

# **Community of Practice in Martial Arts in Finland from 2013 to 2014**

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| <p>The challenges in today's sporting life include the lack of integration resulting in the duplication in efforts, insufficient cooperation between different stakeholders, and ineffectiveness in sharing knowledge and knowhow. It was easy to find arguments and value for this subject in the present moment because, even though the challenges have been recognized, there are no wider studies about already existing inter-organizational relations between Sport Organizations.</p> <p>Martial Arts in Finland have cooperated in many levels already several years. The most common ways to cooperate are multi-discipline camps, instructor educations, campaigns and projects. This study concentrated on seven officials from Finnish Judo Association, Finnish Taekwondo Federation, Finnish Aikido Federation, Finnish Boxing Association and Taido Finland (Finnish Karate Federation) who were the core members in collaborative group of Martial Arts officials and voluntary representatives. The whole collaborative group can be called Community of Practice (CoP) but this study concentrates in officials who were able to put professional effort in organizing events during the years 2013 and 2014. The aim of this study is to deliver awareness about this learning and working method to Finnish Sporting life.</p> <p>The concept of CoPs dates back in 1991 when it was introduced by Jean Lave and Etienne Wenger as a learning theory. Lave &amp; Wenger stated that CoPs are a system where participants are bound together by passion and common goals. Generally Communities of Practice involve multiple levels of participation (core, active, occasional, peripheral) and most of all participation is self-selected. Some CoPs are formally recognized and some can be completely informal and even invisible. Martial Arts CoP seemed to be something in between.</p> <p>The officials who were the core members in the Martial Arts Community of Practice placed an order for this study. They gave free rein provided two key issues would be covered: all the projects made by the current CoP would be documented and the Martial Arts joint projects would be made visible to the financing body (Ministry of Education and Culture). The focus in the empirical part was to find out how did the officials from Aikido, Boxing, Judo, Taekwondo and Taido experienced the CoP and how to develop CoP further.</p> <p>The theoretical framework was based on literature about Community of Practice. The thesis used an exploratory single case study as its research design. The research method was qualitative. Data was collected with focus group discussion (FGD) between core members of the CoP.</p> <p>CoP seemed to be important part of officials' own work and professional identity. It was considered primarily as a working method than as a pure learning theory. In practice, the Community helped in reducing the workload of the officials and cut down overlap of activities. Officials experienced that with minimum effort they were able to gain notable benefits. CoPs enabled implementing events regularly, which was seen as highly important from the operations point of view. It also experienced a risk-free manner in which to try new things together. In addition to some challenges with distribution of workload, the Community realized that splitting the costs was time consuming and it also distracted participants from their core duties. CoPs are energetic operating environments but it seems too risky to leave all critical core functions under CoPs control. It is obvious this kind of CoP does not live forever. From a risk management standpoint, consideration should be given to what would happen if this CoP would be dissolved in some point.</p> |  |
| <b>Key words</b><br>Martial Arts, Communities of Practice, Collaboration  |  |

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# 1 Introduction

Relatively little attention has been paid in existing attempts to avoid duplication of efforts in Finnish Sporting life. As Mäkinen notes in his study: "Activities of different Sport Federations should be monitored, studied and analyzed more than before. There is a serious shortage of core indicators which would measure the development of sporting culture" (2012, 12). It seems that there is a clear need to study collaboration between different Sport Organizations. Scarcity of the applicable studies is the main reasons why this particular topic for this study is chosen.

The current environment in Sports Organizations have exposed the arguments and importance for this kind of study exist: Finnish social and health service reform is soon most probably coming to a conclusion and according to the Government program, Finnish municipalities continue extensive reforms in the coming years. Finnish sporting life is not exception: a new umbrella organization VALO was established in June 2012.

Improving collaboration in addition to easing up the structures and bureaucracy has become one of the main topics in Finnish Sport discussion. This study brings into view the Community of Practice of seven officials from Finnish Judo Association, Finnish Taekwondo Federation, Finnish Aikido Federation, Finnish Boxing Association and Taido Finland (Finnish Karate Federation). The aim of this study is to deliver awareness about this learning and working method to Finnish Sporting life. Attendants have offices in the same building and their cooperation was established before the pressure to do so started growing in recent years. Community of Practice is a theory of learning which dates back in 1991 when Jean Lave and Etienne Wenger introduced it at the first time. This type of learning practice has existed for as long as people have been learning and sharing their experiences together but it hasn't been studied earlier in connection with Finnish Sport Managers.

Communities of Practice "are groups of people who share a concern, a set of problems, or a passion about the topic, and who deepen their knowledge and expertise in this area by interacting on an on-going basis" as Wenger, McDermott and Snyder argue in *Cultivating Communities of Practice: A Guide to Managing Knowledge* (2002, 4). Participation is self-selected and people in such communities tend to know when and if they should join. There is mutual engagement between members. (Wenger & Snyder 2000, 142.)

