and social class (Tuomi & Sarajärvi, 2018, s. 241). That brings a question: would a man, 60-years young from the team sports field come to the same result?

7.5 Conclusions

The holistic model by Lauri Rauhala (Figure 1) has three elements, consciousness, situational and corporeal aspect of holistic human conception. This thesis research was rather in line with theory. The situational aspect was perhaps even stronger than I assumed in beforehand. Since the atmosphere and the environment plays great role in learning and understanding contexts, it was noted important.

There was an interesting contradictory of the theory and results. In holism, the theory claims that the responsibility is on athletes' hand to make decisions of their lives. However, especially among the Swedish elite level coaches the responsibility of the coaches is highlighted. True is that in the theory part the responsibility of the coach is cleared to be great as well, but it does also highlight the responsibility of the athletes.

The holistic human development was an ideal concept under holistic athlete-centred coaching since it does give attention for the whole person with its unique details. The consciousness, on the other hand was perhaps not that much expressed. Indeed, I could find phrases of spirit, emotions, and understanding the meanings, but not as much as assumed in beforehand.

In the beginning of this thesis, I was excited of the model of effectiveness of coaching (Figure 2). After the studying the articles chosen for the research, it become clear that this model could be also considered as a quality of coaching model. It does describe better the athlete-centred coaching. It is all about understanding the pedagogical aspect and meanings rather than being content driven.

When talking about goal setting and atmosphere or climate, it is important for coach to recognize the motivational climate of the athletes. Therefore, it is not only the athletes' goal setting that is important, but also coaches' goal setting.

As a summary, the new coaching philosophy was created:

Promote care(ful) development and meaningful outcomes.

Accept yours and the athlete's responsibility and offer freedom to decide.

Develop goal setting skills and create encouraging environment.

References

- Blomqvist, M., & Hämäläinen, K. (2016). Valmennusosaaminen urheilijapolun eri vaiheissa. In A. Mero, A. Nummela, S. Kalaja, & K. Häkkinen, *Huippu-urheiluvalmennus* (pp. 48-49). Lahti: VK-Kustannus Oy.
- Cassidy, T. (2010). Holism in Sports Coaching: Beyond Humanistic Psychology. *International Journal of Sports Science & Coaching*, 439-443.
- Cherry, K. (2020, April 19). What Is Holism? Retrieved May 22, 2021, from Verywell Mind's: <https://www.verywellmind.com/what-is-holism-4685432#drawbacks>
- Côté, J., & Gilbert, W. (2009). An Integrative Definition of Coaching Effectiveness and Expertise. *International Journal of Sports Science & Coaching*, 4, 307-319. Retrieved April 20, 2021
- Cruz, A., & Kim, H.-D. (2017). Leadership Preferences of Adolescent Players in Sport: Influence of Coach Gender. *Journal of Sports Science & Medicine*, 16, 172-179. Retrieved from https://www.researchgate.net/publication/317593023_Leadership_Preferences_of_Adolescent_Players_in_Sport_Influence_of_Coach_Gender
- Deci, E. L., & Ryan, R. M. (2000). The “What” and “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 227-268.
- Erkko, M. (2020, April 30). ”Suomalainen valmennus ja valmennuskeskustelu oli kuin taistelukenttä, jossa oli kaksi leiriä” – Omin sanoin urheilufilosofi ja juniorivalmentaja Jyri Puhakainen. Retrieved May 9, 2021, from *Suunnanmuutos*: <https://jalkapalloblogi.com/2020/04/30/suomalainen-valmennus-ja-valmennuskeskustelu-oli-kuin-taistelukentta-jossa-oli-kaksi-leiria-omin-sanoin-urheilufilosofi-ja-juniorivalmentaja-jyri-puhakainen/>
- Hämäläinen, K. (2003, May 01). Enemmän kuin valmentaja? Valmentaja urheilijoiden kirjoituksissa. Retrieved from *Jyväskylä University Digital Repository*: <https://jyx.jyu.fi/bitstream/handle/123456789/9434/1/G0000253.pdf>

