



Using Value Creation Framework to Assess the Value Created by Recent Curriculum Changes in the Degree Program of Sport Coaching and Management

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Value Creation Framework (VCF) is a commonly used framework to assess the value created by participants in coach education programs that are considered social learning spaces. An example of such a program is Haaga-Helia University of Applied Science's (HHUAS) Degree Program in Sport Coaching and Management (DP), an International Council of Coaching Excellence (ICCE) endorsed degree program intended to prepare students to fulfil the main functions of a coach.

The aim of the present study was to assess the value created for students by the new courses within HHUAS DP. The new courses were Establishing Coaching Philosophy, Skill Acquisition and Learning in Coaching, Personal Growth 1, and Successful Team Culture. Due to the change in curriculum, the addition of classes, and the lack of formal assessment of value created by courses it was necessary to assess the value created for the students.

The curriculum change was necessary due to the education reform in HHUAS, and the change in curriculum for the DP was influenced by the International Degree Standards published by the ICCE. The implementation of the new courses were influenced by the Degree Standards and the previous curriculum changes that shifted the program to a student-centered and competence based method.

To assess the value created by the new courses, a questionnaire was developed using the VCF and asked questions to provoke responses about the immediate, potential, applied, realized, and transformative cycles of value. The VCF is used to assess the value created for the participants in social learning spaces. In its current implementation the DP is a social learning space and the VCF can be used to assess the value created for the students.

The questionnaire was developed using Webropol 3.0, an online survey tool, with a link to each questionnaire emailed to each student in the first-year class. The return rate of the questionnaire over all four periods was 40%.

The results showed value was created for the students in all four of the assessed courses and at all five of the cycles of value mentioned previously. Many of the cycles and courses had high levels of value created for the responding students with most students able to indicate in their responses that value was created to some level for them. Some of the responses showed no value created for the students and then a few students responses indicated negative value created in a couple of the courses assessed.

Keywords

Value Creation, Coach Education, Coach Development, Sport Coaching

Table of contents

1	Introduction.....	1
2	How Coaches Learn.....	3
2.1	Moon's Generic View of Learning	3
2.1.1	Mediated Learning Situations.....	4
2.1.2	Unmediated Learning Situations.....	5
2.1.3	Internal Learning Situations	5
2.2	Formal vs. Informal Coach Education	6
2.3	How Much of Each Type of Learning?	7
2.4	Effective Mediated, Formal Learning Situations	7
2.5	Combined Model of Types of Learning Situations	8
2.6	Social Learning Spaces.....	9
2.6.1	Dimensions of Participation in Social Learning Spaces	10
2.6.2	Social Learning Spaces in Coaching	11
2.7	Individual Processes of Learning	11
2.8	The Role of Coach Developers	12
3	Degree Program in Sports Coaching and Management	14
3.1	Background of the Degree Program in Sports Coaching and Management	14
3.2	Pedagogy in Finnish Universities of Applied Sciences	14
3.3	ICCE Degree Standards.....	15
3.3.1	Need for the Standards	15
3.3.2	Qualification criteria and outcomes for degree programs.....	16
3.3.3	Bachelor's Degree in Sport Coaching Profile	18
3.4	Recent Curriculum Change in the Degree Program of Sports Coaching and Management.....	21
3.4.1	Summary of Previous Curriculum	21
3.4.2	Need for the Curriculum Change	22
3.4.3	Summary of New Curriculum	22
3.5	Degree Program as a Social Learning Space.....	25
4	Framework and Method	26
4.1	Learning as Value Creation	26
4.2	Value Creation Framework.....	26
4.2.1	Immediate Value.....	27
4.2.2	Potential Value	28
4.2.3	Applied Value	28
4.2.4	Realized Value	29
4.2.5	Transformative Value	30
4.3	Value Creation Framework in Coach Development Research	30
4.4	Method	31

4.4.1	Webropol 3.0 Survey	31
4.4.2	Participants	31
4.4.3	Questionnaire Description	32
4.4.4	Data Analysis: From Survey to Stories	34
5	Value Created by the New Courses	35
5.1	Overall Participation in the Degree Program.....	35
5.2	Establishing Coaching Philosophy	35
5.2.1	Immediate Value Created.....	36
5.2.2	Potential Value Created	36
5.2.3	Applied Value Created	37
5.2.4	Realized Value Created	38
5.2.5	Transformative Value Created	38
5.3	Skill Acquisition and Learning in Coaching	39
5.3.1	Immediate Value Created.....	40
5.3.2	Potential Value Created	40
5.3.3	Applied Value Created	41
5.3.4	Realized Value Created	42
5.3.5	Transformative Value Created	42
5.4	Personal Growth 1	43
5.4.1	Immediate Value Created.....	44
5.4.2	Potential Value Created	44
5.4.3	Applied Value Created	45
5.4.4	Realized Value Created	45
5.4.5	Transformative Value Created	46
5.5	Successful Team Culture	47
5.5.1	Immediate Value Created.....	47
5.5.2	Potential Value Created	48
5.5.3	Applied Value Created	48
5.5.4	Realized Value Created	49
5.5.5	Transformative Value Created	49
6	Discussion	50
	References.....	53
	Appendices.....	58
	Appendix 1. Bachelor Degree in Sport Coaching Primary Functions, Competencies and Skills. Adapted from (Lara-Bercial et al., 2016, 17-18).....	58
	Appendix 2. Bachelor Degree in Sport Coaching Knowledge Basis and Exemplary Theoretical Foundations. Adapted from (Lara-Bercial et al., 2016, 19-21).....	60

1 Introduction

Research on sports coaching and coach education has increased in the past decade (Bertram, Culver and Gilbert, 2015). This includes an increase in the use of the Value Creation Framework developed by Etienne and Beverly Wenger-Trayner (2020). This framework is used to assess the value created of participants in a social learning space, such as the one in Haaga-Helia's University of Applied Science's (UAS) Degree Program in Sport Coaching and Management.

In 2021 Haaga-Helia UAS' Degree Program in Sport Coaching and Management began its first class of students, identified as DP21, under its new curriculum. The curriculum change was part of Haaga-Helia UAS's education reform that began in in 2019 (Haaga-Helia, 2021a). The structure of the curriculum was influenced by the International Council of Coaching Excellence's (ICCE) Degree Standard and the curriculum was the second in the world to receive full endorsement from the ICCE (Bales and Woodburn, 2021).

The thesis will provide information on the practices that have been used to teach sport coaches. Coach learning takes place in a variety of situations such as mediated and unmediated opportunities and formal and informal learning situations. While each of the assessed courses attempted to create a variety of learning situations, due to the formality of a degree program the thesis assesses courses that are mostly mediated, formal learning opportunities.

The differences between the previous curriculum and the new curriculum of Haaga-Helia UAS's Degree Program in Sport Coaching and Management are identified in the thesis. The thesis also shows the shift in teaching styles of the program from content- to competence-based and from teacher- to student-centered. The competence-based, student-centered teaching of the program is continued into the new curriculum that began during the 2021-22 school year.

The Value Creation Framework used to assess the value created by the new courses relies on the degree program being a social learning space. A social learning space is a collection of individuals that take part in a learning partnership in relation to a certain domain (Duarte, Culver and Paquette, 2021, 348). For the degree program the domain is sports coaching, and the learning partnership is created between the students themselves and the instructors.

The method for collecting the data was an online survey built with Webropol 3.0 with questions built using the Value Creation Framework. The 5 questions per course were

built to gather responses on the perceived immediate, potential, applied, realized, and transformative cycles of value for the students. The framework is used to assess value created by participation in a social learning space and in this case the survey was used to collect the value created for the DP21 students.

The new curriculum introduced four courses to the program which are Establishing a Coaching Philosophy, Skill Acquisition and Learning in Coaching, Personal Growth 1, and Successful Team Culture ("Curriculum 2021," 2021). The aim of this thesis was to use The Value Creation Framework from Etienne Wenger-Trayner and Beverly Wenger-Trayner to assess the value created for the DP21 students in these four courses. The DP21 students were the first to experience the new courses fully under the new curriculum and whether the courses are perceived as valuable for the students as implemented is the problem being studied. Until this thesis there had been no formal assessment of the degree program using the Value Creation Framework. Without course assessment it is not easy to know when the courses need to be adjusted to better serve the students in the program. The findings from the thesis could lead to changes in the implementations of the courses to create a more valuable experience for the students.

The thesis delimitations were to stick to the four courses mentioned previously as well as the overall participation in the degree program in the immediate cycle of value. This was done to ensure that the courses chosen could be assessed in depth and there was enough time to thoroughly analyze the responses. It was also chosen to assess only 5 of the 8 cycles of value in the thesis. A questionnaire like the one given to the participants in this study is most effective at analyzing immediate, potential, applied, and realized cycles of value (Wenger-Trayner and Wenger-Trayner, 2020, 215). The author added questions about the transformative cycle of value on the suggestion of Dr. Diane Culver, a researcher with experience using the Value Creation Framework in coach education (Culver 11 November 2021).

Mendeley Cite was used to automate the references in this thesis.

2 How Coaches Learn

The literature around coach learning mentions several theories and views on learning and educational theory and how it can be applied to sport coaches. Coaches are exposed to a variety of learning opportunities in their process of developing expertise (Mallett et al., 2009, 325). An ongoing debate about how coaches learn best and how expertise is developed, including which type of learning opportunities are most effective in this process (Crisfield, 2020, 285). Lifelong coach learning is considered important at all levels of sport but too often, short online workshops or single workshops are considered sufficient (Mallett, Rynne and Trudel, 2021, 239). Therefore, it is crucial to understand the current research on how coaches learn best.

This chapter will focus on two commonly occurring perspectives in coach learning research, Jennifer Moon's generic view on learning applied to sports coaching by Werthner and Trudel (2006) and formal vs. informal coach education explored by Mallett and colleagues (2009). The idea of formal and Informal coach education overlaps with Moon's generic view on learning in many ways which will be described in the subchapter on Formal vs. Informal Coach Education. This chapter will explore Moon's generic view on learning and formal vs. informal education and how much of each education should be present in addition to a model presented by the International Council of Coaching Excellence (ICCE) (2013) and Crisfield (2020). Beyond Moon's generic view of learning and formal vs. informal learning, Social Learning Spaces have been a large focus in Coach Development recently and will also be described in this chapter (Duarte, Culver and Paquette, 2021, 348). The chapter will finish with summarizing the role of a coach developer.

2.1 Moon's Generic View of Learning

In their 2006 article, Werthner and Trudel applied Jennifer Moon's generic view on learning to coach learning and produced a new theoretical perspective on how sport coaches learn to coach. Moon makes a distinction between two views of learning called "building a brick wall" and the "network" which are important to understanding her generic view on learning. (Werthner and Trudel, 2006, 199)

In the brick wall view on learning, instruction is difficult to separate from learning as without instruction there is no learning in this view. The instructor is providing the learner with bricks of knowledge because they know how it will all fit together and form the pattern of the wall. In this view the learner is passive and are expected to acquire information and reproduce it during the assessment phase. For sport coaches this view would mean the

national governing body, federation, organization, or sports association would create course of content knowledge along with the delivery and assessment formats. (Werthner and Trudel, 2006, 201)

The second view on learning is the “network” which views learning as a process of changing conceptions. This is a network of knowledge, feelings, or emotions that represents what the learner knows at one time. In this view, learning is seen as more than the accumulation of knowledge but as the changing of cognitive structure in the learner. This learning can take place in a variety of ways and with or without a facilitator. Three learning types are established in Moon’s generic view on learning and include mediated learning, unmediated learning, and internal learning. (Trudel, Culver and Werthner, 2012, 379)

2.1.1 Mediated Learning Situations

According to Moon (2004, in Crisfield, 2020, 288) mediated learning situations refer to, “learning that is aided by another person or through the use of a medium that simplifies the material of teaching.” In these learning situations, the learning is planned and directed by an individual other than the learner, usually a coach developer or an organization. This means that the content, delivery, and assessment methods are outside of the learners’ control. (Mallett, Rynne and Trudel, 2021, 249)

The benefit of mediated learning situations is that they are packaged, have quality assurance, and provide recognition of completion (Mallett et al., 2009, 330). However, limitations to mediate learning situations also exist and one is the lack of attention to the needs of the individual coaches in the education. The internal cognitive structures of the coaches could be different within the course. Calling on an example provided by Werthner and Trudel (2006, 203) one coach may be an ex-international athlete with 15 years coaching experience and the resources at their disposal to call on experts to help their athletes with anxiety and the other may be a relatively new coach working without the resources. For the second coach, the lack of resources and experience may cause them to pay attention to different details throughout the education than the first coach. In addition, the coaches’ view on learning and their construction of knowledge also impacts the effectiveness of the mediated learning situations. (Werthner and Trudel, 2006, 203)

The ICCE (2013, 39) further splits mediated learning situations into formal and informal experiences to provide examples. Formal mediated learning situations could include university programs, coach education courses, and coach qualifications such as Haaga-Helia’s Degree Program of Sport Coaching and Management. Informal mediated learning

situations include coaching clinics, seminars, mentoring, and communities of practice. (International Council for Coaching Excellence, Association of Summer Olympic International Federations and Leeds Metropolitan University, 2013, 39; Crisfield, 2020, 288)

2.1.2 Unmediated Learning Situations

Unmediated learning situations, as Moon points out, occur when the learner chooses what to learn about something. This includes the learner taking the initiative and choosing what, when, and how to learn. (Werthner and Trudel, 2006, 201; Crisfield, 2020, 288)

The topic a coach chooses is likely to come with what they are facing with in their unique context, which is one of the benefits of unmediated learning situations. This could lead to more motivation to learn the subject chosen by the learner themselves, rather than learning a topic chosen for them. This type of learning is also limited by several factors including the coach's own ability to learn, their openness and eagerness to create learning opportunities, and the fact that coaches cannot look for information they do not know exists. Also, opportunities to understand what is needed may be limited from the lack of direction and feedback and may be difficult to access due to the competitive nature in some sports. (Werthner and Trudel, 2006, 204; Mallett et al., 2009, 330)

Trudel and Gilbert (2006, in Mallett, Rynne and Trudel 2021, 249) suggest that unmediated learning can be divided into unconscious and conscious learning. Unconscious learning happens regarding the subculture of the sport. It allows the coach, unknowingly, to behave in ways that helps them fit in with others in their context. This also helps the coach over time understand and navigate social or political arrangements in their context. Conscious unmediated learning is the purposeful efforts made by a coach to solve problems and develop new areas of expertise. These methods could include reading relevant books, listening to podcasts, searching the web, or in the most popular way of discussing with and observing colleagues at work. (Mallett, Rynne and Trudel, 2021, 249)

2.1.3 Internal Learning Situations

According to Werthner and Trudel in 2009, in internal learning situations, the learner is not exposed to new material but instead there is a reconsideration of existing ideas in the coach's cognitive structure. This learning can happen in mediated or unmediated contexts. (Crisfield, 2020, 288) An example of a mediated context would be when a coach developer has a coach reflect on previous experiences or learnings. Unmediated internal learning would be when a coach themselves chooses to reflect on experiences. Internal

learning situations can also be seen as reflection activities or processes that the coach goes through to restructure their cognitive structures. The potential of using reflection to improve one's coaching behaviors has been highlighted by several authors in the field of coach education (Knowles *et al.*, 2014).