Because there is limited amount of written sources available about Finnish Martial Arts, author uses also her own experiences as a resource. Knowledge is based on experiences and participation in several projects together with other officials and representatives from different Martial Art organizations and disciplines. Even though the study was mainly im-

plemented in spring 2015 the total process was naturally longer. Phases of the process are presented in Table 1.

Table 1. Phases of the thesis process

| Autumn 2013-<br>Spring 2014   | Autumn 2014   | January 2015   | February 2015   | March 2015  | April 2015   |
|---|---|--|---|---|--|
| <ul style="list-style-type: none"> <li>- studies at Haaga-Helia</li> <li>- developing the idea</li> <li>- planning</li> </ul> | <ul style="list-style-type: none"> <li>- developing the idea</li> <li>- studies at Haaga-Helia</li> <li>- planning the work</li> <li>- collecting data and back-ground information</li> </ul> | <ul style="list-style-type: none"> <li>- detailed action plan and finalizing thesis idea</li> <li>- first version of Table of Contents</li> <li>- literature review</li> <li>- choosing the research method</li> <li>- Thesis studies at Haaga-Helia</li> <li>- collecting more data (national/international)</li> <li>- writing the thesis</li> </ul> | <ul style="list-style-type: none"> <li>- writing the thesis</li> <li>- actual survey among the martial arts</li> <li>- results</li> <li>- advisory meetings with supervisor</li> <li>- Thesis studies at Haaga-Helia</li> </ul> | <ul style="list-style-type: none"> <li>- final version of Table of Contents</li> <li>- writing the thesis</li> <li>- analyze data</li> <li>- find and analyze findings and impact</li> <li>- reporting the research</li> <li>- evaluation</li> <li>- pre-examination</li> <li>- last corrections</li> <li>- completing the project</li> </ul> | <ul style="list-style-type: none"> <li>- thesis to opponent</li> <li>- thesis seminar</li> </ul> |

## 1.1 Context and background of the study

In the spring of 2014, the Ministry of Education and Culture, the Finnish Sports Confederation Valo, and Finnish Olympic Committee placed an order to KPMG Oy Ab Company to report about the structures of sports in Finland. The report was released on 4th April 2014 in Helsinki. KPMG (2014, 25) noted that some disciplines should form groups that should be led and coordinated together. This would release resources to the core activities and lighten up structures and bureaucracy.

The external pressure from the Ministry of Education and Culture and the need to meet these requirements brought Martial Art managers together from Judo Association, Wrestling Federation, Taekwondo Federation, Boxing Association, Karate Federation in addition to Fencing and Pentathlon Association (Lehdes 2014a). As the Executive Manager of Finnish Boxing Association Tobias Karlsson (4.4.2014) mentioned in KPMG's report release event: cooperation could bring depth and quality to small federations. These managers were gathered together by the chairman of the Finnish Judo Association Esa Niemi in June 2014 (Niemi, 2014). Managers set Pekka Lehdes from the Finnish Judo Association as a Project Manager starting at September 2014. Lehdes' task was to analyse the potential synergies and economies of scale. The aim was to find out whether it is possible to start a long-term cooperation and increase the number of Martial Art enthusiasts. (Finnish Judo Association 2014; Niemi 2014; Lehdes 2014a; 2014b.)

The first response from Martial Arts to KPMG's report claimed that challenges in Finnish sporting life were, among other things (2014, 10):

1. Duplication in efforts
2. Ineffectiveness in sharing knowledge and knowhow
3. Strengthening the cooperation and leadership
4. Improving integration

What also may have given an impulse to more tangible collaboration is the model from other Scandinavian countries (Sweden and Norway) where Martial Arts have united in one umbrella organization. The Swedish Budo & Martial Arts Federation (Svenska Budo & Kampsportsförbundet, SB&K) is the federation within the Swedish Sports Confederation (Riksidrottsförbundet, RF) that administrates 15 different Martial Arts (except Judo and Karate which have their own federations). All these federations are separate legal persons with an autonomous board that decides what comes to their sports and clubs. (Enoksen & Stenudd 2010, 30, 44; Svenska Budo & Kampsportförbundet 2015.)

In Norway the system is similar than in Sweden. The Norwegian Martial Arts Federation (NKF) is a multi-sports federation within Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF). It embraces a variety of Martial Arts and ideologies. NKF facilitates also host coach education and competitions for Martial Arts. The Association is organized in five sections so that each section has its own autonomy (self-determination), including responsibility of their financial circumstances. According to Norges Kampsportforbund (2015a; 2015b) the sections are:

- Jujutsu (with Ninjutsu, Krav Maga and other self defense related arts)
- Karate (with Nanbudo etc. systems)
- Taekwondo WTF (Olympic Taekwondo)
- Taekwondo ITF (with all ITF-related systems)
- Multi Sport (with Wushu, Kendo, Aikido, Capoeira etc.)