- Hämäläinen, K. (2015, September 17). Valmentajan työkalut. Retrieved May 24, 2021, from Olympiakomitea: <https://www.olympiakomitea.fi/huippu-urheilu/osaamishjelma/valmennusosaaminen/valmentajat/valmentajan-tyokalut/>
- Hämäläinen, K., & Westerlund, E. (2021, April 4). Valmentajalla on väliä. Retrieved from Suomen valmentajat: https://www.suomenvalmentajat.fi/site/assets/files/2056/lehden_aineisto.pdf
- Hörtz, H. (1970). *The Relation of Modern Scientific Conceptions to the Human Image*. Dordrecht: D. Reidel Publishing Company. doi:https://doi.org/10.1007/978-94-010-3305-3_16
- JBI. (2021, May 14). Critical Appraisal Tools. Retrieved from JBI GLOBAL: <https://jbi.global/critical-appraisal-tools>
- Jyväskylän yliopisto. (2015, April 10). Tieteenfilosofiset suuntaukset. Retrieved May 15, 2021, from <https://koppa.jyu.fi/avoimet/hum/metelmapolkuja/metelmapolku/tieteenfilosofiset-suuntaukset> Koppa-info:
- KAMK. (2021, June 05). Study Guide: Bachelor's Degree in Sports and Leisure Management, Bachelor of Sports Studies: 210 ECTS. Retrieved June 05, 2021, from Curricula: <http://opinto-opas.kamk.fi/index.php/en/68146/en/68091>
- Koegel, R. (2003). The Heart of Holistic Education. *Encounter*, 11-18.
- Kremer, J., Moran, A., Walker, G., & Craig, C. (2011). Chapter 3.15: Achievement Goal Theory. In J. Kremer, A. Moran, G. Walker, & C. Craig, *Key Concepts in Sport Psychology* (p. 80). Newbury Park: SAGE Publications Ltd. doi:<http://dx.doi.org/10.4135/9781446288702.n15>
- Liukkonen, J. (2017). *Psyykinen vahvuus, Mielen taitojen harjoituskirja*. Jyväskylä: PS-Kustannus.
- Maehr, M. L., & Zusho, A. (2009). Achievement Goal Theory: The past, present, and future. In K. R. Wentzel, & A. Wigfield, *Handbook of Motivation in School* (pp. 77-104). Abingdon: Routledge.
- Mallett, C. J., & Rynne, S. B. (2010). Holism in Sports Coaching Beyond Humanistic Psychology: A Commentary. *International Journal of Sports Science & Coaching* , 453-457.
- McLeod, S. A. (2020, March 20). Maslow's hierarchy of needs. Retrieved May 24, 2021, from Simply Psychology: <https://www.simplypsychology.org/maslow.html>

- Merton, R. K. (1973). *The Sociology of Science: Theoretical and Empirical Investigations*. Chicago, United States: University of Chicago Press. Retrieved April 21, 2021, from https://sciencepolicy.colorado.edu/students/envs_5110/merton_sociology_science.pdf
- Milbrath, M. (2017, January 31). Athlete-centered coaching: What, why, and how. *Track Coach*(218), pp. 6939-6944. Retrieved from https://www.researchgate.net/publication/311951642_Athlete-centered_coaching_What_why_and_how
- Miller, R. (2006). Making Connections to the World Some Thoughts on Holistic Curriculum. . *Encounter*, 19-24.
- Niemelä, J. (1984). Holisti ja holistinen ihmiskäsitys. *Alkoholipolitiikka*, 49, 315-320. Retrieved June 6, 2021, from Julkari, sosiaali- ja terveysministeriön hallinnonalan yhteinen avoin julkaisuarkisto: <https://www.julkari.fi/bitstream/handle/10024/128648/ap-1984-6-niemela.pdf?sequence=1&isAllowed=y>
- Papaioannou, A., Marsh, H. W., & Theodorakis, Y. (2004). A Multilevel Approach to Motivational Climate in Physical Education and Sport Settings: An Individual or a Group Level Construct? *Journal of Sport & Exercise Psychology*, 26, 90-119.
- Parker, K., Czech, D., Burdette, T., Stewart, J., Biber, D., Easton, L., . . . McDaniel, T. (2012, August). The Preferred Coaching Styles of Generation Z Athletes: A Qualitative Study. *Journal of Coaching Education*, 5(2), 5–23. doi:<https://doi.org/10.1123/jce.5.2.5>
- Puusa, A., & Juuti, P. (2020). *Laadullisen tutkimuksen näkökulmat ja menetelmät*. Gaudeamus Oy.
- Rauhala, L. (1983, 2005 & 2014). *Ihmiskäsitys ihmistyössä*. Helsinki: Gaudeamus.
- Saari, O. (2015). *Voittamisen anatomia*. Helsinki: Werner Söderström Osakeyhtiö WSOY.
- Salminen, A. (2011, May). Mikä on kirjallisuuskatsaus? -Vaasan yliopisto. Retrieved April 15, 2021, from Univaasa.fi: https://www.univaasa.fi/materiaali/pdf/isbn_978-952-476-349-3.pdf
- Tuomi, J., & Sarajärvi, A. (2018). *Laadullinen tutkimus ja sisällönanalyysi*. Helsinki: Kustannusosakeyhtiö Tammi.
- Törmälehto, M. (2018). *Valmennuksella voittoon*. EU: Fitra.