Reflective practice should be commonplace in work of professionals and is best used when scheduled into a coaches' schedule (Knowles *et al.*, 2014, 7; Mallett, Rynne and Trudel, 2021, 250). Engaging in reflective practice can help professionals bridge the gap between theoretical knowledge and practice (Knowles *et al.*, 2014, 7-8). One limitation of internal learning situations and reflective practice are the coaches' readiness to question their own knowledge as it is important to bring a level of objectivity to the learning situation in order to create new knowledge and not just go in circles (Werthner and Trudel, 2006, 204). Another challenge is ensuring that the depth of the reflection or internal learning is adequate to create meaningful learning. While most coaches acknowledge they understand and value reflection, they often perform it at a superficial level. (Mallett, Rynne and Trudel, 2021, 250)

2.2 Formal vs. Informal Coach Education

Mallett and colleagues wrote separately about formal vs informal coach education, however, they suggest that mediated learning situations encompass the formal and less formal learning they present, and that unmediated learning situations includes the informal/incidental learning. They also suggest that internal learning situations are seen as a complement to the two other learning situations in their view. (Mallett *et al.*, 2009)

Expanding on this and drawing from a framework described by Coombs and Ahmed, formal learning can be seen structured, mediated, and often mandated, nonformal learning is structured and mediated but learner initiated and finally, informal learning is unstructured, unmediated and learner initiated (Coombs and Ahmed, 1974; Walker, Thomas and Driska, 2018). Incidental learning is added to this by Marsick and Watkins as the learning that occurs in everyday encounters and working and living in a given context (Marsick and Watkins, 2001, 29).

Mallett and colleagues warn against arguing formal vs. informal education for coaches as coaches need access to varying educational opportunities, both formal and informal, that facilitate learning. It is not about which form is superior but acknowledging the contribution of all forms of education on the lifelong journey of coaching education. (Mallett *et al.*, 2009, 332)

2.3 How Much of Each Type of Learning?

As Mallet and colleagues (2009, 332) suggested previously, it is not a debate about which type of education but Crisfield (2020, 288-289) argues that there is a ratio of types of educations for coaches that leads to more learning. Crisfield applies the Jennings' model of 70:20:10 to coach education situations that a coach should encounter. It is noted that this is not a prescribing ratio, but rather a framework for coach development. (Crisfield, 2020, 288) Jennings' model is based on three main reasons namely learning is a powerful and continuous process, context is vital for effective learning, and learning is more impactful when we solve real problems with real solutions ourselves (Jennings, 2016). Using Jennings' model in coach education, Crisfield (2020, 290) suggested that 70 percent of learning for coaches should be in unmediated and informal situations, 20 percent in mediated but nonformal situations and 10 percent in mediated and formal situations. This suggestion from the findings of Coombs and Ahmed that people acquire knowledge, skills, attitudes, and insights from exposure to the environment and daily. Applied to coach development it is that coaches gain most of their knowledge through unmediated and often hands-on experience. (Crisfield, 2020, 289)

Beyond Jennings' model, another important influencer on the amount of each type of education is what coaches find to be useful situations for learning. It has been found by many sources that coaches 'feel' more learning takes place in informal, unmediated settings and that those settings are more valuable to their learning (Mallett et al., 2009, 332; Crisfield, 2020, 289; Mallett, Rynne and Trudel, 2021, 249). In criticism of this, Walker, and colleagues (2018, 696) mention that due to the expansion of the internet and smart phones has increased the opportunities for informal learning and there needs to be further explorations to determine the impact of these opportunities on coach learning.

2.4 Effective Mediated, Formal Learning Situations

Degree programs such as the Degree Program in Sports Coaching and Management at Haage-Helia University of Applied Sciences are examples of mediated, formal learning situations. In that context, to facilitate effective mediated learning situations, Trudel and colleagues (2012, 376) suggest taking a constructivist informed approach in which the learner constructs their own knowledge. There is also a consensus in research that coach education should be learner-centered to focus on how each learner can make the opportunity meaningful for themselves and their context (Tusting and Barton, 2003; Werthner and Trudel, 2006; Trudel, Culver and Werthner, 2012; Crisfield, 2020; Mallett, Rynne and Trudel, 2021). Beyond that, coach education opportunities should take a competence- and problem-based approach rather than a content- and subject-based approach (Tusting and Barton, 2003; Crisfield, 2020).

Trudel and colleagues (2012, 380-382) also suggest five key points for delivering mediated learning situations. These include selecting the appropriate amount of material to deliver. It is important that there is not too much material to learn as this will keep the learners on the surface level of learning. Another is about selecting the correct messenger. In a constructivist approach, the leader of the education is the facilitator. Their role is to guide the learners, not to teach them. The third is to provide adequate information to situate the material of teaching. In other words, the facilitator needs to be able to draw a link between the material and the coaches' context, so they see it as useful. The fourth key point is regrouping coaches with similar cognitive structures or biographies. This is to say that coaches should be grouped for their education dependent on something in common in their context or learning needs, such as their sport for novice coaches or their level for elite coaches. Finally, coach education programs should be offered online. While there needs to be more research on the effectiveness of online programs, many coaches are open to these less formal approaches. (Trudel, Culver and Werthner, 2012, 380-382)

2.5 Combined Model of Types of Learning Situations

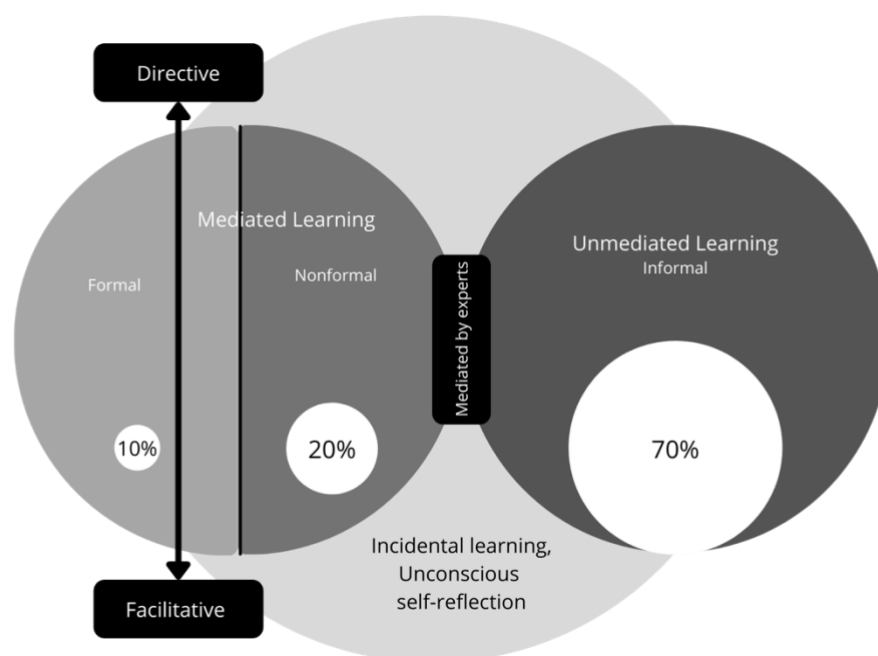


Figure 1. Combined model of types of learning situations (adapted from (Crisfield, 2020, 289-290))

Figure 1 shows a combination of types of learning situations presented by Crisfield (2020, 289-290). This combination visually represents the ideas explained previously including the percentages presented by Jennings' 70:20:10 model, adapted to sport coach learning by Crisfield. Again, this model says that 70 percent of learning should take place as

unmediated and informal learning, 20 percent as mediated but nonformal learning, and 10 percent as mediated, formal learning. (Crisfield, 2020, 288)

Behind all types of learning is incidental learning and unconscious self-reflection which, as argued by Marsick and Watkins (2001, 332), is where most of a coach's learning takes place. Recognition for these everyday experiences as valuable learning opportunities is growing in various fields, including sport coaching (Mallett *et al.*, 2009).

One piece of figure 1 that is added in the image from the models is the directive to facilitative continuum for mediated learning situations. Facilitative styles encourage the learner to find their own solutions with the educator asking questions that encourage the learner to think for themselves. The directive style has the educator tell the learner what is wrong or needs to be addressed in their solution or thinking to conform with their content. (Sewell, 2009) Facilitative learning situations would mean the instructor asks rather than commands, builds relationships, and remains flexible to the learners' solutions. A facilitative style could also support the autonomy of the learners, increase commitment, and sparks innovation. (Indeed Editorial Team, 2021b) Directive learning situations would have an authoritative educator and a strict protocol for the education. In directive learning innovation is discouraged because the solutions need to fit the content. (Indeed Editorial Team, 2021a) Facilitative learning situations may be more beneficial as learning is more likely to take place when learners are given real problems to work through and find real solutions for (Jennings, 2016). This cannot happen in directive learning situations due to the need to follow a protocol and have the solutions match the content of the education.

2.6 Social Learning Spaces

A social learning space (SLS) is a collection of individuals that take part in a learning partnership in relation to a certain domain (Duarte, Culver and Paquette, 2021, 348). The words *social learning space* house the key characteristics of the definition of such spaces. The word *social* reflects the social relationships and interactions among the members that are central to and define the space. *Learning* implies that participation in the space is a mutual engage at the edge of everyone's unknown and that social interactions are structured by a desire to inquire together. Finally, *space* refers to the "enclosure of engagement," an area where mutual learning can take place, though this is not necessarily a physical space. (Wenger-Trayner and Wenger-Trayner, 2020)

Beyond these characteristics, there are many that are not relevant to the definition of a social learning space but impact particular spaces and how they are built. The first of these characteristics is that the space can be designed or spontaneous. For example, the

SLS could be part of a designed course or an individual or series of casual conversations. (Wenger-Trayner and Wenger-Trayner, 2020) In this way, SLS's can fall under any type of learning situation seen in figure 1. Another characteristic is that an SLS can be homogenous or diverse. In an SLS, people merely must have a learning partnership, beyond that they can have a variety of backgrounds, interests, opinions, practices, perspectives, or intentions. As mentioned earlier, the word *space* defines the space made by the interactions between members. The setting of such a space can vary between a structured classroom, a bus ride, online forum, coffee table, or any other setting. The final characteristic Wenger-Trayner both mention is the gamut of relationships in the SLS. Relationships need to be built around learning but could be defined by competitive or collaborative, peaceful or conflictual, close or distant, or anchored in trust or suspicion. (Wenger-Trayner and Wenger-Trayner, 2020)

2.6.1 Dimensions of Participation in Social Learning Spaces

To participate in an SLS, members must care to make a difference in their world, be willing to engage in uncertainty, and pay attention. The amount that each dimension is realized by the individual participants can vary. For example, one participant may pay attention more than others. This extends to the group itself, as something can be more or less an SLS, and how much of an SLS a group is may also depend on the feeling of each individual. (Wenger-Trayner and Wenger-Trayner, 2020)

As the first dimension mentioned previously mentioned, "participants are there to enhance their ability to do something to affect their world in a way they care about..." (Wenger-Trayner and Wenger-Trayner, 2020). The difference that someone wants to make can be part of a grand strategy or can be a small, incremental difference or series of differences. Not everyone in the space must care to make the same difference, or care about the difference they want to make to the same extent. Finally, the difference someone wants to make can evolve and change through their participation in the space. (Wenger-Trayner and Wenger-Trayner, 2020)

The second dimension is that participants must be willing to engage in uncertainty. This does not mean that certainties do not have a place in an SLS, but they are a means to an end rather than the end itself. Everybody should be acting on the edge of their unknown and no one should be claiming to own the destination or claim to fully know. A nuance to note is the engagement *of* uncertainty vs the engagement *in* uncertainty. Engagement of uncertainty means to doubt everything you know, which is not the goal of an SLS. Instead, the engagement in uncertainty is having a tension between caring to make a difference but not knowing how to get there. (Wenger-Trayner and Wenger-Trayner, 2020)

The final dimension of participation is that members must be paying attention. This means that when engaging in an activity one is aware of responses, or lack of responses, which is a response in its own way. Paying attention is an active dance between accepting, thinking about, resisting, or refusing feedback and not just taking it at face value. Paying attention can create more uncertainty in participants as well as resolve uncertainty. (Wenger-Trayner and Wenger-Trayner, 2020)

2.6.2 Social Learning Spaces in Coaching

Social learning spaces have begun to receive a lot of attention in coach education literature (e.g., Bertram, Culver and Gilbert, 2017; Duarte, Culver and Paquette, 2020, 2021). Wenger (1998, in Bertram, Culver and Gilbert, 2017) suggests that people learn by finding meaning in their work and by interacting with others. Wenger (1998, in Duarte, Culver and Paquette, 2020) also provides four assumptions from the social learning theory that humans are fundamentally social, learning is at the core of our existence, knowing is active participation in a cause we care about, and as we learn we become. So, to gain knowledge and skills, it is important for coaches to learn in social situations, regardless of the means (Bertram, Culver and Gilbert, 2017, 387).

Discussion with peer and expert coaches is important for the learning of coaches (Gilbert and Trudel, 2001, 32; Gilbert et al., 2009, 426). This supports the findings from Mallett and colleagues (2009, 332) that coaches prefer learning in unmediated and informal settings. These discussions may or may not be social learning spaces, but the increase of research around the impact of social learning spaces on coach learning suggests that they can occur commonly between coaches.

2.7 Individual Processes of Learning

As stated previously, Mallett and colleagues (2009, 332) found that coaches prefer to learn in unmediated and informal settings. However, this is not to say that coaches do not learn in other ways or that unmediated and informal learning makes coaches the most effective in their roles. Coaches develop through a complex blend of different learning opportunities (Werthner and Trudel, 2009, 445). The coaches studied by Werthner and Trudel (2009) shared that they seek out learning opportunities according to their individual needs. It has further been suggested that coaches have individual ways of learning due to their individual past experiences and networks of existing knowledge, beliefs, and emotions (Werthner and Trudel, 2009). According to Jarvis (2006, in Stodter and Cushion, 2016, 4), the sum of these experiences guides what the learner chooses to pay attention to and learn. In this view, learning is a process of building on existing knowledge and

experience to alter the individual conceptions and structures of knowledge. This suggests that the same learning opportunity will have a different impact on each individual coach participating in the opportunity. (Stodter and Cushion, 2016, 5) This follows the cognitivism theory of learning that suggests new information is related to pre-existing knowledge structures (Tusting and Barton, 2003, 9).