“We are few people in Norway so it comes natural to collaborate, or else there will be very small groups of different activities without the strength to reach goals. Our education program is definitely a common thing, but everyone can deepen themselves in their main Sport/ Martial Art. The program is based on different modules and levels where a lot is common and some is more specialized – still with the same framework,” Says Secretary General Trond A. Søvik (9.3.2015) from Norwegian Martial Arts Federation. Occasionally, Norwegians do also common campaigns regarding marketing the sports that helps clubs in their recruitment, which occurs mainly in September and January. Collaboration also exists in youth work: “We have about 12 Martial Arts festivals for children each year at different locations in Norway” and high performance sports: “When it comes to our top athletes, we have some gatherings across different competition disciplines”. (Søvik, T. 9.3.2015.)

When models and benchmarking take place, eyes often turn to other countries' models, as Jussi Nikander (4.4.2014) from KPMG pointed out in report release event. As we see from the Swedish and Norwegian examples, both countries have been able to build somewhat united federations for Martial Arts. Although none of the models used in other countries could be applied as such in Finland, it should be taken into account that different models exist and may challenge the old ways of thinking or current Finnish models. Sports in Finland rely on public funding. Swedish and Norwegian models at least raise the question that if they have been able to unite Martial Arts in one federation, why couldn't that work in Finland, too? It may be too easy to draw conclusions that these kinds of models would be the key to cut at least the duplication in efforts in administration level - which has been one of the main concerns of Ministry of Education and Culture. As Director of Sports Division Mr. Harri Syväsalmi declared in KPMG's report release event (4.4.2014): Sport Organizations need to find more efficient ways to do things. Syväsalmi noted that whatever federations and organizations decide to do, the Ministry will steer the member organizations in the right direction. "Money is a powerful consultant," he pointed out. Cutting administrative costs and bureaucracy is required to maintain governmental grants because a large portion of the grant funds goes to administration.

There was pressure to be proactive in discovering issues of common concern before organizations would be steered together by government. In September 2014, Pekka Lehdes (2014a) was able to introduce his research questions concerning the collaboration. Lehdes wanted to place some fundamental questions to the managers regarding collaboration. The main concerns included: How the future cooperation would be organized, managed and governed? What are the uniting issues so that collaboration should be expanded and formalized? One of the main questions Lehdes wanted to find out was if there was a widely shared will to collaborate. However, Lehdes was not only taking into analysis intangible things; he also wanted to sort out what was the situation with Martial Art Organizations' facilities and premises, ICT, human resources, financial management, events, communication, high-level sport, education and youth work and if there was something to build on.

Lehdes (2014a) seemed to be quite aware of the tangible collaboration that was already going on between people who were mainly responsible of youth work and instructor education in Martial Art organizations. He called this phenomenon an 'excellent job and collaboration which nobody has noticed to ban' in his progress report (2014b). This is where Communities of Practice come into the picture. The group "which nobody has noticed to ban" is an informal group within or parallel to the Martial Arts organizations.

The purpose of this study is to make visible the CoP in Martial Arts. The Community of Practice itself has formed over the time (as it will be explained in chapter 2.5). Overall

Communities of Practice involve multiple levels of participation (core, active, occasional, peripheral and transactional), which will be introduced more specifically in chapter 2.1. This study concentrates on the officials who form the core group of the Martial Arts CoP. In the reporting period seven Finnish Martial Art officials from five different organizations formed the core group of CoP. Core group is relatively small group of people whose passion and engagement energize and nurture the community. Officials' commitment to events and projects is essential whereas volunteers' commitment is more of a hobby. Volunteers are typically able to contribute to minor activities rather than holding key roles in Martial Arts' common projects.

During the reporting period 2013-2014 36,8% of all employees of Finnish Judo Association, Finnish Karate Federation, Finnish Taekwondo Federation, Finnish Boxing Association and Finnish Aikido Federation in 2014 were part of this Community of Practice. Participants represented 10,5% of the employees from leading positions and 100% from employees who worked with education and youth work in these organizations. There were no participants from high performance or young athlete Olympic coaches in this Community of Practice. (Lehdes 2014b; Finnish Aikido Federation 2015b.) Table 2 shows some more detailed background information of the core participants. This study is to find out how these officials experienced knowledge sharing and collaboration and why they participated.

Table 2. Background information of the core members of Community of Practice

| Organization                 | Participants/ employees of total organization | Position                                | Length of employment in Martial Art Organization |
|------------------------------|---|---|--|
| Finnish Aikido Federation    | 1/1   | Federation Secretary                    | 2,5 years  |
| Finnish Boxing Association   | 1/3,6   | Education and Youth Manager             | 6,5 years  |
| Finnish Judo Association     | 1/7,5   | Education and Youth Manager (Actual)    | 8 years  |
|                              |   | Education and Youth Manager (surrogate) | 1,5 years  |
| Finnish Karate Federation    | 1/3   | Taido Brand Manager                     | 5 years  |
| Finnish Taekwondo Federation | 2/4   | Youth Secretary                         | 11 years   |
|                              |   | Secretary General                       | nearly 2 years                                   |

The core group of the Martial Arts Community of Practice placed an order for this study. The group emphasized that cooperation should be highlighted more. Especially possible financiers should be conscious this collaborative tradition. Government subsidies play an important role in developing coach and instructor education, enhancing children and youth sports, and organizing events or running campaigns in Martial Arts. Without collaboration it

would be difficult to get subsidies for projects like School on the Move or Martial Artist Doesn't Bully to name a few. Projects, in turn, strengthen Martial Arts visibility, image and recognition in the Finnish sports field.