Walsh, D., & Downe, S. (2005, May 24). Meta-synthesis method for qualitative research: a literature review. *Journal of Advanced Nursing*, pp. 204-211. Retrieved April 15, 2021, from https://www.researchgate.net/publication/45636635_Meta-synthesis_method_for_qualitative_research_a_literature_review

Walsh, R., & Vaughan, F. (1993). ON TRANSPERSONAL DEFINITIONS . *Journal of Transpersonal Psychology*, 199-207.

Westerlund, E. (2019, March 8). Uudella valmennuskulttuurilla arvostusta urheilulle. Retrieved May 09, 2021, from Suomen valmentajat: <https://www.suomenvalmentajat.fi/uutiset/westerlund-uudella-valmennuskulttuurilla-arvostusta-urheilulle/>

Articles chosen for the research

Cervello, E.;Santos Rosa, F. J.;Garcia Calvo, T.;Jimenez, R.;& Iglesias, D. (2007). Young Tennis Players' Competitive Task Involvement and Performance: The Role of Goal Orientations, Contextual Motivational Climate, And Coach-Initiated Motivational Climate. *JOURNAL OF APPLIED SPORT PSYCHOLOGY*, 304-321.

Dowell, T. L.;Waters, A. M.;Usher, W.;Farrell, L. J.;Donovan, C. L.;Modecki, K. L.;. . . Hinchey, J. (2020). Tackling Mental Health in Youth Sporting Programs: A Pilot Study of a Holistic Program. *Child Psychiatry & Human Development*, 15-29.

Dyson, B. (2014). Quality Physical Education: A Commentary on Effective Physical Education Teaching. *Research Quarterly for Exercise and Sport*, 85, 144-152. doi:DOI: 10.1080/02701367.2014.904155

Kennedy, M. D.;Knight, C. J.;Falk Neto, J. H.;Uzzell, K. S.;& Szabo, S. W. (2020). Futureproofing Triathlon: expert suggestions to improve health and performance in triathletes. *BMC Sports Science, Medicine and Rehabilitation*, 1-12. doi:<https://doi.org/10.1186/s13102-019-0153-5>

Lindgren, E.-C.;& Barker-Rucht, N. (17. July 2017). Balancing performance-based expectations with a holistic perspective on coaching: a qualitative study of Swedish women's national football team coaches' practice experiences. *International Journal of Qualitative Studies on Health and Well-being*, 12, 1-11. doi:<https://doi.org/10.1080/17482631.2017.1358580>

Appendix 1. The information retrieval table

Data base	Search phrases, keywords	Number of Results/Hits Articles chosen for the further investigation, were not necessarily accepted to research
EBSCO Host 2 databases: EBSCO Sportdiscus AND Academic Search Complete	Athlete centred coaching Holistic human conception Athlete centred coaching AND holistic approach Athlete centred coaching AND consciousness	19 -> chosen 1 7 -> chosen 0 3 -> chosen 2 1 -> chosen 1
EBSCO Sportdiscus AND Academic Search Complete	Holistic human conception AND athletes OR sports OR athletics Consciousness AND Coaching AND Holistic	162 -> chosen 5 1 -> chosen 0