Similar to how all situations for learning are important for coaches to learn based on their previous experiences and knowledge, cognitivism is not the only learning theory that applies to sport coaching. The learning theories of behaviorism, cognitivism, and constructivism are seen as the main three. Behaviorism is the theory that learning takes place through repetition and reinforcement and learning is viewed as observable outcomes based on a stimulus with no internal thought or social context. Constructivist theory views learners as taking an active role in their learning and is not simply an accumulation of truth or knowledge (Tusting and Barton, 2003, 7-10). It is important not to view these learning theories as a choice between one or another, but rather developing a specific coach learning theory combining the theories may be the most beneficial (Stodter and Cushion, 2016, 5). According to Colley and colleagues in 2003 blending the situations and theories a coach is exposed to as all models of learning have prevalence to coach learning (Stodter and Cushion, 2016, 5). Mason also argues that the engagement in real world, authentic social practice and structuring the environment to support learning becomes the key (Mason, 2007, 5).

2.8 The Role of Coach Developers

A coach developer is anyone and everyone that is directly responsible for the development of coaches (Crisfield, 2020, 293). Coach developers are not just transmitters of coaching knowledge but, "...are trained to develop, support, and challenge coaches to go on honing and improving their knowledge and skills to provide positive and effective sport experiences for all participants." (International Council for Coaching Excellence, Association of Summer Olympic International Federations and Leeds Metropolitan University, 2014, 8). Coach developers facilitate coach education, assess coaches, mentor coaches, design and evaluate coach education programs, and perform other duties by reading and reacting to the needs of the coaches they are developing (International Council for Coaching Excellence, Association of Summer Olympic International Federations and Leeds Metropolitan University, 2014, 8). With this said, coach developers should encourage the coaches they are working with to engage in all types of learning shown in figure 1 in order to account for the individual processes of learning mentioned in chapter 2.6. This suggests that coach developers do not only have

influence on the formal, mediated learning of sport coaches but also how the coaches are educated and supported on the job. (Crisfield, 2020, 293)

3 Degree Program in Sports Coaching and Management

3.1 Background of the Degree Program in Sports Coaching and Management

Haaga-Helia University of Applied Science's Degree Program in Sports Coaching and Management started in the fall of 2002 with its first class of students. The idea behind the program was to create a more extensive and practically oriented coaching program that could develop the quality of coaches both domestically and internationally. The original curriculum of the program was built around traditional, teacher-lead and content-based teaching. However, the objective of the teachers was to create a partnership with the students to develop the students' coaching practices. The mindset was that the quality of the teachers' work was judged by the development and success of the students. (Tiikkaja 18 October 2021, 4-35 min.)

The program has gone through two major curriculum changes, the first taking place in the 2011/12 academic year. This purpose of this first curriculum change was to move from a content-based to competence-based program. In addition, the program shifted from teacher-centered to student-centered studies with the goal of getting quicker to professional development for the students as this was seen as an issue by the teaching staff. An early learning from this shift was the need to recognize where each individual student is and what level of support they need to study in a competence-based, student-centered program. (Tiikkaja 18 October 2021, 4-35 min.)

The second curriculum change occurred recently, with the first class of students studying under the new curriculum beginning studies in August of 2021. This change was made as Haaga-Helia University of Applied Sciences announced a new education reform project and the International Council of Coaching Excellence (ICCE) established a set of standards for higher education coaching degree programs (Lara-Bercial et al., 2016; Haaga-Helia, 2021a).

3.2 Pedagogy in Finnish Universities of Applied Sciences

Universities of Applied Sciences (UAS) began to be established in the 1990's in Finland and currently there are 24 Higher Educational Institutions declared as UAS's (Ministry of Education and Culture, no date; Carvalho, Friman and Mahlamäki-Kultanen, 2019, 8). The Ministry of Education and Culture in Finland profiles a UAS as work-related, regional institution that integrates theory and practice. The largest difference between a traditional university and a UAS is the practical-based studies rather than research-based studies. The practice-based pedagogy of UAS's in Finland is influenced by the constructivist view of learning from Vygotsky. (Carvalho, Friman and Mahlamäki-Kultanen, 2019, 8)

A case study of Häme UAS (HAMK) found that a competence-based curriculum, student-centered approach, internationalization, and working life orientation to be among the key points in the pedagogy of HAMK (Carvalho, Friman and Mahlamäki-Kultanen, 2019, 10). Additionally, it was found that the staff of a UAS should be encouraged to supported in pedagogical innovation (Carvalho, Friman and Mahlamäki-Kultanen, 2019, 12). The curriculum change explained later in this chapter can be seen as an example of the pedagogical innovation.

3.3 ICCE Degree Standards

The International Council of Coaching Excellence (ICCE) established a set of standards for higher education coaching degree programs in October 2016 (hereon the Standards). These Standards support the growing amount of higher education institutions offering degrees in coaching worldwide by acting as a reference point for their coaching degrees. Institutions can apply to be voluntarily endorsed by the ICCE so the ICCE can monitor the adoption and implementation of the standards. (Lara-Bercial et al., 2016, 3)

3.3.1 Need for the Standards

As stated previously there is a growing number of higher education institutions that are offering sport coaching degrees (Gano-Overway and Dieffenbach, 2019, 226). While the degree programs under the ICCE standards do not have the goal of replacing or substituting the coach education programs offered by national governing bodies, they do aim to complement coach education programs organized by national governing bodies. Sport coaching degrees vary from institution to institution. For example, in some it is offered as a full bachelor's degree such as Haaga-Helia's University of Applied Science's Degree Program in Sports Coaching and Management. In some, the degree may have a large focus around kinesiology and sport science classes with a major in coaching coming in the final years of the program. Finally, in other higher education institutions coaching classes are offered but not as a standalone degree. (Lara-Bercial et al., 2016, 9)

In addition to this, the job of a sports coach is becoming more demanding for those that choose to pursue it as a career. Coaches are working in more and more diverse environments with higher demands from athletes and their parents, administrators, fans, and other stakeholders (International Council for Coaching Excellence, Association of Summer Olympic International Federations and Leeds Metropolitan University, 2013, 7). On top of this, coaches should have the competency to develop their athletes as sportspeople and as people. This includes being aware of the risks facing their athletes in sport and away from sport. A coach's approach should include knowledge of the lifestyle

of athletes and the lifelong development of the athletes as people. (European Commission Sport Unit, 2012, 13)

Due to the variety of implementations of sport coaching degrees in higher education institutions and the increasing demands placed on sport coaches, the ICCE felt the need to establish the Standards for Higher Education Sport Coaching Bachelor's Degrees. These standards are a step to ensure that sport coaching degrees are fit for purpose and sensitive to the job and labor market. Through the voluntary accreditation, the ICCE can monitor the implementation of the Standards and the Standards role of offering minimum requirements for optimally prepared sports coaches. (Lara-Bercial et al., 2016, 9). In summary, Lara-Bercial et al. (2016, 9-10) states that the Standards will support

- the creation of an optimal match between Coaching Degrees and the needs of coaches, athletes, and the labor market
- the comparison and translation process between existing Coaching Degrees from different countries
- the mapping and complementarity of Coaching Degrees to other existing coach education and development routes
- greater cooperation between higher education institutions and other coach education providers such as national and international federations
- recognition of prior learning between different coaching qualifications at degree level
- at greater exchange and cooperation between academia and practitioners for the benefit of athletes and participants
- the quality assurance process of existing Coaching Degrees
- in countries where there is no clear regulatory framework for coaching practice, the Standards may positively influence policy development
- the raising of the profile and recognition of Coaching Degrees and Coaching majors
- the development of student and faculty professional profiles
- the overall process of professionalization of sport coaching

3.3.2 Qualification criteria and outcomes for degree programs

The ICCE offers general qualification criteria that is relevant to a bachelor's degree (see table 1). These qualification criteria include a summary, professional knowledge, professional skills, professional competences, and learning outcomes. These general qualifications give higher education institutions an overview of what their graduates should have in knowledge, skills, and competences. They also give guidance on how they should design the learning outcomes of their course of study. The competence level of these criteria has been mapped against several international and national benchmarks (Lara-Bercial et al., 2016, 11).

Table 1. ICCE's Bachelor's Degree General Qualification Criteria (adapted from (Lara-Bercial et al., 2016, 12))

BACHELOR'S DEGREE GENERAL QUALIFICATION CRITERIA

SUMMARY	Bachelor's degree graduates will have a broad amount of knowledge and skills for professional work and/or future learning
PROFESSIONAL KNOWLEDGE	Bachelor's degree graduates have advanced knowledge of a study or field of work, involving a critical understanding of theories, principles, application, and routines.
PROFESSIONAL SKILLS	Bachelor's degree graduates can engage in diagnosing, creating expectancies, recognizing, and reacting to the field, predicting and planning, work in complex environments, manage uncertainty, self-regulation through reflection and self-awareness
PROFESSIONAL COMPETENCES	For the benefit of the community the bachelor's degree graduates serve they have the habitual and judicious use of communication, knowledge, technical skills, reasoning, emotions, values, and reflection in their daily actions
LEARNING OUTCOMES	Describe what the students can do to a particular level upon completion of a course of study and learning.

The ICCE established four levels of coaching roles in their publication of the International Sports Coaching Framework (hereon ISCF) published in 2013. The four levels are Coaching Assistant, Coach, Advanced/Senior Coach, and Master/Head Coach. (International Council for Coaching Excellence, Association of Summer Olympic International Federations and Leeds Metropolitan University, 2013, 26). The Standards state that a Sports Coach at Bachelor Level (hereon SCBL) is expected to have at least reached the second level of the ISCF labeled as *Coach* upon completion of their degree (Lara-Bercial et al., 2016, 13-14). At the Coach level, one should be able to plan, deliver and review coaching sessions over a season, have a level of knowledge, competence and decision making to execute primary functions independently, and support the engagement and development of coaching assistants and pre-coaches (International Council for Coaching Excellence, Association of Summer Olympic International Federations and Leeds Metropolitan University, 2013, 26). Beyond the Coach level, a SCBL can reach the level of Advanced/Senior Coach with relevant coaching experience of 24-36 months post-

graduation. The final aim of a bachelor's level coaching degree should be to set their students down the path of becoming Master/Head Coaches. (Lara-Bercial et al., 2016, 14)

According to the Standards, the professional purpose of a SCBL is, "To provide high quality sport experiences which meet the needs of the participants/athletes and institutions" (Lara-Bercial et al., 2016, 14). Within this definition of professional purpose is the professional role description, which calls on the same primary functions of a coach that the definition of the level Coach from the ISCF references (Lara-Bercial et al., 2016, 14). The primary functions of a coach come from research done on Serial Winning Coaches which found that coaches that are consistently successful have a strong, central coaching philosophy that allows them to work on setting a vision, work with people and create an environment (Lara-Bercial and Mallett, 2016, 224). The six primary functions of a coach were then adapted from this research in the ISCF (International Council for Coaching Excellence, Association of Summer Olympic International Federations and Leeds Metropolitan University, 2013, 16) and list that coaches must:

- Set the vision and strategy.
- Shape the environment.
- Build relationships.
- Conduct practices and prepare for and manage competitions.
- Read and react to the field.
- Learn and reflect.

3.3.3 Bachelor's Degree in Sport Coaching Profile

The ICCE's degree standards are made up of three components underpinned by the faculty of lecturers and practitioners. The three profiles within the degree are qualification, content, and practicum. (Lara-Bercial et al., 2016, 15) The profile of the bachelor's degree in sport coaching can be seen in figure 2.

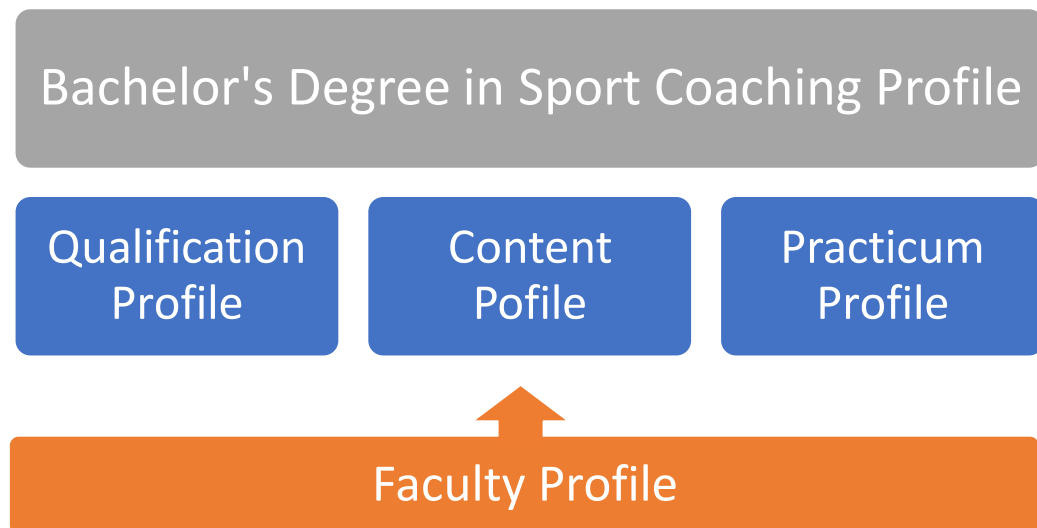


Figure 2. Bachelor's Degree in Sport Coaching Profile (adapted from (Lara-Bercial et al., 2016, 15))

The Qualification Profile is to ensure that the undergraduate degree has the relevant number of credit points and units of learning. The units should be containing learning outcomes which should prepare the SCBL to meet the level of Coach describe by the ISCF and achieve the skills, knowledge and competences describe in the Content Profile. (Lara-Bercial et al., 2016, 15)

The Content Profile comprises of two areas, the first to ensure that the content is constructed around the notion of supporting student coaches to perform the primary functions of a coach. This is done by structuring the content, so the SCBL acquires the skills and competences required and those are underpinned by an appropriate knowledge base. The second area of the Content Profile is to ensure that the structure of the degree complies with the national and international requirements. (Lara-Bercial et al., 2016, 15)

The first area of the Content Profile is the Content Framework. This is both prescriptive and descriptive to higher education institutions implementing a coaching degree. The framework is prescriptive as it expects courses to show they are building a graduate's capacity to perform the primary functions of a coach. The framework is also descriptive as there is no gold standard for a curriculum that should be followed. There is a necessary level of autonomy in how universities design their degrees. This is to account for the changes in context and to allow for flexibility to different domains and occupations the degree is preparing students for. (Lara-Bercial et al., 2016, 16)