The group also thought that there could be a need to report this kind of collaboration in case some other parties could benefit from this kind of knowledge and know-how. At the club level, for example, the problem often seems to be that different disciplines all are doing the same things inside their municipality or town: club administration, starting courses, events, applying club grants etc. The core group wanted to publicize their experiences in collaboration to help others in similar situations.

The core group gave free rein inside these criteria:

1. Documentation of all the main projects of the CoP
2. Bring visibility of joint projects to financing body (Ministry of Education and Culture)

## **1.2 Defining a “Case”**

Finnish Sporting life is largely based on volunteer activities and Martial Arts are no exception. Only a small fraction of Martial Art organizations has hired personnel. Both current officials and as some of their predecessors have been involved in running several of the projects together with volunteers for years. Even though existing collaboration has occurred since 2003 the earlier meetings were irregular and the composition of collaborative group and disciplines varied. It can be seen that the Community of Practice was in its initial stage in the early 2000s. (Development stages of CoPs are introduced more detailed in chapter 2.4.) As time passed, the loose network of people who interacted occasionally around certain interests continued developing those interests and relationships. The extent and progress of cooperation between different Martial Arts will be seen in Appendix 1.

Regular gatherings of people from different Martial Art organizations started (officially) in 2013. Participants in these regular meetings were a mix of hired officials and representatives who participate on a voluntary basis. The group started to keep regular meetings and written memos from March 2013 on, but, as stated, collaboration dates nearly a decade back. During 2013-2014, the group gathered together 15 times. What makes the difference during this timeframe is that the officials were able to meet daily or at least weekly in both formal and informal contexts and contribute to organizing events, which is a documented characteristic for Communities of Practice.

In other words officials (shown as ⊗ in Table 3) lay the groundwork because they were able to put professional effort in organizing events. Other disciplines (Krav Maga, Kendo,

Karate, ITF-Taekwon-do, Kickboxing, Muay Thai, MMA) that had no hired personnel participated and contributed where possible. Tangible examples and achievements of collaboration in addition to stakeholders involved from 2013 to 2014 are presented in Table 3.

Table 3. Level of participation in different events and projects

| Organization  | Aikido | Boxing | ITF<br>Taek<br>won-<br>do | Ju-<br>do | Karate | Kendo | Kick<br>Boxing | Krav<br>Maga | Muay<br>Thai | MMA | Taekwondo | Taido |
|---|--------|--------|---------------------------|-----------|--------|-------|----------------|--------------|--------------|-----|-----------|-------|
| Event   |        |        |                           |           |        |       |                |              |              |     |           |       |
| Official in collaborative group                     | ⊗      | ⊗      |                           | ⊗         |        |       |                |              |              |     | ⊗⊗        | ⊗     |
| Volunteer in collaborative group                    |        |        | O                         |           | A      |       |                | O            |              |     |           |       |
| School on the Move                                  | ⊗      | ⊗      |                           | ⊗         |        |       |                |              |              |     | ⊗         | ⊗     |
| Martial Artist Doesn't Bully *                      | ⊗      | ⊗      | O                         | ⊗         | O      | P     | P              | O            | P            | P   | ⊗         | ⊗     |
| Junior Instructor Seminar 2013                      | ⊗      |        |                           | ⊗         | O      |       |                |              |              |     | ⊗         | ⊗     |
| Junior Instructor Seminar 2014                      | ⊗      |        | O                         | ⊗         | O      |       |                |              |              |     | ⊗         | ⊗     |
| Your Fight - camp 2013                              | ⊗      | ⊗      | O                         | ⊗         | O      | O     |                |              |              |     | ⊗         | ⊗     |
| Your Fight - camp 2014                              | ⊗      | ⊗      |                           | ⊗         |        | O     |                |              |              |     | ⊗         | ⊗     |
| The Great Budo Camp 2013                            | ⊗      |        | A                         |           | A      | P     |                |              |              |     | ⊗         | ⊗     |
| The Great Budo Camp 2014                            | ⊗      |        | A                         |           | A      |       |                |              |              |     | ⊗         | ⊗     |
| II-level Junior Instructor Education 2013           | ⊗      |        | O                         | ⊗         | A      |       |                |              |              |     | ⊗         | ⊗     |
| II-level Instructor education 2013                  |        | ⊗      | O                         | ⊗         | A      |       | P              | O            | P            | P   | ⊗         | ⊗     |
| III-level coach education                           |        | ⊗      | O                         | ⊗         | A      |       | P              | O            | P            | P   | ⊗         | ⊗     |
| I-level junior instructor education 2013            | ⊗      |        | A                         | ⊗         | O      |       |                |              |              |     | ⊗         | ⊗     |
| I-level junior instructor education 2014            | ⊗      |        | A                         | ⊗         | O      |       |                |              |              |     | ⊗         | ⊗     |
| ⊗=Core Member, A=Active, O=Occasional, P=Peripheral |        |        |                           |           |        |       |                |              |              |     |           |       |

\*Martial Artist Doesn't Bully -campaign expanded from the core group's idea to a wider campaign against bullying across Finnish Martial Art world exceeding even wider the borders of different disciplines.