Appendix 2. The articles chosen for the research from the stage 3

The name of the article	Authors, year	Results	JBI points
<p>A study on in-match rugby coaches' communications with players: a holistic approach</p> <p>Physical Education and Sport Pedagogy, 2014 Vol. 19, No. 3, 320–336, http://dx.doi.org/10.1080/17408989.2012.761683</p> <p>The type of the paper</p> <p>Case study</p> <p>The purpose of the study:</p> <p>The purpose is to characterize coaches' in-contest communications with rugby players, via a series of case investigations that offered an in-depth knowledge of their action.</p>	<p>Alain Mouchet, Stephen Harvey and Richard Light</p> <p>(Received 21 September 2011; final version received 15 October 2012)</p>	<p>A theoretical framework intending to examine the coaches' action in their representational context is suggested. Also, the procedure for a holistic approach of in-match coaching.</p>	<p>EXCLUDED</p>
<p>Futureproofing triathlon: expert suggestions to improve health and performance in triathletes.</p> <p>BMC Sports Science, Medicine & Rehabilitation 1/10/2020, Vol. 12 Issue 1, p1 12p. https://doi.org/10.1186/s13102-019-0153-5</p> <p>The type of the paper</p> <p>Article</p> <p>The purpose of the study:</p> <p>The purpose is to deliver suggestions that serve to enhance existing challenges in triathlon wellbeing and performance.</p>	<p>Michael D. Kennedy, Camilla J. Knight, Joao Henrique Falk Neto, Katie S. Uzzell and Sara W. Szabo</p> <p>Health Lab, Faculty of Kinesiology, Sport, & Recreation, University of Alberta, 4-230 Van Vliet Complex, Edmonton, AB, Canada</p> <p>2020</p>	<p>Five main topics were formed:</p> <p>"Essential evaluation and usage of knowledge".</p> <p>"Integrated styles to improving, distributing, and utilizing investigation and expertise".</p> <p>"Proper advancement and usage of measures for observing training and recovery".</p> <p>"Getting to know your sportsman and implementing holistic approaches to athlete/person-development".</p> <p>"Challenging accepted cultural and sporting norms".</p> <p>People participating revealed the must to lessen the knowledge gap amongst study and practice. Also, additional joint approach to triathlon study advancement between academics and coaches/practitioner.</p>	<p>10/10 included</p>
<p>THE DANCE OF CONVERSATION: MOVEMENT, LANGUAGE AND LEARNING.</p>	<p>Jeanne A. Kentel</p> <p>Carnegie Faculty of Sport and Education, Leeds</p>	<p>DECIDED TO EXCLUDE</p>	<p>EXCLUDED</p>

<p><i>Asian Journal of Exercise & Sports Science 2010 Vol.7 (No. 1)</i></p> <p>The type of the paper</p> <p>Article</p> <p>The purpose of the study:</p> <p>The purpose is to confuse the boundaries between the theory/training, body/psyche, linguistic/movement binaries via a vision of education that contains composition to the entire of individuals in</p>	<p>Metropolitan University</p> <p>2010</p>		
<p>Quality Physical Education: A Commentary on Effective Physical Education Teaching.</p> <p>Research Quarterly for Exercise & Sport Apr2014, Vol. 85 Issue 2, p144 9p.</p> <p>The type of paper</p> <p>Article, Opinion</p> <p>The purpose of the study:</p> <p>In this article, writer is giving a response to 3 articles made by McKenzie & Lounsbery, 2013; Rink, 2013; Ward, 2013. Moreover, writer is focusing on 3 different areas: a) content knowledge, (b) a holistic approach to physical education, and (c) policy impact.</p>	<p>Ben Dyson</p> <p>The University of Auckland</p> <p>2014</p>	<p>This article brings the idea of quality teaching instead of teacher effectiveness. Also, the writer suggested look further for the "content knowledge" and "pedagogical knowledge". Moreover, writer suggests that the assessment should be done from different perspectives, involving a social-critical perspective.</p>	<p>6/6 included</p>
<p>Tackling Mental Health in Youth Sporting Programs: A Pilot Study of a Holistic Program</p> <p>Child Psychiatry & Human Development (2021) 52:15–29 https://doi.org/10.1007/s10578-020-00984-9</p> <p>The type of paper:</p> <p>Article, pilot study</p> <p>The Purpose of the study:</p> <p>The goal of the current study was to find the gaps by leading a opening assessment of the feasibility, acceptability and efficacy of an united organization aiming player mental health surrounded inside an organised sport scenery for boys, a junior development program for 12- to 15-year-old male rugby league players.</p>	<p>Tiah L. Dowell · Allison M. Waters · Wayne Usher · Lara J. Farrell · Caroline L. Donovan · Kathryn L. Modecki Melanie J. Zimmer-Gembeck · Mike Castle · James Hinchey</p> <p>2021</p>	<p>This pilot study found that surrounding an united psychological health organization including feedback, assessment and a multi-component involvement inside the framework of a holistic childhood sports program caused in decreases in nervousness, and enhancements in determination, effectiveness to cope undesirable feelings, and prosocial behaviour. At the personal stage, study found promising opening outcomes to indicate that communicating with the parents of minority at elevated possibility for mental health challenges improved entrance to care and</p>	<p>7/9 included</p>