The Content Framework is further split into two sections. The first section (see appendix 1) is an adaption of the primary functions of a coach from the ISCF. This table shows what the SCBL can do for each of the six functions by providing exemplar professional

competencies and skills. The first section of the framework then flows into the second section which is a non-exclusive list of explicit areas and theories that could be included within a sports coach degree curriculum. This list is a way to check and challenge that all relevant curriculum is included in the degree, but it is not a completely prescriptive list as stated previously. Appendix 2 shows the Core Knowledge Domains underpinning the competences and skills of the SCBL. (Lara-Bercial et al., 2016, 16) The Core Knowledge Domains are Professional Knowledge, Intrapersonal Knowledge, and Interpersonal Knowledge from Côté and Gilbert's work on Coaching Effectiveness and Expertise. The professional knowledge of a coach has been the emphasis of coach education and expertise through all levels of sport due to the assumption that the primary requirement to become an effective coach is knowledge of the sport. (Côté and Gilbert, 2009, 311) In order to integrate all three areas of knowledge that Côté and Gilbert suggest, the Standards include all three in the underpinning knowledge a SCBL should have. Professional Knowledge is broken down into understanding the process and practice of coaching, understanding the context, understanding the sport and sport curriculum, and understanding the participant. Intrapersonal Knowledge is defined as understanding of self and Interpersonal Knowledge is defined as understanding human relationships and pedagogy. (Lara-Bercial et al., 2016, 19-20)

The second area of the Content Profile is the Degree Workload Requirement. Following UNESCO recommendations sport coaching bachelor's degrees should be structured around learning outcomes, units of learning and credits. Learning outcomes act as a link between teaching, learning, and assessment and are verifiable statements of what the learners will be expected to know, understand or be able to do. Units of learning are the sets of knowledge, skills and competence that can be assessed with a number of credit points. Finally, credit points are the definition of workload which can be specific to the country. In Europe, bachelor's degrees vary between 180-240 ECTS with a yearly amount of 60 ECTS. (Lara-Bercial et al., 2016, 22)

The final profile, the Practicum Profile is to ensure that the SCBL learns in a variety of environments, including on-the-job learning. The Standards mention that a sports coaching bachelor's degree could be finalized with a full season of coaching or broken down in other ways. However, the students should not be left completely on their own as appropriate supervision and mentoring should accompany the practicum piece of the degree. (Lara-Bercial *et al.*, 2016)

3.4 Recent Curriculum Change in the Degree Program of Sports Coaching and Management

On March 18, 2021, Haaga-Helia University of Applied Science received a full endorsement from the ICCE for its Bachelor’s Degree in Sport Coaching and Management (Bales and Woodburn, 2021). This endorsement from the ICCE is given to degree programs that meet the Standards for Higher Education Sport Coaching Bachelor’s Degrees (Lara-Bercial *et al.*, 2016). In August 2021, the first class began studies under the new curriculum of the Degree Program in Sport Coaching and Management.

3.4.1 Summary of Previous Curriculum

The final class of students studying under the previous curriculum used in the Degree Program in Sports Coaching and Management is set to graduate in 2024 and begun studies in August 2020. This curriculum shown in figure 3 had 210 required ECTS including 90 ECTS reserved for Basic Studies, 60 ECTS for Professional Studies 30 ECTS reserved for the work placement, and 15 ECTS each reserved for the thesis and elective credits. (“Curriculum 2017,” 2017)

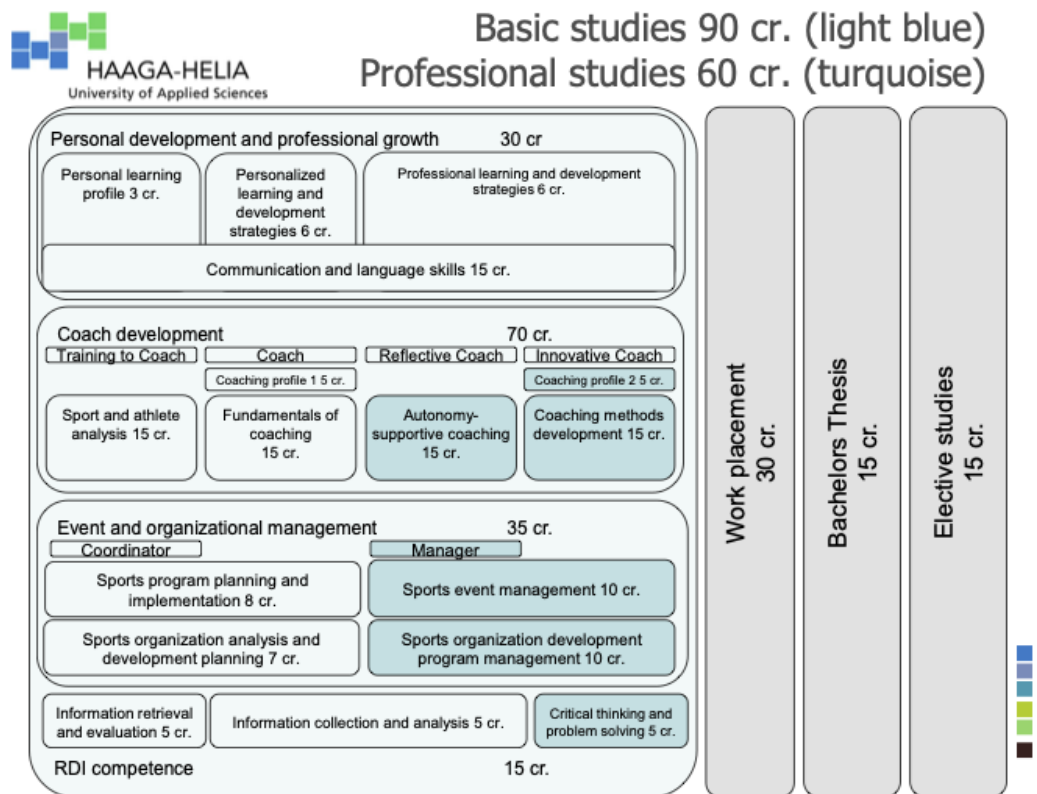


Figure 3. Previous Curriculum of the Degree Program in Sports Coaching and Management (reprinted with permission from (“Curriculum 2017,” 2017))

As shown in figure 3, the Basic and Professional Studies under this curriculum are separated into 4 categories of Personal Development and Professional Growth (30 ECTS), Coach Development (70 ECTS), Event and Organizational Management (35 ECTS), and RDI Competence (15 ECTS). Personal Development and Professional Growth included creating a personal learning profile, personalized learning and development strategies, professional learning and development strategies and communication and language skills. Coach Development was designed to take the student from training to coach through innovative coach with courses around sport and athlete analysis, fundamentals of coaching, autonomy supportive coaching, and coaching methods development. Event and Organizational Management consisted of courses in sports program planning and implementation, sports organization analysis and development, sports event management, and sports organization development program management. Finally, RDI competences were information retrieval and evaluation, information collection and analysis, and critical thinking and problem solving. ("Curriculum 2017," 2017) Appendix 3 shows the structure of the Degree Program's curriculum from 2017 until the class beginning in the 2020 academic year.

3.4.2 Need for the Curriculum Change

In 2019, Haaga-Helia University of Applied Sciences began an education reform project for all their undergraduate degrees. The targets of the project are to establish clear admissions criteria, create work-based, personal, and flexible learning paths, and support continuous learning. This education reform introduced a new degree structure for all undergraduate degrees that included Haaga-Helia key competences, degree-specific key competences, other professional competences, work placement, and thesis. (Haaga-Helia, 2021a)

These changes required the Degree Program in Sport Coaching and Management to adjust their curriculum to meet the demands of Haaga-Helia by the start of the 2021-22 Academic Calendar (Haaga-Helia, 2021b). The timing of the change worked well for the Degree Program as they were able to develop their curriculum to also meet the standards of the ICCE in the same process.

3.4.3 Summary of New Curriculum

The new curriculum of the Degree Program has been established according to the guidelines from Haaga-Helia's Education Reform Team and meets the Standards designed by the ICCE. The curriculum allots 40 ECTS to Haaga-Helia's key competences, 40 ECTS to program specific competences, and 130 ECTS to professional competences which includes 30 ECTS for work placement, 15 ECTS for the thesis, and 15 ECTS for

elective credits. ("Curriculum 2021," 2021) Figure 4 shows the classes under the three categories in the curriculum.

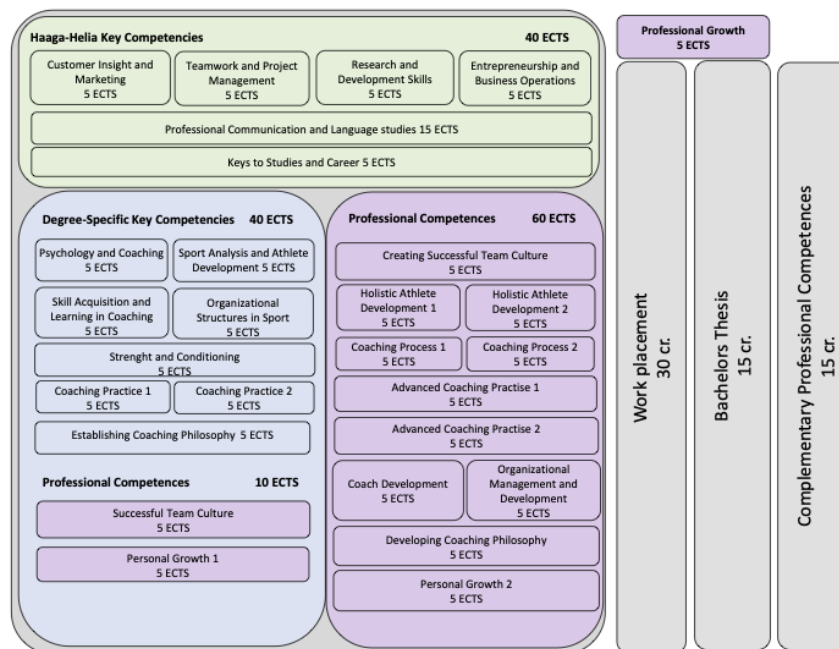


Figure 4. New Curriculum of the Degree Program in Sports Coaching and Management (reprinted with permission from ("Curriculum 2021," 2021))

The new curriculum effectively restructured the old design to meet the requirements from Haaga-Helia. A few classes were added to the curriculum but are not comprised of completely new content or theories. (Vähälummukka 03 February 2022.) The classes of Establishing Coaching Philosophy, Skill Acquisition and Learning in Coaching, Personal Growth 1, and Successful Team Culture were chosen to be assessed in this thesis. These are being assessed because Establishing Coaching Philosophy and Skill Acquisition and Learning in Coaching are added classes in the curriculum and Personal Growth 1 and Successful Team Culture are full first year processes.

Following completion of the Establishing Coaching Philosophy Course, students should have established an initial coaching philosophy and style. This includes recognizing how fundamental pedagogies, learning theories, codes of conduct and legal requirements impact a coaching philosophy. Additionally, students should reflect on their previous experiences and how they impact their coaching philosophy. Finally, the philosophy should be established based on the personal values and development needs of the student as a coach. ("Curriculum 2021," 2021) These learning outcomes cover many aspects of the Standards defined by the ICCE (see appendix 2) including touching on intrapersonal knowledge as defined as understanding of self, interpersonal knowledge as defined as understanding human relationships and pedagogy, and part of professional

knowledge in the sub domains of understanding the sport and sport curriculum and understanding the participant specifically. Additionally, this course helps the student to perform the primary functions of setting a vision, create an effective environment, and learn and reflect (see appendix 1). (Lara-Bercial et al., 2016, 17-21).

Completing the Skill Acquisition and Learning in Coaching course should give the students the ability to transfer the theoretical concepts of skills acquisition and motor learning concepts to practice. Another learning outcome is to be able to classify and compare skill acquisition and motor learning concepts in training plan design. The third outcome is to be able to critically reflect on skill acquisition and motor learning concepts and progressively improve training session design using the concepts. ("Curriculum 2021," 2021) This course's learning outcomes covers the interpersonal knowledge broad theoretical level of skill acquisition/motor learning theories and the professional knowledge sub domain of understanding the sport and sport curriculum (see appendix 2). This course aids the students as well to perform the primary functions of setting a vision, creating an effective environment, conducting practices, and read and react to the field (see appendix 1). (Lara-Bercial et al., 2016, 17-21)

The process of Personal Growth 1 has the students identify personal experiences, beliefs, values, and assumptions and their impact on their own behavior to establish a development mindset. Further, the students should recognize the basics of a student-centered learning environment and actively participate in this environment. The students learning should be enhanced at the group level and they should use their analysis and assessment of personal experiences, beliefs, values, and assumptions to develop a suitable development plan that supports their short- and long-term needs. ("Curriculum 2021," 2021) This process meets the intrapersonal knowledge domain, interpersonal knowledge domain, and the sub-domain of understanding of the process and practice of coaching in the professional knowledge domain of the ICCE's Standards (see appendix 2). Personal Growth 1 gives the student knowledge to perform the primary function of learn and reflect (see appendix 1). (Lara-Bercial et al., 2016, 17-21)

The final course being assessed is Successful Team Culture, which gives the students the ability to recognize, describe, and evaluate the connection between team values and a suitable team culture. Beyond that, the student should understand the team development process and identify a team at various stages group development. ("Curriculum 2021," 2021) This course meets the professional knowledge sub domains of understanding of context and understanding of participant and the interpersonal knowledge broad theoretical area of theories of culture (see appendix 2). This course also helps to the prepare the students to meet the primary functions of setting a vision, creating an effective

environment, and make informed decisions (see appendix 1). (Lara-Bercial et al., 2016, 17-21)

3.5 Degree Program as a Social Learning Space

Previously, the definition of a social learning space was given (see chapter 2.5) as individuals participating in learning partnerships in a domain. In the degree program, the individuals making up the space are the students, and the domain is sports coaching and management. While the degree to which the students realize the program as a social learning space will differ student to student, the interactions between the students are central to their learning, meeting the defining characteristics of an SLS (Saarinen 26 February 2022.).

Since participants can participate in a social learning space to various degree and a space can be seen as more or less of a space from each individuals' perspective it is hard to say with full certainty that the degree program is seen as a social learning space for all students. However, through experience as a student in the degree program and working as a coach developer with the current students participating in the degree program and the current research, the author sees the definition of social learning spaces and the dimensions of participation in a social learning space met by the structure of the program.

4 Framework and Method

4.1 Learning as Value Creation

The Wenger-Trayners adopt from mathematics the notion Victor Katz explained that value can be positive, negative, or null. However, unlike mathematics, social learning is always a matter of judgement and perspective from the learner. (Wenger-Trayner and Wenger-Trayner, 2020, 52) This is to mean that learning can have a desirable effect, an undesirable effect, or no effect at all on the learner's world. To view learning as value creation, "...places the emphasis on the experience of learners caring to make a difference rather than on knowledge, skill, or curriculum as commodities" (Wenger-Trayner and Wenger-Trayner, 2020, 48). This view on learning also allows the process of social learning to be operationalized as negotiation of meaning. The creation of value can be organized and assessed intentionally. (Wenger-Trayner and Wenger-Trayner, 2020, 49).