This study will concentrate on the “core group” which in this case is formed of hired officials who were working in the same building and were interacting with each other regularly. The case was to discover how each of the following officials experience the CoP: the

Youth Secretary and the Secretary General from Finnish Taekwondo Federation; the Federation Secretary from Finnish Aikido Federation; the Taido Brand Manager from Finnish Karate Federation; the Education and Youth Managers (actual and deputy) from Finnish Judo Association; and the Education and Youth Manager from Finnish Boxing Association. Volunteers from Karate, Krav Maga, ITF Taekwon-do and Kendo were omitted because they were able to participate rather irregularly in common meetings and they could bear only light responsibility of common projects.

### **1.3 Choosing the method**

It felt relevant to examine how the theory of CoPs answered the needs of making collaboration visible. There are an increasing number of studies in which researchers from different fields have promoted CoPs here in Finland. Lämsä (2008) has used CoPs when completing an empirical analysis of a healthcare organization, Enkola (2010) has studied Knowledge Sharing in Proacademy Students' Communities of Practice, and Rautakoski 2013 has approach CoPs in her study "Only a CEO can understand CEO – Community of Practice in knowledge creation" to name a few. The theory of Communities of Practice has a demonstrated versatility.

The CoP theory has been approached from various viewpoints; however, a pure Sport Management approach is lacking both nationally and internationally. In the field of Sport in Finland, Kouri 2014 has conducted a study about a women's floorball team as a Community of Practice whereas Hintikka (2011) has examined expertise of gymnastics' coaches. CoPs are also mentioned in Minna Blomqvists presentation of the results of her 2012 coach survey. This shows that the theory is used more commonly in some other context than studying knowledge sharing at the administrative level in Sport Organizations. Internationally, the range of studies about CoPs in terms of Sports is much wider but not primarily focused on sports management.

Qualitative methodology is the base of this thesis. Eskola and Suoranta have indicated that it is characteristic of qualitative methods that they are concentrated in a small number of cases. The position or the role of the researcher is differently essential in qualitative research than it is in quantitative research. The criteria of scientificity is not based on the quantity but quality of the material. Researchers tend to place their research subjects in social contexts. Thus, the purpose is to give a detailed and holistic picture of the subject. (2008, 17-20.)

When the focus was to discover how officials from Aikido, Boxing, Judo, Taekwondo and Taido experienced the CoP, a case study seemed the most appropriate way to approach this subject. Data was collected via Focus Group Discussion. The primary reason this

specific method was chosen for this group was that: “a focus group is a technique involving the use of in-depth group interviews in which participants are selected because they are a purposive, although not necessarily representative, sampling of a specific population, this group being ‘focused’ on a given topic” as Lederman (in Rabiee 655, 2004) summarizes. The hypothesis was that group discussion would produce data and insights that would be less accessible without interaction.

## 2 Theoretical Framework

The father of Communities of Practice (CoPs), Etienne Wenger (Wenger & Wenger-Trayner 2015b) raised the most relevant question: “How are communities of practice different from more familiar structures like teams or task forces?” The simplest answer is that teams are held together by tasks, and Communities of Practice are based on the people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. Conversely, one must bear in mind that not all networks are communities of Practice. A Community of Practice involves a shared domain that becomes the source of identification. (Wenger & Trayner 2015a; Wenger & Trayner 2015b.)

Wenger & Snyder (2000, 139-145) describe CoPs as organic, spontaneous and informal instead of brought together with managers who select people to a project group. Participation is self-selected and people in such communities tend to know when and if they should join. If one compares CoPs to project teams one notices that teams are often temporary and their knowledge is largely lost when they disband (Wenger et al. 2002, 12). Table 4 provides insight into how knowledge-sharing options differ between CoPs and other types of groups.

Table 4. How do CoPs differ from other types of knowledge sharing options? (Wenger & Snyder 2000, 142)

| <b>A Snapshot Comparison</b>   |   |   |   |   |
|--|---|---|---|---|
| Communities of practice, formal work groups, teams, and informal networks are useful in complimentary ways. Below is a summary of their characteristics. |   |   |   |   |
|  | <b>What's the purpose?</b>  | <b>Who Belongs?</b>                         | <b>What holds it together?</b>                                    | <b>How long does it last?</b>                         |
| <b>Community of practice</b>   | To develop members' capabilities; to build and exchange knowledge | Members who select themselves               | Passion, commitment and identification with the group's expertise | As long as there is interest in maintaining the group |
| <b>Formal work group</b>   | To deliver a product or service                                   | Everyone who reports to the group's manager | Job requirements and common goals                                 | Until the next re-organization                        |
| <b>Project team</b>  | To accomplish a specific task                                     | Employees assigned by senior management     | The project's milestones and goals                                | Until the project has been completed                  |
| <b>Informal network</b>  | To collect and pass on business information                       | Friends and business acquaintances          | Mutual needs  | As long as people has reason to connect               |