		decreases in certain warning sign.	
<p>Balancing performance-based expectations with a holistic perspective on coaching: a qualitative study of Swedish women's national football team coaches' practice experiences</p> <p>INTERNATIONAL JOURNAL OF QUALITATIVE STUDIES ON HEALTH AND WELL-BEING, 2017 VOL. 12, 1358580 https://doi.org/10.1080/17482631.2017.1358580</p> <p>Type of paper:</p> <p>Article, Qualitative research</p> <p>Purpose of the study:</p> <p>The purpose of the research was to discover in what manner an elite sample of women's national football team coaches explained in what way they execute cautious coaching while confronting public and managerial stress to succeed.</p>	<p>Eva-Carin Lindgren and Natalie Barker-Ruchti</p> <p>School of Health and Welfare, Halmstad University, Halmstad, Sweden; Department of Food and Nutrition, and Sport Science, University of Gothenburg, Gothenburg, Sweden</p> <p>2017</p>	<p>The football coaches universally embraced a holistic conception to coaching. The strategies for coaching they portrayed contained boosting players' growth, well-being, and sustainable elite performance; pay attention to the players' opinions and participating in conversation; and forming a constructive atmosphere and encouraging fair play.</p>	9/10 Included
<p>Comparing successful aging, resilience, and holistic wellness as predictors of the good life</p> <p>Educational Gerontology. Jul 2018, Vol. 44 Issue 7, p459-468. 10p. 5 Charts</p> <p>Type of paper:</p> <p>Article</p> <p>Purpose of the study:</p> <p>The aim is to compare the comparative contributions of Rowe and Kahn's description of successful aging (SA), strength, and the holistic wellbeing model for forecasting contentment, life enjoyment, and self-assessed physical condition in later life cycle.</p>	<p>Matthew C. Fulen, Virginia E. Richardson, and Darcy Haag Granello</p> <p>School of Education, Virginia Polytechnic Institute and State University, Blacksburg, VA, USA</p> <p>College of Social Work, The Ohio State University, Columbus, OH, USA</p> <p>Department of Educational Studies, The Ohio State University, Columbus, OH, USA</p>	<p>Overall, holistic wellbeing and strength forecast joy, life pleasure, and bodily wellbeing better than SA only. Once expecting joy and life fulfilment, race and holistic wellbeing were major prognosticators. Age and holistic well-being were the greatest forecasters of self-measured corporeal health.</p>	EXCLUDED
<p>Young Tennis Players' Competitive Task Involvement and Performance: The Role of Goal Orientations, Contextual Motivational Climate, And Coach-Initiated Motivational Climate</p> <p>JOURNAL OF APPLIED SPORT PSYCHOLOGY, 19: 304-321, 2007 ISSN: 1041-3200 print / 1533-1571 online DOI: 10.1080/10413200701329134</p> <p>The Type of paper:</p> <p>Article</p>	<p>Cervelló, Eduardo, Santos Rosa, Francisco J. Calvo, Tomás García Jiménez, Ruth Iglesias, Damián</p> <p>Miguel Hernández University of Elche, Spain</p>	<p>Comparison on the perception of a coach-oriented learning orientation in competition and a coach-initiated performance orientation in competition.</p>	8/10 Included

<p>Purpose of the study:</p> <p>The purpose of the study was to investigate the position of situational and dispositional elements in providing to competitive task engagement and execution.</p>	<p>University of Seville, Spain</p> <p>University of Extremadura, Spain</p>		
<p>Athlete-centered Coaching: WHAT, WHY, AND HOW</p> <p>Track Coach Winter2017, Issue 218, p6939</p> <p>The type of paper:</p> <p>Periodical article</p> <p>Purpose of the article:</p> <p>Describe athlete-centred coaching.</p>	<p>MARSHALL J. MILBRATH</p> <p>2017</p>		<p>EXCLUDED</p>

Appendix 3. The JBI Critical appraisal checklist for quasi-experimental studies, Critical appraisal checklist for qualitative research, and Critical appraisal checklist for text and opinion papers