The creation of value and learning depends on the perspectives and interpretations created by different experiences and social contexts. This is inherently contested as these perspectives can be aligned, divergent, in conflict, or a various degree of these. When social learning is viewed as value creation, certain inherent issues and questions emerge. (Wenger-Trayner and Wenger-Trayner, 2020, 53) "Value to whom? Whose perspective on value prevails under what circumstances? Who has the power to decide what counts as value in a given context? What broader structures of social stratification are at play in these negotiations?" (Wenger-Trayner and Wenger-Trayner, 2020, 53).

4.2 Value Creation Framework

The Wenger-Trayner's have defined 8 kinds of value that can be generated in social learning spaces, these are called Value-Creation Cycles. The word cycle is used due to the nature of the value in each cycle evolving over time. Value can be created within each cycle progressively and iteratively over time and through an intricate process. It is the recognition of value created at each cycle that drives learning forward and therefor the cycles can lead to each other and create stories. (Wenger-Trayner and Wenger-Trayner, 2020, 75)

Figure 5 shows the cycles of value that the Wenger-Trayners define in their framework are immediate, potential, applied, realized, enabling, strategic, orienting, and transformative. Figure 5 also shows a quick definition for each cycle. Immediate is defined as the experience of the event. Potential is what is gotten out of the event. Applied is what is done with it. Realized is the result of it. Strategic is the conversations with stakeholders.

Orienting is the interactions with the broader landscape. Enabling is what makes it all possible. Finally, Transformative is the broader or deeper effects. (Wenger-Trayner and Wenger-Trayner, 2020, 75) These cycles of immediate, potential, applied, realized, and transformative will be defined more in depth in the following sections. The cycles of orienting, strategic, and enabling value are not the focus of this thesis as these values vary greatly on each individual's background.

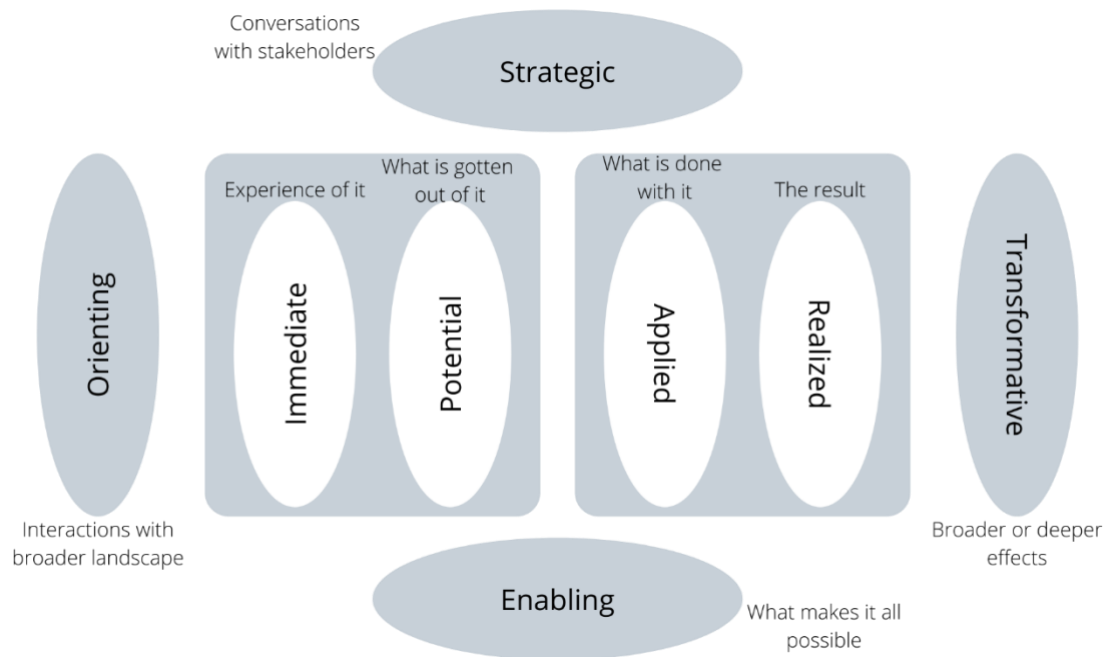


Figure 5. Value-Creation Cycles in Value Creation Framework (adapted from ((Wenger-Trayner and Wenger-Trayner, 2020, 75))

4.2.1 Immediate Value

The Wenger-Trayners define immediate value as, “what is the experience like?” (Wenger-Trayner and Wenger-Trayner, 2020, 79). This is the value that comes from participating in the social learning space itself regardless of if it leads to something else or not. Being in the same space as people that care about the difference you are trying to make, relate to and understand your challenges, listen to you, or engage in solving a problem with you are all examples of how immediate value can be created just by participating in the space. (Wenger-Trayner and Wenger-Trayner, 2020, 79-80)

Immediate value can take many different forms such as identification, being included, mutual recognition of learning partnerships, conviviality and enjoyment, productive discomfort, contestability, engaging with other perspectives, generational encounters, exciting comfort, or many other forms. These forms of immediate value can be created with well-designed activities, conducive physical surroundings, or simple acts of hospitality. (Wenger-Trayner and Wenger-Trayner, 2020, 80-82)

There can be both short-term and long-term immediate value created in a space, therefore immediate is not a temporal notion but rather a reference to the participation in an event. Trust is an example of how immediate value can be long-term as this is usually something that takes time to build. Immediate value can also be negative or positive depending on the individual's judgement. For example, if the participant has an uncomfortable encounter, they have a negative immediate value. Regardless of the value created being long- or short-term and positive or negative, immediate value sets the emotional tone for the learner and the personal experience of learning. (Wenger-Trayner and Wenger-Trayner, 2020, 83)

4.2.2 Potential Value

Potential value is defined as, "what comes out of it?" (Wenger-Trayner and Wenger-Trayner, 2020, 84). This is something that the participants can take away from the experience beyond their experience that has the potential to make a difference. It includes collective innovations and personal insights. It can be a new idea heard from another participant, increased confidence from approval from others, or a growth in your network. (Wenger-Trayner and Wenger-Trayner, 2020, 84)

As with immediate value, potential value can take many forms including concrete help with a specific problem, innovation, stories of others' experiences, insight, critique, skills, information, resources, intangibles, self-worth, collective voice, social capital, potential collaborators, and more. These forms of potential value can be created from passing comments generating insight, a solution to a problem stemming from a long discussion, or an intentional productive activity. (Wenger-Trayner and Wenger-Trayner, 2020, 87)

It is important that for tangible potential value created that is documented in some way to increase the likelihood that participants remember the significance of the ideas. This value is noted as potential because it has yet to prove its usefulness in practice. Some potential value may stay potential if it is not needed, such as learning from a colleague how to respond in an emergency. (Wenger-Trayner and Wenger-Trayner, 2020, 87-88)

4.2.3 Applied Value

"What are you learning in the doing?" is how the Wenger-Trayners define applied value (Wenger-Trayner and Wenger-Trayner, 2020, 89). Applied value takes place while engaging in practice and can involve learning in two ways. First, it can act as a place to try out potential value created in the space. Second, it can spring new learning for the participant. Learning is commonly thought to have taken place once potential value is

created, however, this is rarely the case. Learning continues from potential value into applied value when it is put into practice in one's home environment. Applied value does not come strictly from potential value, it can also occur as someone is engaging in practice. Therefore applied value combines both aspects, the application of potential value or in trying to make a difference by applying oneself to address a problem, challenge, situation, or opportunity. (Wenger-Trayner and Wenger-Trayner, 2020, 89-90)

The forms of applied value are inventiveness, adoption/adaption, reuse, being more assertive, increasing influence, resisting more effectively, harnessing synergy, leveraging connections better, and others. These forms can be produced by committing to try a new idea, helping someone else try out something new, retrying a previous idea in a different way, enlisting the collaboration of others, along with other methods to produce applied value. (Wenger-Trayner and Wenger-Trayner, 2020, 92-93)

Carrying learning into practice is an essential piece of value for three main reasons. First, no difference can be made by a social learning space without going through practice. Second, practice is the real test of ideas, suggestions, or methods proposed by social learning. Third, the details, challenges, and creativity of doing something in practice is a great source of insights that enrich whatever is learned. (Wenger-Trayner and Wenger-Trayner, 2020, 93)

4.2.4 Realized Value

The definition for realized value is, "what difference does it make?" (Wenger-Trayner and Wenger-Trayner, 2020, 94). Realized value is any achievement, no matter the scale, that takes a participant further on their path to making a difference. Realized value does not only occur when the whole difference has been made but rather any step towards that. A lack of realized value tends to be viewed as a negative as there is no point if it does not help to make the difference the participant cares to make. (Wenger-Trayner and Wenger-Trayner, 2020, 94)

Realized value can be created for the individual participants, the space as a collective, stakeholders, organizations, or society overall. Value can be realized by paying attention to the positive and negative effects of learning on oneself and the world, seeking direct feedback and reflection, collecting data and documenting effects with surveys and other methods, and other activities. (Wenger-Trayner and Wenger-Trayner, 2020, 96)

Reflection is necessary on realized value or learning will remain hopeful change at best. New ideas, practices, and tools do not guarantee an improvement in one's practice which

is why reflection is necessary to understand the impact of these ideas fully. This can make realized value as difficult to perceive which is why it is best to see it as the small steps towards the bigger difference one cares to make.

4.2.5 Transformative Value

The definition for transformative value is, “does the difference you make have broader effects?” (Wenger-Trayner and Wenger-Trayner, 2020, 118). Transformative value is not always created in a social learning space. To further describe transformative value, it is split into internal and external. Internal transformative value is when there is a transformative change in the social learning space due to a disruptive change. External transformative value is when there is a transformative change that occurs outside of the space due to something happening in the space. (Wenger-Trayner and Wenger-Trayner, 2020, 118-119)

Forms of internal transformative value include new learning imperatives, personal transformation, or power shifts. This cycle of value is less predictable and more reactive than other cycles. Forms of external transformative value are new identities, reconfigured boundaries, institutional changes, empowerment, and history and culture. Similar to internal, external transformative value is hard to predict but ignoring it misses a whole aspect of learning. (Wenger-Trayner and Wenger-Trayner, 2020, 119-122)

Transformative value is often unplanned and unforeseen. However, when it is created by a social learning space it is often the most dramatic outcome of the space. It can often be controversial, political, divisive, or contentious. Transformative value changes the context in which the space operates and the conditions under which social learning can make a difference. (Wenger-Trayner and Wenger-Trayner, 2020, 122)

4.3 Value Creation Framework in Coach Development Research

Previously, many coach development researchers have used the Wenger-Trayner framework, or previous versions of the framework to assess coach development programs. Kraft and colleagues have used the framework to research the Alberta Women in Sport Leadership Impact Program, a program aimed at increasing equity in the field of sport leadership (e.g., Kraft, Culver and Din, 2020; Kraft et al., 2021). Duarte and his colleagues have used a value creation framework to assess the learning of parasport coaches in Canada (Duarte, Culver and Paquette, 2020, 2021). University programs have also been assessed using the value creation framework as shown by Bertram, Culver, and Gilbert (e.g., Bertram, Culver and Gilbert, 2015, 2017).

4.4 Method

4.4.1 Webropol 3.0 Survey

To assess the value created for the first-year students by the full year processes of Successful Team Culture 1 and Personal Growth 1 as well as the new classes in the 2021 curriculum of Establishing a Coaching Philosophy and Skill Acquisition and Learning in Coaching an online survey was created. The survey was created using Webropol 3.0 Development version and sent to the students via link in an email at the end of every academic period (8 study weeks). The students were asked to fill out their name, email, and a general question to share their experience in the degree program. The names and emails were collected in case a follow up interview was needed with the respondent. Only the author has access to the questionnaire response page which has the name and email of the respondents. In this thesis, the responses are presented anonymously. Then each student was asked to respond to 5 questions regarding each class being assessed in that academic period. For period one the students were asked to respond to questions on Personal Growth 1, Successful Team Culture 1, and Establishing a Coaching Philosophy. After Period two the students were asked about Skill Acquisition and Learning in Coaching, Personal Growth 1, and Successful Team Culture 1. Finally, after periods three and four, the students were asked only about Personal Growth 1 and Successful Team Culture 1. Following the initial email sent after the end of an academic period, students were reminded via collective email sent to all the students in the class. Permission to conduct this research via survey was granted by the Head of Vierumäki Campus and Director of the Sports Coaching and Management Program, Teppo Rantala.

4.4.2 Participants

The target group for the research was the DP21 class from the Degree Program in Sports Coaching and Management. These students began their studies in the program in August 2021 and were the first students to begin with the new curriculum (see chapter 3). Participation in the research was voluntary and included four rounds of surveys. It was not necessary to participate in one survey to participate in another.

The DP21 class is made up of 21 students (3 female, 18 male). In total, the students represent 10 countries and 8 sports. The ages of the students range from 19 to 43 years old at the start of the studies in August 2021. Various backgrounds on previous education and coaching or playing experience exists within the class. Some students have previous higher education degrees, high-school diplomas, or are studying as open-path students. Students entered the studies with no coaching experience, many years of coaching experience at various levels, or in between the two. It follows that the students have

various experience and background in formal coach education opportunities. All students have some experience (at various levels) playing in their respected sport.

Following period one, 14 of the 21 students responded for a 66% response rate. For the second period, 6 students submitted responses for a 29% response rate. Following the third academic period, 7 students responded for a 33% rate. In the final academic period, time constraints only gave the students 5 days to respond. In those 5 days there were 7 responses for a response rate of 33%.

4.4.3 Questionnaire Description

The Wenger-Trayners' suggest several questions that can be used in a survey to illicit responses that target specific cycles of value created for the participants. Each cycle can be asked for using different question construction. (Wenger-Trayner and Wenger-Trayner, 2020, 212) Using the literature, and suggestions from Dr. Diane Culver, an experienced author using the Value Creation Framework, the author built the questions for the online questionnaire.

The first page of the questionnaire for all four academic periods asks for the name and school email of the respondent, as well as the question, "what sticks out to you most when you think of participating in the degree program?"

The additional pages of the survey asked the students about specific courses and the value created. The questions were all adapted from work done by the Wenger-Trayners to ask about the immediate, potential, applied, realized and transformative value created by each course (Wenger-Trayner and Wenger-Trayner, 2020, 212-213). An important note is that while the questions were designed to ask for a specific cycle of value, the students were free to respond as they saw fit meaning that they could have answered about a different cycle of value than the question intended.