## **2.1 Indicators of Community of Practice**

Not every work group, community, same job or people who are under the same title can be called a Community of Practice (Wenger 1998, 122; Wenger 2012, 1). Calling any social configuration a CoP would make the concept meaningless as Wenger (1998, 122) states. Community of Practice is about sustained history: the group has developed routines together, and they know who to ask when they need help. Members can also introduce new members to the Community. But how does this differ from normal collaboration between people? Communities of Practice differentiate themselves by constituting complex social landscape of shared practices, boundaries, overlaps and connections. Communities of Practice arise when people spend time together, share information, perceptions, and counselling to their peers; when they solve problems together and help each other; and when they talk about their situations, expectations, aspirations and needs and while they puzzle about common issues and explore ideas. (Wenger 1998, 123; Wenger et al. 2002, 4.)

Wenger has gathered indicators to recognise that CoPs have formed. The characteristics of Communities of Practice have been introduced below (Compiled from Wenger 1998, 125-126):

- Sustained mutual relationships – harmonious or conflictual
- Shared ways of engaging in doing things together
- The rapid flow of information and propagation of innovation
- Absence of introductory preambles, as if conversations and interactions were merely the continuation of an on-going process
- Very quick setup of a problem to be discussed
- Substantial overlap in participants' descriptions of who belongs
- Knowing what others know, what they can do, and how they can contribute to an enterprise
- Mutually defining identities
- The ability to assess the appropriateness of actions and products
- Specific tools, representations, and other artefacts
- Local lore, shared stories, inside jokes, knowing laughter
- Jargon and shortcuts to communication as well as the ease of producing new ones
- Certain styles recognized as displaying membership
- A shared discourse reflecting a certain perspective on the world

Communities can develop their practices through a variety of activities such as problem solving, requests for information, seeking experience, reusing assets, coordination, and synergy to mention few (Wenger & Trayner 2015a; Wenger 2012, 2).

## **2.2 Communities of Practice (CoPs)**

There are always three key elements involved in CoPs: the domain, the community, and the practice, which are presented in Table 5 (Wenger & Wenger-Trayner 2011). The combination of these three elements constitutes a Community of Practice. According to Wenger (2012, 2) by developing these three elements in parallel, one cultivates such a Community.

Table 5. The key elements of Communities of Practice (Wenger & Wenger-Trayner 2011)

|  |
|--|
| <b>The domain:</b>   |
| Members are brought together by a shared need to learn (whether this shared learning need is explicit or not and whether learning is the motivation for their coming together or a by-product of it) |
| <b>The community:</b>  |
| Their collective learning becomes a bond among them over time (experienced in various ways and thus not a source of homogeneity)   |
| <b>The practice:</b>   |
| Their interactions produce resources that affect their practice (whether they engage in actual practice together or separately)  |

It is also worth noting that over the course of the life of a Community, all three elements evolve. Wenger (2009, 5) summarizes:

The domain evolves from an individual interest to a shared interest, a source of communal identity, and an object of joint stewardship. The community evolves from a loose network of personal relationships to a bond between members, a sense of craft intimacy, and an experience of collective engagement as stewards. The practice evolves from finding common problems, to helping each other, to developing a common baseline of knowledge, to world-class expertise, to leaving a legacy.

Wenger et al. sums up in *Cultivating Communities of Practice: A Guide to Managing Knowledge* in very simply way: "Communities of Practice are groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an on-going basis." (2002, 4). The origin and primary use of the concept has been in learning theory (Wenger 2012, 3). Scheckler (2003, in Ashton 2012, 5) defines a CoP as "a persistent, sustained social network of individuals who share and develop an overlapping knowledge base, set of beliefs, values, history and experiences focused on a common practice and/or mutual enterprise".

As Wenger states there are also a great variety of forms in how CoPs can occur. Some CoPs are small and some are large with a core group and many peripheral members. Some CoPs are local and some are international. Some meet mainly face-to-face whereas others meet mostly online. Some CoPs are within an organization and others include members from various organizations. There are also formally recognized and even completely informal and invisible CoPs. (2012, 3). While some have a name and others remain nameless, whatever form the CoP takes, most of us are familiar with the experience of belonging to a Community of Practice. CoPs can be such familiar experiences that they often escape from our attention. (Wenger et al. 2002, 5; Wenger 2012, 3.)

As stated, Communities of Practice are familiar to us and we all are part of them: at schools, at home, or in our hobbies. They occur, for example, when soccer parents take advantage of game times to share tips and insights about the art of parenting, bands rehearsing their songs, or recovering alcoholics go to their weekly meetings to find the strength to remain sober. Communities of Practice are an integral part of our lives. Although the term is rather new, there is nothing new about the experience. (Wenger 1998,

6-7; Wenger et al. 2002, 4-5; Wenger 2012, 3.) Back in the time when people still lived in caves they might have been the first knowledge-based social structures of human when sharing experiences of hunting or sharpening spears (Wenger 1998, 7).