JBI Critical Appraisal Checklist for quasi-experimental studies

Reviewer _____ Date _____

Author _____ Year _____ Record Number _____

	Yes	No	Unclear	Not applicable
1. Is it clear in the study what is the 'cause' and what is the 'effect' (i.e. there is no confusion about which variable comes first)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Were the participants included in any comparisons similar?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Were the participants included in any comparisons receiving similar treatment/care, other than the exposure or intervention of interest?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Was there a control group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Were there multiple measurements of the outcome both pre and post the intervention/exposure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Was follow up complete and if not, were differences between groups in terms of their follow up adequately described and analyzed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Were the outcomes of participants included in any comparisons measured in the same way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Were outcomes measured in a reliable way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Was appropriate statistical analysis used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall appraisal: Include Exclude Seek further info

Comments (Including reason for exclusion)

JBI Critical Appraisal Checklist for Qualitative Research

Reviewer _____ Date _____

Author _____ Year _____ Record Number _____

	Yes	No	Unclear	Not applicable
1. Is there congruity between the stated philosophical perspective and the research methodology?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is there congruity between the research methodology and the research question or objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is there congruity between the research methodology and the methods used to collect data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there congruity between the research methodology and the representation and analysis of data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is there congruity between the research methodology and the interpretation of results?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is there a statement locating the researcher culturally or theoretically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is the influence of the researcher on the research, and vice-versa, addressed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are participants, and their voices, adequately represented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is the research ethical according to current criteria or, for recent studies, and is there evidence of ethical approval by an appropriate body?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do the conclusions drawn in the research report flow from the analysis, or interpretation, of the data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall appraisal: Include Exclude Seek further info

Comments (Including reason for exclusions)

JBI Critical Appraisal Checklist for text and opinion papers

Reviewer _____ Date _____

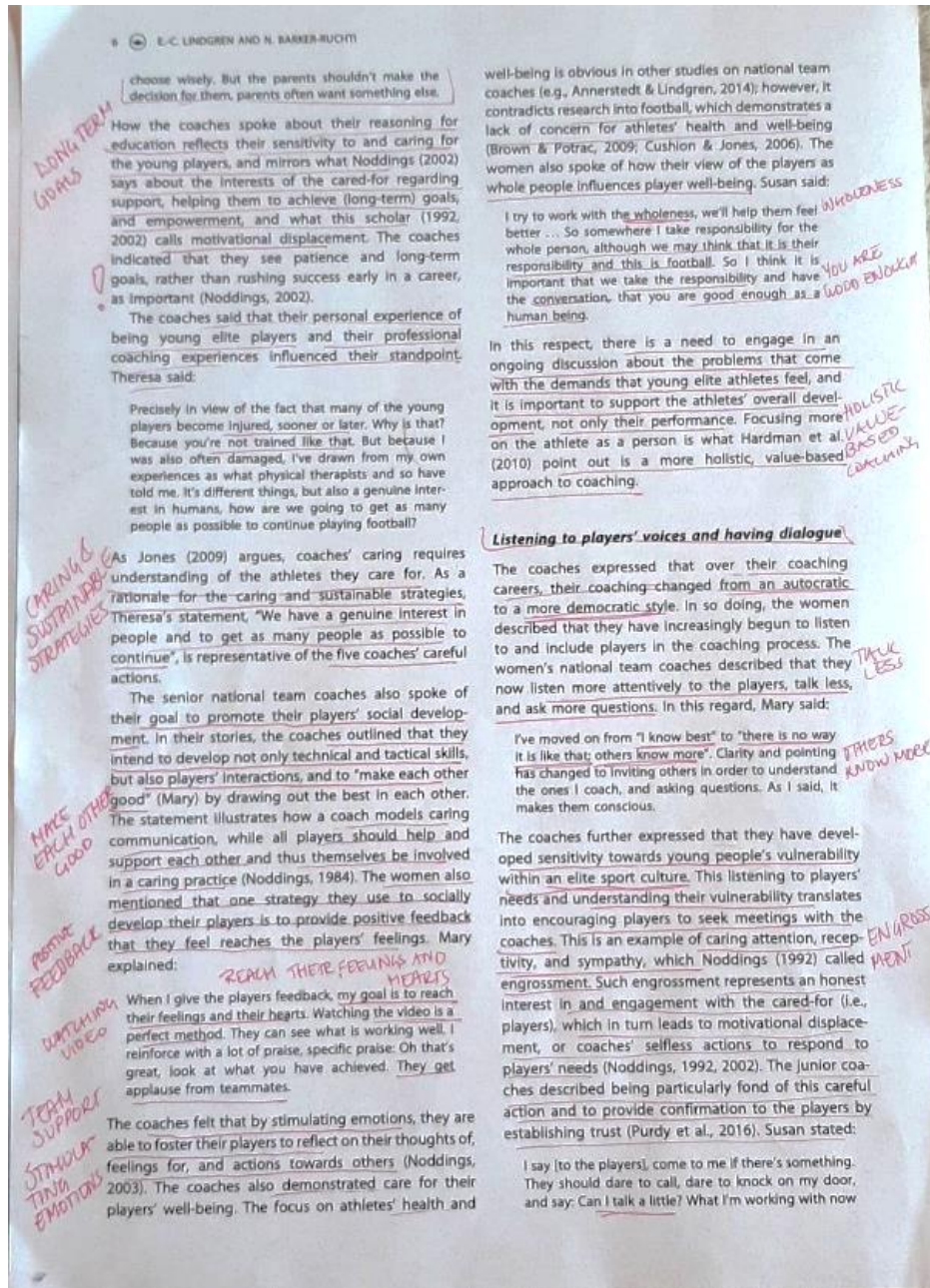
Author _____ Year _____ Record Number _____