In all surveys, each class was asked about on its own survey page with 5 questions to be answered. The questions were ordered to inquire about immediate, potential, applied, realized, and transformative respectfully. The questions in the survey sent for academic period one were asked differently than those in surveys two, three and four due to a conversation with Dr. Diane Culver following the distribution of survey one. The questions from survey one courses were sent as follows:

- What was your experience in the Establishing a Coaching Philosophy Class?
- What new ideas did you get out of your experience in the Establishing a Coaching Philosophy Class?

- What have you done with the ideas you have gotten from the Establishing a Coaching Philosophy Class?
- What was the effect of using these ideas?
- Did your experience in the Establishing a Coaching Philosophy Class affect any other aspects of your life?
- What was your experience in the Personal Growth Process?
- What new ideas did you get out of your experience in the Personal Growth Process?
- What have you done with the ideas you have gotten from the Personal Growth Process?
- What was the effect of using these ideas?
- Did your experience in the Personal Growth Process affect other areas of your life?
- What was your experience in the Successful Team Culture Process?
- What new ideas did you get out of your experience in the Successful Team Culture Process?
- What have you done with the ideas you have gotten from the Successful Team Culture Process?
- What was the effect of using these ideas?
- Did your experience in the Successful Team Culture Process affect other areas of your life?

Following the distribution of survey one, changes were made to encourage the students to respond not just about new ideas but also new connection from previous learning to new information or other forms of value created (Culver 11 November 2021.). Therefore, the questions for Skill Acquisition and Learning in Coaching were adjusted when asked for in survey two. The questions for Skill Acquisition and Learning in Coaching were sent as:

- What was your experience in the Skill Acquisition and Learning in Coaching?
- What new ideas and/or connections did you get out of your experience in the Skill Acquisition and Learning in Coaching Class?
- What have you done with the ideas and/or connections you have gotten from the Skill Acquisition and Learning in Coaching Class?
- What effects did these ideas or connections have on you and your practice?
- Did your experience in the Skill Acquisition and Learning in Coaching Class affect any other aspects of your life?

Also following the conversation with Dr. Culver, the questions for the Personal Growth Process and the Successful Team Culture Process were changed as well for surveys two, three, and four. These questions remained the same for the three final surveys and were distributed as follows:

- What was your experience in the Personal Growth Process?
- What new ideas and/or connections did you get out of your experience in the Personal Growth Process?
- What have you done with the ideas and/or connections you have gotten from the Personal Growth Process?
- What effects did these ideas or connections have on you and your practice?
- Did your experience in the Personal Growth Process affect any other aspects of your life?
- What was your experience in the Successful Team Culture Process?
- What new ideas and/or connections did you get out of your experience in the Successful Team Culture Process?
- What have you done with the ideas and/or connections you have gotten from the Successful Team Culture Process?

- What effects did these ideas or connections have on you and your practice?
- Did your experience in the Successful Team Culture Process affect any other aspects of your life?

4.4.4 Data Analysis: From Survey to Stories

To analyze the data, the author used methods described by the Wenger-Trayners (2020, 219) which included collecting and organizing the data in one place, reviewing and refining value-creation stories, integrating effect and contribution data by cross-referencing indicators and stories, and uncovering themes. Stories in value creation are the flow of value created between the cycles, the accounts from the participants about how the experience created the different cycles of value for them. Themes in the framework are the commonalities between the stories from respondents. The author began the process of data analysis by reviewing the data in Webropol 3.0, which automatically organized the data into one place. The review was completed by reading and re-reading the responses while keeping the research question of asking for value created by the new courses in mind. Then stories that highlighted value created for the students were pulled out to be shared in the text.

The author used the indicators of each type of value being searched for to identify which type of value is indicated by the response (Wenger-Trayner and Wenger-Trayner, 2020, 200-206). It was mentioned that responses to questions meant to collect immediate value do not always provide insight into immediate value created but could provide insight to other cycles of value created (Culver 11 November 2021).

Finally, themes were identified from the data using Thematic Analysis, a six-step process which includes familiarizing oneself with the data, generating initial codes, searching for themes, reviewing potential themes, defining and naming themes, and producing a report (Braun and Clarke, 2012). This process was completed for each of the courses separately and then for themes across the courses. In conversation with Kirsi Hämäläinen, PhD, the author was exposed to the idea that themes can be seen in how the students responded to the questions as well as the “silence” in the data, meaning what is left out by the students (Hämäläinen 09 May 2022).

For each of the courses and cycle of value created, multiple student responses are taken into consideration. This was chosen over the method of highlighting and following one student’s complete story of a class to avoid limiting the number of perspectives on each class. Another reason was the variability found in many of the responses from the students from question to question. Many students responded with different levels of detail to each question making it more incomplete to follow their specific story.

5 Value Created by the New Courses

5.1 Overall Participation in the Degree Program

In the first page of the questionnaire, students were asked about what sticks out to them regarding their participation in the degree program. The responding students were able to highlight indicators of a good amount of immediate value including how the group felt like a close team or family. Many students stated they felt good team spirit within their class and that they feel supported by their teammates. One student was able to summarize this well by saying, “The class is supportive, nice people around me, great atmosphere everywhere.” Another aspect of this identification with the group was how the students spoke about the way the instructors interacted with them. Several students mentioned the holistic way of teaching in the program indicating they felt that they were seen as more than students and had a voice in their studies. This included several remarks about how supportive and encouraging the environment was for the students.

Another indicator of immediate value the students had often in their response was the willingness they had to participate and learn in the program. This is shown well by one response that the program had, “Challenging and inspiring assignments.” The students felt motivated to participate in the courses and discussions with their classmates.

In the responses to this prompt, some hints to potential value can be seen from the students as well. For example, one student shared that they have been able to grow their network while in the studies giving them more people to connect with in the future. Another brief indicator of potential value in the data is in one student’s response, “Exciting to learn and using the newly gained knowledge in real-life.” This indicates that the student has learned new skills and ideas that they have begun to implement into their work outside of the program.

5.2 Establishing Coaching Philosophy

The Establishing Coaching Philosophy course provided the students with many opportunities to reflect on themselves, their values, and their previous experiences. This was done through activities such as finding a metaphor to define their coaching and following processes defined in coaching literature such as the philosophy building process defined by Gilbert as well as the process defined by iCoachKids (Gilbert, 2017; Quinn, O’Leary and Lara-Bercial, 2018). The course also covered topics including learning theories, self-awareness, role of a coach, and serial winning coaches.

The main theme found in the data from the Establishing Coaching Philosophy course was the impact on the students' perception of themselves and their coaching philosophy through the act of reflection. This theme can be seen across the cycles of value. Analyzing the data for how the students responded highlighted the theme that the students found great impact on their personal lives and beliefs. The responses showed internal thinking more so than external thinking, with the students using verbiage that indicates value created for their own benefit instead of the benefit to the athletes or colleagues they work with. The silence in the data is the lack of acknowledgement to the value of the interactions in the course. As a social learning space, the degree program emphasizes a lot of discussion and interaction for the students, and as a facilitator for the course it is known that this was also an emphasis in the Establishing a Coaching Philosophy course. The lack of indication to these interactions could be because of the internal nature of the course. Even when discussions occurred the topic was all about themselves individually and since everyone is different the students did not learn much about themselves hearing from classmates. It leads to an interesting question if the discussions and interactions are necessary in this type of course?

5.2.1 Immediate Value Created

Although not a result found in the questionnaire, direct observation can be used to assess the immediate value created by a social learning space (Wenger-Trayner and Wenger-Trayner, 2020, 201). Through the authors work in assisting in the facilitation of this course it was clear to see a high level of attendance in the sessions and an intense level of engagement in the activities of the course. These are indicators of immediate value created for the participants. This was supported by many comments from the students in the questionnaire such as, "Great experience. Deep thinking about who am I and why I coach."

A couple of the students also highlighted how the content of the course created value for them. One student said, "I think the progression of the course was well planned, starting from the learning theory basics. Teaching theories behind teaching and challenging us to think the reasons for coaching." Another agreed by saying, "Course covered interesting topics, I enjoyed being in the lectures." These students felt that the content was engaging and learning about the purpose and role of coaches was helpful in discovering their coaching philosophies.

5.2.2 Potential Value Created

Many of the students shared examples of how the Establishing Coaching Philosophy course created potential value for them. For example, one student shared how their

network was strengthened in the course as they were able to get to know their own philosophy while getting to know their classmates. A common activity in the course was groups sharing where the students shared what they had been thinking and reflecting about to get the perspective of their peers. This response shows that these activities helped the students have the perception of a strengthened connection to their classmates.

Another student created a tool from the course, “I made a vision board for me about how my philosophy should be showing in the daily work as a coach.” Along the same lines, many responses had one of the common indicators for potential value of documenting a summary. This summary was mandatory as the final assignment was to write their coaching philosophy, however some students mentioned the value this created for them, “I loved the part of writing it out. I have it on my hard-drive and will look back at it in the future.” and “Building the philosophy based on the theories was very useful. I think it was really helpful not only for me as a coach but also as a person...” Defining the coaching philosophy is an important step for coaches as it guides their everyday actions and decisions (Gilbert, 2017). With that in mind it is encouraging to see that many of the students felt writing their philosophy in form of a vision board or through the assignment was valuable to their learning.

Additional sources of potential value identified by the students were new skills that they got from the course, especially working with reflection. One student shared, “how to reflect, how to increase self-awareness...” in response to the question about what new ideas they got from the course. Another example of this was from a student who did not feel the content was new for them but as they share, “nothing particularly new, but more of thinking about how I act as a coach and how everything is working in my coaching environment.” This indicates that for some students they learned and practiced a new skill of reflection and for some students it was just practice but the competence with reflection grew in their experience.

5.2.3 Applied Value Created

The applied value created following the Establishing Coaching Philosophy course centered around the idea that students are now trying to implement the ideas from the course into their daily lives as coaches and people. One example comes specifically from the idea of being an athlete centered coach, “I have really become an athlete centered coach more than I used to be.” The student feels that the course has made them more athlete centered in practice than before their experience in the course, indicating applied value.

In a broader sense, many of the students indicate applied value in their daily lives and not specifically in their coaching. One response shows the implementation of the ideas found in the course in their daily actions, "I am trying to be truthful for myself and live with my philosophy every day." Another example shows that the course had value by showing the importance of living their philosophy in their daily lives, "Trying to emphasize the who am I as a coach in my daily life."

5.2.4 Realized Value Created

The responding students' responses highlight two main indicators of realized value defined in the value creation framework including empowered constituencies and overcoming of a challenge. Many of the students expressed feelings of empowerment from the course including an increased sense of clarity in their coaching. One student has shared that, "I have a better understanding of myself and how to act." Another student mentions, "Coaching has been more clear since then..." This goes back to the theme found in the course that the students have a clearer perception of themselves and their coaching. Another student showed empowerment and increased confidence by stating, "I am now better in coaching and keeping to my own philosophy." Finally, one student mentioned that they are, "more comfortable in facing new/challenging situations because I have more clear guidelines to use in those situations." These show empowerment in different ways for the students including increased clarity and increased confidence.

The other main indicator of realized value found in the data was the overcoming of a challenge. A common obstacle in coaching is connecting and building relationships with athletes. The course seemed to provide the students with tools to overcome this obstacle. This was shown by two students, one saying, "I have gained deeper relationships with the athletes that I coach." and the other saying, "I feel more connected to my team and for my daily work."

5.2.5 Transformative Value Created

According to Gilbert (2017, 27), effective coaching and an effective coaching philosophy requires great self-knowledge which requires putting your values and beliefs up to scrutiny. Through the responses of the students, this process of building their coaching philosophy led to increased self-knowledge which has the potential to impact areas of their lives outside of coaching. The students share about how the course impacted their relationships, daily lives, and own well-being.

Many students talk about the impact the course had on their personal relationships including one student that shares how the course impacted their approach to how they

treat other humans. “I see my coaching philosophy as a guideline of life, how I want to treat my fellow human beings.” Another student shared that they feel the course, “definitely benefit in everything you do, to build better relationships.” This shows that the students perceive a benefit to developing relationships due to a deeper understanding of themselves, their values, and their actions.

An additional impact identified by the students was in their daily lives. One student mentions, “I can apply for my daily life not just for my coaching philosophy.” This implies the student sees value in understanding the concepts from the course, and the deeper knowledge about themselves not just in coaching but in their life outside of sport. It was also shared that one student, “thinking work life and family life through values and stopping to reflect have already given me tools to be more reasonable at certain situations.” This is similar to the last student in which the student feels a benefit to their work and family life through their participation in the course.

The third main way that the Establishing Coaching Philosophy course created transformative value was through an increase in well-being for the students. One student mentioned that the course impacted their time management skills and they say, “As a coach if I can’t take care of myself how can I take care of the athletes that I coach.” Time management is an important tool for taking care of a coach’s well-being (United States Olympic Committee, 2017). It can also be seen through the responses that many students feel a strong connection with their values and who they are as a person. This can also be because a well-defined coaching philosophy can make a coach happier and more motivated in their work which adds to a coach’s well-being (Quinn, O’Leary and Lara-Bercial, 2018, 15; Moen and Olsen, 2020, 2).

As an important contrasting view, one student could not identify any transformative value in the Establishing Coaching Philosophy course. They responded simply, “Not really. Not that I can think of.” This could simply be the lack of information provided to the students on identifying transformative value. Another possibility could be that there is a distinction between the coaching work and the life outside of sport which does not allow for transformative value to be created. Finally, it could be caused by the student simply not finding anything valuable enough to apply to their life away from the course.

5.3 Skill Acquisition and Learning in Coaching

The Skill Acquisition and Learning in Coaching course tasked students with teaching their classmates a new motor skill. As the final assignment of the course the students had to present the journey they went on with their partner while learning a new motor skill. The

course covered topics such as the information processing and constraints-led approaches to skill acquisition.

The main theme found in the data from the Skill Acquisition and Learning in Coaching course was the change in the ideas and reported behavior of the students when it relates to how they view the learning of motor skills. The students responded with how they will use the information and experience from the class to change their practice in coaching and teaching as well as at the club level. Beyond some mentions of the partner task mentioned previously, the value of discussions and group work are still silent in the data.

5.3.1 Immediate Value Created

Participation in the Skill Acquisition and Learning in Coaching course meant that the students also participated in the final assignment of the course in which they taught a partner classmate a new motor skill. On the final day of the course each student shared a video of the journey they took their partner on and the level of effort and enjoyment of that session and the videos showed a high level of immediate value created by the course (Saarinen 09 May 2022). This was supported by some of the responses of the students including, “skill acquisition task was such a meaningful project. Beneficial to get opportunity to implement theories to action.”

Students also mentioned that the course helped them discuss an important issue in coaching of skill acquisition. One student said, “Well if I started coaching from the beginners level I found I will definitely choose a different approach than I used to think... I think this model [constraints-led approach] hit me very hard and I am going to learn more about it.” This student felt value from the course as it challenged their way of thinking about skill development and challenged him to change their perspective and learn more about the topic.