The concept dates back in 1991 when it was introduced by Jean Lave and Etienne Wenger in their trailblazing analysis in *Situated Learning: Legitimate peripheral participation*. Lave & Wenger (1991, 61) wanted to search for exemplary material of learning-in-practice in situations that do not draw them into the educational environment. They did not want to tie their cognitive research and concept of learning to schooling. Instead, they wanted to explore actual cases of apprenticeship in terms of finding implications of the concept of legitimate peripheral participation. This was the point when they started gathering examples of apprenticeship among midwives, tailors, quartermasters, butchers, and recovering alcoholics (Lave & Wenger 1991, 62.) They developed the idea that learning is a process of participation in communities of practice. They stated that participation is at first legitimately peripheral but it increases gradually in engagement and complexity. They argued that learning in a CoP is not limited to novices. The practice of a community is dynamic and involves learning on the part of everyone from old-timers to newcomers. (Lave & Wenger 1991, 121-123; Wenger 2012, 4.)

Defining CoPs is still ambiguous. There is no simple metric to define the concept, and Wenger states that encumbering the concept with a definition wouldn't be necessary. Hence a Community of Practice would seem to be a unified, tightly bounded group, whereas what is intended is a more impalpable concept (1998, 122). Community of Practice is never defined precisely (Lave & Wenger 1991: 42). But it is not a "primordial culture sharing entity" (Lave and Wenger 1991, 98); those involved have different interests and point of views. It is not a sub-culture either. Use of the term Community does not "imply necessarily co-presence, a well defined, identifiable group or socially visible boundaries" (Lave & Wenger 1991, 98), rather it is "participation in an activity system about which participants share understandings concerning what they are doing and what that means for their lives and for their communities" (Lave & Wenger 1991, 98). What is characteristic is that Communities of Practice are informal, however not disorganized, with mutual engagement among members. While CoPs have evolved in organic ways, they tend to escape from formal control or boundaries. (Wenger 1998, 118-119.)

Wenger & Wenger-Trayner (2011b) have divided membership and participation into five different categories: core group, active participants, occasional participant, peripheral participants and transactional participants. Table 6 (Wenger & Wenger-Trayner 2011b) presents typical categories of membership and participation, and Figure 1 shows how the different levels of participation are placed in relation to each other (Wenger & Wenger-Trayner 2011b). It is a natural state for a Community to have a layered structure with vari-

ous levels of participation. It is essential to get new blood among active members. It should be considered a red flag if there is no movement across levels. Wenger & Wenger-Trayner stress that the communities would be proactive in inviting new people in. (Wenger & Wenger-Trayner 2011b.)

Table 6. Typical categories of membership and participation (Wenger & Wenger-Trayner 2011b)

|                                    |   |
|------------------------------------|---|
| <b>Core group:</b>                 | A relatively small group of people whose passion and engagement energize and nurture the Community  |
| <b>Active participants:</b>        | Members who are recognized as practitioners and define the Community (though they may not be of one mind as to what the Community is about)   |
| <b>Occasional participants:</b>    | Members who only participate when the topic is of special interest, when they have something specific to contribute, or when they are involved in a project related to the domain of the Community  |
| <b>Peripheral participants:</b>    | People who have a sustained connection to the Community, but with less engagement and authority, either because they are still newcomers or because they do not have as much personal commitment to the practice. These people may be active elsewhere and carry the learning to these places. They may experience the Community as a network |
| <b>Transactional participants:</b> | Outsiders who interact with the Community occasionally without being members themselves, to receive or provide a service or to gain access to artefacts produced by the Community, such as its publications, its website, or its tool   |

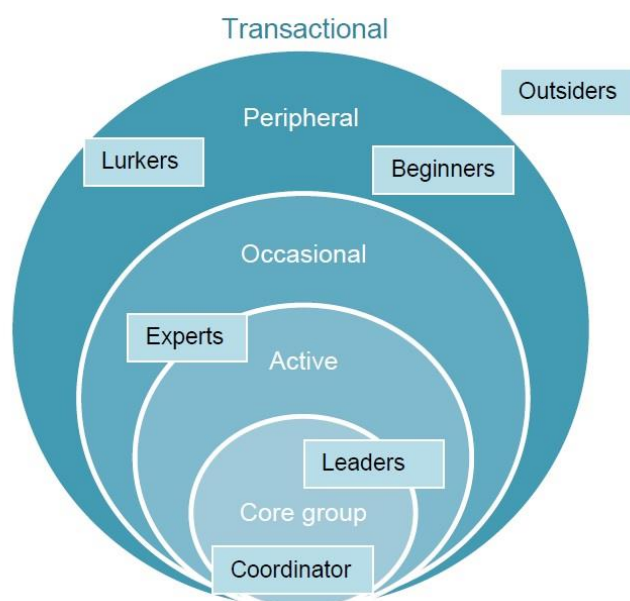


Figure 1. Different levels of participation are placed in relation to each other (Wenger & Wenger-Trayner 2011b)

### 2.3 CoPs value to organizations and Community member

As a key to improving performance, a growing number of individuals as well as organizations in various sectors are now focusing on Communities of Practice. Researchers and practitioners in many different contexts have found CoPs to be a useful approach to knowledge-sharing and learning. (Wenger 2012, 1.)