	Yes	No	Un-clear	Not ap-plicable
1. Is the source of the opinion clearly identified?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the source of opinion have standing in the field of expertise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are the interests of the relevant population the central focus of the opinion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the stated position the result of an analytical process, and is there logic in the opinion expressed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is there reference to the extant literature?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is any incongruence with the literature/sources logically defended?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall appraisal: Include Exclude Seek fur-
ther info

Comments (Including reason for exclusion)

Appendix 4. The fifth stage of research process, highlighting the phrases



Appendix 5. Simplifying the original phrases and creating lower and upper categories

ORIGINAL PHRASES	SIMPLIFY:		UPPER CATEGORIES
<p>"Promoting development and well-being"</p> <p>"listening to the players voices and having dialogue"</p> <p>Creating positive environment and promoting fairplay</p>	<p>promote enjoyment, well-being</p> <ul style="list-style-type: none"> listen and discuss <p>create environment</p> <p>values practise</p>	<p>No "hassle" overtraining (long term goals)</p> <ul style="list-style-type: none"> empathy make each other good ambition of fair play young age groups 	<p>Caring</p> <p>Careful coaching</p> <p>what are they competing for?</p> <p>Solidarity</p> <p>positive feedback</p> <p>moral education: ethics?</p> <p>Freedom to decide</p>
<p>"At present, although calls for caring, holistic and athlete-centred coaching are common, only a few empirical examples exist of how elite or national team coaches manage negotiation of results base expectations and holistic athlete development"</p>	<p>Caring, holistic athlete-centred coaching</p> <p>only few empirical examples exist</p> <ul style="list-style-type: none"> pressure of results holistic athlete development 	<p>holistic coaching n elite level</p> <p>few studies</p> <ul style="list-style-type: none"> win at all cost holistic progress 	<p>Holistic ATHLETE DEVELOPMENT</p>
<p>"Use the term quality teaching rather than teacher effectiveness"</p>	<p>QUALITY TEACHING</p> <p>TEACHER EFFECTIVENESS</p>	<p>QUALITY</p> <p>EFFECTIVENESS</p>	<p>STYLE OF TEACHING</p>
<p>"Without deeper understanding of content, teacher will be unable to teach meaningful sub-comes in physical education"</p>	<p>"relation of the student to the content"</p>	<p>"create positive learning environment"</p>	<p>Relationships: whether be student and the content or relationship with student and teacher are enormous values</p>
<p>"Whole child perspective is critically important today in a world where sedentary lifestyle and unhealthy eating practices are just 2 of many"</p>	<p>physical, cognitive, social, emotional development</p>	<p>Socio-critical perspective</p>	<p>Socio-critical perspective</p>
<p>Coaches must take time to understand the athletes broader lives and how much it can impact their health and performance</p> <p>over-training</p> <p>technology might distract</p>	<p>human is not machine</p>	<p>technology might distract</p>	<p>how much it can impact their health and performance</p>