5.3.2 Potential Value Created

By the nature of the course, the students had to create and try new methods to inform practice through the skill acquisition task. This can be seen in the same example as previous, “skill acquisition task was such a meaningful project. Beneficial to get opportunity to implement theories to action.” This same idea that the theories have given them ideas to inform their practice can be seen again by a student that mentioned they learned new tools to support learning including having a vision for their practice and the ability to improvise when needed. Along with this, many of the students also highlighted new skills that they learned in the course, such as one student who shared that the course

taught them about the skills of asking questions, “The art of asking the right questions with research-based knowledge gave me the understanding of the art of coaching.”

Another way that the students showed potential value in their responses was through the growth of their networks and interactions regarding the topics discussed in the course. One student told the story of an additional learning opportunity they attended at their club.

I went to listen one seminar which was arranged by my team in [Student’s home club]. There was lecturing student of DP19, and it was very good to see that he used almost all the information we had learned from the class to educate our volunteer coaches who coach with U8 to U15 age groups. I think this kind of educating is very important and I think at least our club has put effort for development of youth sports and coaching education in a year more than in last 30 years. I had some conversation during the event with my colleague goalie coach and we were discussing about using constraint-led approaches in the training sessions

The student was able to grow their network at this event in their club and engage in meaningful conversations about how to use the content of the course in their practice. They can also point to the potential growth of the club and the power of educating other coaches in the topic to continue the learning of all involved.

5.3.3 Applied Value Created

One indicator for applied value that is highlighted by the framework is the rapid and wide adoption of innovations. As this is a practical course with many of the students coaching alongside the studies and the final task being a practical implementation of the course material, applied value had plenty of opportunities to be created. This can be seen quite well in the responses by the students with many of them sharing stories of their experiences using some of the ideas from class already or how they have implemented the ideas into their near future plans (i.e. upcoming summer practices). One student shared their experience implementing the ideas from the course already in their skill acquisition task, “I approached the skill acquisition task, from PoST [Periodization of Skill Training] framework’s point of view. I evaluated the learning process through the skill mastery theory. I used task intrinsic feedback for cueing and feedback.” All these are examples of topics covered in the course material and how the student attempted to apply them to their final assignment. Another student told, “I implemented it immediately to figure out what fits in my coaching and which not. I figured everything I learned in class can help me to achieve an outcome I want to see from my player...” This again shows the rapid adoption of class material in the student’s practice.

5.3.4 Realized Value Created

Many of the students responded with successes that they have perceived implementing the course material. Previously it was mentioned that a student shared their experience implementing their ideas from the course in their skill acquisition task. That student went on to share the success they perceived from their implementation of these ideas.

In above-mentioned order, PoST helped me to plan different phases of movement into practice design, with a help of constraints manipulation I could emphasize the details which needed more attention. Skill of mastery theory helped me to evaluate in which stage of learning athlete were at. Task intrinsic feedback enhanced the self-reflection of an athlete. I felt that athlete was doing all the thinking process after I could more often just ask questions and give ideas instead of feedback.

These implementations from the student allowed them to notice success in their skill acquisition task. They were able to realize the positive effects for their coaching of the course material immediately. The success shows a satisfied classmate who was learning a new skill.

Another student felt more success in their practice and activity planning although they could not provide an exact example, "I think the class led me to a better designer than I was before." Feeling more success in their activity design can empower a coach to continue to advance their practice.

The same skill acquisition task presentations presented in section 5.3.1 can be used to support the creation of realized value for the Skill Acquisition and Learning in Coaching course. The success shown by the students in their journeys to learn new motor skills showed great achievement in their process as coaches in the course, implementing the ideas learned in the theory.

5.3.5 Transformative Value Created

The students were not able to provide many cases of transformative value created by the Skill Acquisition and Learning in Coaching course. This may be due to the specific nature of the content to sports coaching. Some students stated that they did not think the course impacted them outside of the space or left the response blank. One student responded that the course impacted them but could not provide any specifics. Finally, one student was able to clearly share how the course impacted them, "It definitely did. One of the biggest learning experiences was, together with theories, how important it is to communicate and treat each other with respect. Cooperation should not be underestimated." This shows the impact the course had on their broader view of coaching

and interacting with others. The experience working with a classmate to learn a new skill and to teach someone a new skill could be where this transformative value was created.

One student did highlight (see the long quote in section 5.3.2) that their club was changing the way that they view skill learning and educating their coaches because of what this student and a previous student in the course was able to bring to the club. This change of mindset for the club shows transformative value not on the individual level on the organization level instead.

5.4 Personal Growth 1

Personal Growth 1 is the first of three years of Personal Growth courses. The first year of this process presented ideas about reflection and well-being as well as having several individual meetings for the students with their tutor teachers and a couple of tutor group meetings. The Personal Growth 1 process begins in the orientation week of the program with the students doing activities to discover and think about their personal core values. The values and process of the students' participation in the program are reflected in the tutor meetings, and the tutors ask about the students' well-being throughout the process as well.

One of the two main themes of the personal growth process were the trust that was built between the student and the teachers. Through the individual and group meetings many students felt an increase in the trust and depth of relationship with their assigned teacher. This is one of the goals of the Personal Growth Process as the relationship the teachers aim to build with the students is like that a coach aims to build with their athletes when using an athlete-centered approach. Which supports the learning of the students by encouraging an environment of asking questions and understanding of effort. The other main theme in the class was the benefits of the tools the students practiced using throughout the process. One example of potentially negative value created for the students was how infrequent the sessions in the process was and how that caused them to forget a lot about their experience in the course. The course met usually once every 4 weeks with only a couple of lecture sessions, the rest being individual or group tutor meetings. Perhaps the gap between sessions caused some students to not have the opportunity to get the most out of the course.

The students spoke about how the interactions and discussions with their tutor teacher helped them learn about themselves, their values, and their well-being more deeply. The silence in the responses for the Personal Growth 1 process was in depth answers on how the students are using the information and tools from the class every day. A few students

answered with how they are using more reflection but only a couple could provide examples of how they are using the ideas from the course and the effect that it has for them.

5.4.1 Immediate Value Created

Using the experience as a facilitator in the Personal Growth 1 sessions, the high attendance in the sessions indicates immediate value created for the students. Also, there was active engagement in the activities and discussions that were part of the lectures. Another sign of immediate value was the demand for more time given to the class, both in the responses to the 4 questionnaires and in the periodic feedback sessions with the class. The call for more lectures and more tutor group meetings indicate that the students felt the topics and group discussions were valuable to take part in.

Many students shared that they felt the Personal Growth 1 process increased the trust between them and the teachers and how this created more of a mutual engagement in the students learning. One student stated, "Building trust with the teachers and classmates, which enhanced the learning." Another student mentioned, "Helped to have to good 'relationships' with the teachers. The Personal Growth Process also build the trust which is needed to create a perfect learning atmosphere. It was more a learning together than a Top-Bottom learning." These examples show the value created for the students through the relationship building aspect of the process. This is something the author can support through their experience as both a student and a teacher in the old tutor/personal growth process.

Another way the Personal Growth Process created value was the opportunity for the students to discuss important issues in their lives and careers. One student mentioned being able to cover mental health issues in their discussions and many others mentioned how the discussions helped them to know themselves on a deeper level. This supports what the ICCE Degree Standards encourage for intrapersonal knowledge, seen in Appendix 2, as the students felt an increase in understanding of self.

5.4.2 Potential Value Created

Many responses indicated some usage of a new tool or skill that the students gained from their experience in the Personal Growth 1 course, indicating potential value created. The students were given many tools to help them reflect on themselves and their growth including the Sport Lifeline, 360 Self-Evaluation, Personal Development Plan (PDP), and a personal portfolio (Henriksen, Hansen and Hvid Larsen, 2020). One student mentioned,

“Good tools to reflect on personal growth. Encouragement to self-reflection,” while another said, “Really helpful process and has given me a lot of tools to improve myself.”

Students also mentioned some of the new skills they acquired in the course. For example, “Learning to ask the right questions and how to reflect on them.” Being able to ask yourself the right questions to reflect on a situation or experience is a valuable skill for coaches. Besides the skill of reflection, one student also added they learned, “self-awareness, networking skills, values, problem solving skills.” Finally, another spoke about the time management skills they learned during the well-being lecture and how finding the right time-management tool is beneficial to them.

The Personal Growth 1 course also helped increase the confidence of some of the respondents with one student stating, “Knowing myself better helps me to be more confident because I can identify situations when I become anxious and hopefully find a way to overcome it.” This is like another student’s response on how they reflect on difficult situations and decisions to stay on the value-driven path, an idea from the Sport Lifeline activity mentioned previously.

5.4.3 Applied Value Created

As mentioned previously in section 5.4, the silence in the data for the Personal Growth 1 course was the lack of depth in the responses to how they are applying the information from the course in their work. However, right away a few of the students began to take the initiative in implementing some of the ideas and tools they learned in the Personal Growth 1 course. Some implementation was mandatory for the students. For example, the students had to fill out the Sport Lifeline activity once and fill in all the initial fields of their portfolios before the first individual tutor meeting of the year. However, some students took initiative beyond the mandatory implementations, “Self-leadership skills, time management skills to be more specific have helped me to get the job done and find better work-free time balance.” This response indicates that the student is applying the skills learned in the course to their life as a student and coach. Another student shared, “I was thinking that we could do some weekly or monthly ‘mandatory’ reflection with my team.”

5.4.4 Realized Value Created

Most of the students were able to respond that through the experience in the Personal Growth 1 course and their experience using the tools from the course that they were able to become more aware of themselves and their values. One student puts this quite well by saying, “It feels that I have been able to take step back and more observe different intra- or interpersonal reactions instead of too strong emotional reactions.” Another common

response was that the depth of their reflections increased beyond the surface level. Many of the tools given to the students were designed to take their reflections to deeper levels so that they are more thorough.

The few students that were able to implement ideas from the course shared some of the immediate impact it had on their process. The same student that shared they had started to use the self-leadership and time-management skills from their experience went on to say that they, “feel less stressed thanks to that.” Another student shared that the impact of the time management and self-regulation skills they learned in the course helped them. They said, “I think I better recognize when it is time to take a break and not being so worried that time runs out if I leave it be for a while.” This is an important thing for coaches as coach well-being is often overlooked since coaches spend most of their time worrying about others and do not take care of themselves (United States Olympic Committee, 2017, 45).

5.4.5 Transformative Value Created

As this course is named Personal Growth 1, the learning should extend beyond the coaching and student aspect of the students’ lives. In this way it is planned that the course should create transformative value for the students. Many of the students were able to respond with how the process of reflecting on themselves, their experiences, and their beliefs helped them find their values as individuals. This, as some students explained, helped them in their personal lives as well. One student stated, “I am more open to people with different opinions.” While another responded, “Now I try to live through my values.” Another student was able to summarize the transformative value created for them through the Personal Growth 1 process quite well.

Yes. Now I am talking more with my family than I used to. I think it is the consequence of learning to evaluate myself objectively and ask for feedback. I think I am more open to receive feedback and see it now more as a place to learn than take it as a criticism towards myself. So now I feel that I don't get angry when someone expresses a different opinion that I have in mind, but I am more open and able to start a conversation about the matter. This is a very huge thing for me!

These examples show well that the course created changes in mindset for many of the students. As a couple of the students expressed, they were able to discuss more openly with people with different opinions and many of the students were able to have a more value-driven mindset. The author can support this in their experience being around the students as there was an increase in discussions and apparent comfort talking about values at the course went on.

5.5 Successful Team Culture

Like the Personal Growth 1 course, the Success Team Culture class began in the orientation week as the class worked through a series of activities to build their team values and goes on several team building/bonding excursions. From there the course covers topics including Tuckman's model of group development, group roles and norms, team cohesion, and selecting good team building activities. The course also included scheduled opportunities for the class to participate in team building activities throughout the school year such as sporting tournaments, amazing race, and opportunities to create activities for their classmates.

The main theme of the Successful Team Culture class is how the students speak about understanding better the role they have as leaders in establishing a good culture and how to recognize the stage of their team. Most of the responses center around how the students see their experience in the course and the program can be used in their own coaching and work. The course places an emphasis on the team aspect for the DP 21 class which may be why the responses have more information about the interactions between classmates than the other classes analyzed in the thesis. The silence of the responses for the Successful Team Culture course was from the students that did not feel they had any value created for them or had negative value created. These students responded with simple "no," "nope," or "- answers which does not provide much depth into why there was a lack of value created or negative value created.

5.5.1 Immediate Value Created

As with the other course, the attendance of the Successful Team Culture sessions is an indicator that the students felt the class was worth attending. There were again high levels of activity in the sessions and the events of the course were enjoyable from the responses of the students. One of the students said that "curling and cottage were nice," and "games in the bubble were fun." These simple indicators show that the students enjoyed spending time with their classmates in various activities.

Many of the students responded with how they felt a connection with their classmates through the successful team culture class. One student wrote, "Feels like family," while another wrote, "I liked the time we spent together with our classmates." Again, this follows with the previous examples that the students felt like everyone belonged in the group and identified as a group member.

A couple responses from students showed negative immediate value. One student wrote, "I was a little disappointed in my classmates," but did not provide more depth in their

response. Another student mentioned that they felt a bit empty since the topics in the course were not covered enough inside of the course but also outside in other courses. As previously stated, the silence in the data for the Successful Team Culture course was the depth of the responses from the students that felt no value or negative value.

5.5.2 Potential Value Created

At the beginning of the Successful Team Culture course, the class was tasked with creating their group values. A statement on how they were going to behave as a class and help each other learn is an indicator for potential value created as these values were revisited a few times throughout the course. An additional indicator of potential value is the team building and growth of network the students experienced in the class. Many of the students highlighted that they were able to grow as a class over the course and got to know their classmates more.

Many students mentioned that they strengthened and grew their network while gaining experience with the topics of the class. A student said, "I immediately called one of my friends back in my home club to discuss what we'd have done better to build up the team culture if we already had known the importance of core values." The student has discussed now taking the ideas from the course back to their home club and in this process strengthened their network. Another example of this network strengthening was a student simply stating, "Being curious to learn more about it which led to talk with more people."

Another indicator of created potential value was the increase in confidence some of the students felt from the sessions. For example, one student shared, "I thought, Tuckman's theory and team cohesion were topics which I could relate to. It gave me confidence to keep paying attention on groups social dimension." Another student supported this with, "In addition to my work experience, it was interesting to study about group cohesion. As a coach, I can have better view on group dynamic." The students feel more confident in their ability to recognize the dynamics of a group and where a group stands in its development.

5.5.3 Applied Value Created

Students were able to share many examples of how the topics from the course gave them a chance to implement them in their practice. A common response was that many of the students tried to implement team values and other tools from the course into their team or work. One student said, "We built and re-visited our teams team values at work" Another student shared that they, "Used the tools for improving team cohesion for my new team now." This can also be seen in another form with some of the students collaborating with

people outside of the course on ideas from inside of the course. For example, the students were tasked with reading *The Culture Code* by Daniel Coyle and afterwards a student sent a summary book to his boss at work to read and discuss.

The other indicator of applied value was how some of the students began to approach their involvement in leading or participating in groups. One example says, "I try to hear all the voices of the group and build an environment that would encourage every group member to participate in activities together." This shows how the student is now trying a different approach to leading a group based on the information from the course. Another example of a student trying a new approach as a group participant can be seen when one student says, "I have been more open to the teams I have been in lately after the successful team culture class." The final change of approach to highlight is how one student has begun to point out the positive behaviors from their athletes rather than the negative behaviors.

5.5.4 Realized Value Created

In the previous section, it was mentioned that a student has begun to highlight positive behavior rather than negative behavior. The student shared that this change, "has been a good decision to support the patterns of behavior to the right direction." This is one of just a few indications of realized value as many of the students shared that not enough time has passed to see any effect of the ideas or connections they have implemented from the course. The other few responses from the students that indicated realized value showed the central theme of better relationships or connections with others. Many students shared that the class had better cohesion or that their team or group had better connections with each other.

5.5.5 Transformative Value Created

As with realized value, there were only a few students that had transformative value created for them in the Successful Team Culture course. One student did highlight it has helped them in, "Sharing vulnerability, for example, able to admit that you do mistakes, it has been beneficial. Something that I feel coaches have lot of times difficult to do." A topic in the course is that groups that share their vulnerabilities become stronger and have deeper relationships, so it is good that the connection was made for this student beyond the course and into the other areas of their lives. Another student mentioned as well that they became a bit calmer as a person from their experience in the course, but they did not explain the exact cause of this change.

6 Discussion

The purpose of the current thesis was to assess the value created for the DP 21 students in the new courses under the new curriculum in Haaga-Helia's Degree Program of Sports Coaching and Management by using the Value Creation Framework (Wenger-Trayner and Wenger-Trayner, 2020). The findings revealed that value was created in all four assessed courses and in all 5 cycles of value assessed for. From their participation in the courses and interactions with instructors and classmates (immediate value) the students were able to get new skills, grow their network, and practice using new tools for their practice (potential value). Many of the students were able to then apply these ideas, solutions, and approaches in their own coaching or work (applied value) and for all the courses, some of the students' reported benefits from using these ideas and approaches (realized value). A few of the students, and at least a couple in each of the four assessed courses, changed their mindset or thinking based on their experience in the course (transformative value). However, not all the students had each cycle of value created for them in their experience with each course, and for some students, negative value was created for them in some courses.

Studies on similar coach education programs (Bertram, Culver and Gilbert, 2015, 2017; Duarte, Culver and Paquette, 2021) have shown results like the current thesis. For example, a common form of immediate value created in researched programs was the discussions and participation with colleagues in the programs. This suggests that coaches feel value in discussions when they are in learning opportunities. This follows into the potential value often found in similar studies as well as this one as the growth of the network that coaches experience in their various educations. Many of the studies also report that the participants made changes in their coaching behavior, indicating a common creation of applied value. A couple of studies also mention the performance improvement the coaches felt from participating in the space. As with the current thesis, the participants had difficulty being specific in how they improved but felt some realized value was created. Many of the similar studies use an older version of the Value Creation Framework (VCF). The older version includes only 5 cycles of value, four being the same in immediate, potential, applied and realized, and the fifth being reframing value which is like the transformative value cycle defined in the current framework. Some of the students were able to report indicators of reframing value, which shows that, like the current thesis, participants had some change in mindset or thinking. The similarities between the previous studies using the VCF and the current thesis could imply that coaching programs that meet the definition of a social learning space and are long-term can have a good deal of value created at many cycles. The length of the programs studied may be important as

the value created may be impacted if the program is too short, such as a one-time event, without time for the value to develop for the participants.

Considering the results, the first implementation of the courses assessed in the thesis were valuable at multiple cycles for many students. From the respondents it can be suggested to make a few adjustments to each course so that it is less likely to create negative value for the students. Most of the negative value created in the courses came in the immediate value cycle so more effort towards creating a safe environment for all students and making sure all students have a sense of belonging may be a good first adjustment in the courses second implementation for the 2022-23 academic year.

After the first questionnaire which had two-thirds of the DP 21 class responding, the numbers fell to just one-third of students responding for each of the final three questionnaires. Therefore, after the first questionnaire it is impossible to assess the value created for most of the DP 21 class. Another lacking area was the diversity of the respondents. For example, the DP 21 class has three female students but all the respondents to the questionnaires were male students. It is also important to note that the responding students were mostly similar in each of the questionnaires meaning that the same voices were heard each academic period. A final lack of diversity was in the sport background of the respondents, of the 34 responses one came from a student representing a non-invasion sport. This lack of diversity has a big impact in the results as it only shows a similar perspective from the respondents and no assessment can be made on the value created for the female students or students from non-invasion sports.

The lack of diversity and number of respondents could be caused by three glaring issues with the data collection method. The first is that the questionnaire was in English. Although the program is fully in English and the students must show a certain level of competence in English to attend, none of the responding students speak English as a first language. This could be intimidating or seen as not worth the time for the students if it is not something they could do comfortably. The second issue was the length of the questionnaire, especially the first two which assessed three courses each. The students have a lot of assignments and courses to take care of and a voluntary questionnaire would not be on the top of their priority list. The final issue could be potentially the need to respond with their name. Many students could have been uncomfortable responding fully with their name attached. Perhaps having the option to respond anonymously if they wanted would have helped with the numbers and diversity of responses.

The depth of the responses from most of the responding students also created an issue for the assessment. Enough information was given to show that value was created for

most of the students in all the cycles for all the courses. However, the true story of how that value was created was missing from most of the questionnaire responses. A couple respondents were able to tell a good story on how the value was created for them but beyond that many of the responses were surface level. This could be an issue with the language as mentioned previously while another possibility could be the newness of reflection and value creation questions for the students. As a note, written surveys and questionnaires typically provide quality that is not sufficient for solid contribution data for value creation stories (Wenger-Trayner and Wenger-Trayner, 2020, 215).

During the thesis process, a question was raised about the ethical considerations for collecting the students' names and emails. While approval for this was granted by the school and responding was voluntary, this still had an impact on the number and diversity of respondents. The purpose of collecting the names and emails was to be able to follow up on answers and ask for more clarification if needed.

Further research is needed to fully assess the value created for all students by the four new courses in the curriculum. First, research that broadens the collected perspectives of the students should be conducted to ensure value is created for the majority of students. Another area for consideration is studying more of the curriculum so that a more holistic assessment of the program can be done and if the students find value at all cycles by participating in the degree program. Choosing a few students to follow and conduct value creation interviews with could be a way to select a diverse background of participants and go more in depth than the questionnaires allowed. Finally, further research should be conducted as DP 21 continues in the degree program to see how the process progresses for them moving into the second and eventually third year of the program.

The thesis process went well overall as the timeline for conducting research, writing, and finalizing the project went without much issue. The biggest issues with the thesis process were the time constraints near the end of the process and the lack of follow up for clarification on certain responses. The learning experience from the thesis was very in depth. First, learning to use the Value Creation Framework will be useful in the future as it is a popular assessment method for coach development courses and experiences. The framework is quite intensive and has a lot of pieces, so it was good to experience finding the value and to which cycle the value belonged from the responses. Another learning from the thesis process was the background information on how coaches learn and the variety of different ways that learning happens. There is a lot of information out there on the topic and finding the relevant information to the thesis and the field was an interesting experience and changed the facilitation methods used and environments created in practice.

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Appendices

Appendix 1. Bachelor Degree in Sport Coaching Primary Functions, Competencies and Skills. Adapted from (Lara-Bercial et al., 2016, 17-18)

Primary Functions	A Sport Coach at the Bachelor Level is able to:
Set a relevant vision, goals and strategy/plan for the program/participant/athletes	<ul style="list-style-type: none"> • Understand the big picture and align practice with local, regional, and national policy and objectives • Develop a suitable vision for the program relevant to the athletes in it and also to institutional priorities • Set up a relevant strategy that supports the fulfilment of the vision • Make effective and informed decisions relating to the planning, implementation, monitoring and evaluation of longer-term programs of practice and competition based on institutional and participant/athlete needs
Create an effective environment for the fulfilment of program/participant/athlete goals	<ul style="list-style-type: none"> • Effectively identify and recruit participant/athletes and staff • Identify, reflect on and challenge prevailing beliefs, values, and assumptions within the coaching environment • Identify and source the relevant resources (human and material) required to fulfil program and participant needs • Employ all reasonable measures to keep participants/athletes and staff safe from harm
Build positive relationships with all stakeholders (i.e. participant/athletes, club officials, parents, etc.)	<ul style="list-style-type: none"> • Lead and influence the attitudes, behaviors and understanding of key stakeholders (i.e. parents, managers etc.) through meaningful presentation of ideas. • Establish and maintain an ethical, effective, inclusive, and empathetic relationship with athletes, staff and other stakeholders. • Appreciate physical, mental and cultural diversity in participants and adapt practice accordingly • Adhere to established codes of conduct and legal requirements in coaching • Educate participant/athletes, staff and other stakeholders to enhance their contribution to their own objectives, the programs and their overall wellbeing
Conduct appropriate practices and where appropriate select, prepare and manage appropriate competitions	<ul style="list-style-type: none"> • Conduct comprehensive needs analyses for individual athletes and/or teams to design and deliver tailored coaching programs, considering participant needs and capabilities in the context of wider programs, curricula, policies and targets • Select, design, and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of participants

	<ul style="list-style-type: none"> • Conduct a functional analysis of multi skill¹⁰ activity or of their chosen sport(s) and identify the implications for coaching practice. • Identify the core elements of multi skills or of their chosen sport(s) at the key stages of participant development. • Devise, interpret and apply an appropriate curriculum for a multi skill environment or in their chosen sport(s) in line with participant needs and the agreed industry standard • Deliver a series of coaching sessions in the context of medium term and long term planned programs of practice and competition using a wide range of appropriate learning modes for participants and coaching behaviors • Can conduct and work to risk assessments in order to deliver safe and ethical coaching practice. • Identify, create and manage suitable competitive opportunities to contribute to participant/athlete on-going development • Develop appropriate competition strategies to maximize chances of learning and success • Maintain a professional attitude towards coaching practice, athletes, and all stakeholders at all times.
<p>Make informed decisions related to program/participant/athlete training and performance in a dynamic environment</p>	<ul style="list-style-type: none"> • Conduct an insightful analysis of coaching practice to make informed judgement relating to the efficacy of the learning environment established • Conduct an insightful analysis of athlete/team performance to make informed decisions regarding 'on the spot' adjustments to enhance it. • Conduct an insightful analysis of the program to make informed judgement relating to the efficacy of the environment established
<p>Reflect on own performance and embrace a lifelong learning attitude to the profession to strive for continuous improvement</p>	<ul style="list-style-type: none"> • Identify and reflect on assumptions and practices as a coach and student, demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to own coaching. • Identify own learning needs and take responsibility for the development and application of strategies for further self-development, as part of an on-going profiling process • Take an objective and critical approach to problem identification and solution, using evidence-based approaches and appropriate research methodologies • Develop an initial personal coaching philosophy and style, recognizing the need for further growth based on learning, evidence, and experience

Appendix 2. Bachelor Degree in Sport Coaching Knowledge Basis and Exemplary Theoretical Foundations. Adapted from (Lara-Bercial et al., 2016, 19-21)

Core Knowledge Domains	Sub Domains	Broad Theoretical Areas	Example Areas of Study/Theory
Professional Knowledge	Understanding of the Process and Practice of Coaching	Planning Theories Reviewing/Reflecting Theories	Constructive Alignment Integrative/Synoptic Thinking Critical Thinking Reflective Practice Periodization
		Doing Theories	Naturalistic Decision Making Reflection in Action
		Theories of Coaching	Coaching as Decision Making Coaching as Orchestration Coaching Effectiveness
		Theories of Competition	Competition for Learning Competition for Inclusion Competition for Comparison (performance)
	Understanding of the Context	Theories of Policy	Policy development, implementation and evaluation (i.e. Impact of sport on physical and mental health)
		Theories of Politics	Micro and Macro Politics Social Theories
		Theories of Strategy	Market/Product Analysis Theories Strategy Development Theories
		Sport Administration	Budgeting Project Planning

			Human Resources Company Relations
Understanding the Sport and Sport Curriculum	Theories of Technique	Biomechanics Motor Control Skill Acquisition	
	Theories of Tactics and Strategy	Cognitive Psychology Decision Making Philosophy of the Goal of Sport Notational Analysis	
	Theories of Psychological Demands	Performance Psychology Sport Psychology	
	Theories of Physiological Demands	Performance Physiology Strength and Conditioning Motion Analysis Sports Nutrition Sport Injuries	
	Theories of Movement Demands	Motor Control Motor Development Functional Movement	
	Understanding of the Participant	Biological Theories	Anatomy Developmental Physiology Exercise Physiology
Psychological Theories		Emotional Intelligence Developmental Psychology Cognitive Psychology Social Psychology Sport Psychology Performance Psychology	

			Motivational Theories
		Sociological Theories	Cultural Psychology Social Psychology Group Dynamics Group Theory Socialization Theory
		Participant Development and Talent Development Integrative Models	Bio-Psycho-Social Models of development
Intrapersonal Knowledge	Understanding of Self	Theories of Self-Regulation Theories of Values and Beliefs Theories of Personal Development Theories of Coaching Research and Knowledge Generation	Developmental Psychology Reflective Practice Metacognition Epistemology Mental Skills Self-Regulation Research Methods Sociological and/or Psychological Interpretations of Coaching Positive Youth Development
Interpersonal Knowledge	Understanding of Human Relationships and Pedagogy	Learning Theories	Cognitive Learning theory Social Learning Theory Sociological learning theory Experiential Learning Theory Self-Directed Learning Theory Transformative Learning Theory
		Skill Acquisition/Motor Learning Theories	Ecological/Constraints Theory Information Processing Theory

		Learning Management Theories	
		Leadership Theories	Transformational Leadership Relational Leadership Servant Leadership Persuasion Power
		Communications Theories	Communication Models and Strategies Non-violent Communication Conflict Resolution Models
		Theories of Culture	Sociological, Historical & Psychological Theories of Inclusion and Exclusion, Power etc Culture Management Cultural Competence
		Theories of Ethics	Virtue Ethics Utilitarian Ethics Deontological Ethics Care Ethics Theories of Moral Development & Morality