As Wenger et al. point out: "successful communities deliver value to their members as well as organizations" (2002, 17). If the members don't clearly see how they benefit from participation they won't invest themselves in the Community and the Community won't thrive. It is a similar situation if the Community's value to the organization is not understood or is not clear, which makes it difficult to justify investing resources in the Community or legitimize its voice. The ability to combine the needs of organization and Community members is essential. (Wenger et al. 2002, 18.) CoPs have both tangible and less tangible benefits to organizations as well as Community's members. They also have both short-term and long-term value as Wenger et al. (2002, 16) have summarized in Table 7.

Table 7. Short- and long-term value to organizations and community members (Wenger et al. 2002, 16)

|                                     | <b>Short-term value to organization</b><br>Improve business outcomes   | <b>Long-term value to organization</b><br>Develop organizational capabilities  |
|-------------------------------------|--|--|
| <b>Benefits to organization</b>     | <ul style="list-style-type: none"> <li>- Arena for problem solving</li> <li>- Quick answers to questions</li> <li>- Reduced time and costs</li> <li>- Improved quality of decisions</li> <li>- More perspectives on problems</li> <li>- Coordination, standardization, and synergies across units</li> <li>- Resources for implementing strategies</li> <li>- Strengthened quality assurance</li> <li>- Ability to take risks with backing of the Community</li> </ul> | <ul style="list-style-type: none"> <li>- Ability to execute a strategic plan</li> <li>- Authority with clients</li> <li>- Increased retention of talent</li> <li>- Capacity for knowledge-development projects</li> <li>- Forum for 'benchmarking' against rest of industry</li> <li>- Knowledge-based alliances</li> <li>- Emergence of unplanned capabilities</li> <li>- Capacity to develop new strategic options</li> <li>- Ability to foresee technological developments</li> <li>- Ability to take advantage of emerging market opportunities</li> </ul> |
|                                     | <b>Short-term value to member</b><br>Improve experience of work  | <b>Long-term value to member</b><br>Foster professional development  |
| <b>Benefits to community member</b> | <ul style="list-style-type: none"> <li>- Assistance with challenges</li> <li>- Access to expertise</li> <li>- Better able to contribute to team</li> <li>- Confidence in one's approach to problems</li> <li>- Enjoyment of being with colleagues</li> <li>- More meaningful participation</li> <li>- Sense of belonging</li> </ul>  | <ul style="list-style-type: none"> <li>- Forum for expanding skills and expertise</li> <li>- Network for staying abreast of a field</li> <li>- Increased marketability and employability</li> <li>- Strong sense of professional identity</li> </ul>   |

## 2.4 Development stages of CoPs

Wenger (2009, 1-5) explains that like any other living thing, CoPs "start as a mere potential, they develop progressively into their mature state, and then continue to evolve until they are no longer relevant". Wenger stresses that having a sense of the stages and associated issues helps foresee problems one is likely to face. He also points out that the model presented in Table 8 should not be taken too literally. It should be considered above all indicative rather than prescriptive. Stages and their sequence are typical but there can

be broad variations in the ways communities experience them. Communities vary greatly in their developmental sequence.

Table 8. Development stages and characteristic features of CoPs (Wenger 2009, 1-5)

### 1. Potential stage

|  |
|--|
| <i>Loose network of people with similar issues and needs</i>   |
| In this stage people interact occasionally around a situation or interest. They have need for more systematic interactions, which would emerge and generate interest.                        |
| <b>Typical activities:</b><br>People discover common ground and prepare for a Community. Those who are likely to form the core group of the Community take leadership in pulling it together |

### 2. Coalescing stage

|   |
|---|
| <i>Members come together and launch a Community</i>   |
| This is the stage where they build relationships, help each other, and discover what knowledge is really useful to share. All this takes time. There is also a challenge in this stage: other commitments pull people away from participating, people expect - and don't always find - great immediate value. |
| <b>Typical activities:</b><br>People find value in engaging in learning activities and designing a Community. As members connect more, they frequently find more common ground and begin to find opportunities to help each other and start sharing knowledge as tools, tips and templates.                   |

### 3. Maturing stage

|   |
|---|
| <i>Community forms an identity, takes charge of its practice and grows</i>  |
| In this stage people know that they do have some useful things to share, that relationships between Community members are enduring, and that the Community has enough tolerance to survive. The Community needs to become more systematic about involving all the relevant participants and participants require greater commitment and in-depth discussions. |
| <b>Typical activities:</b><br>Community starts to set standards, define a learning agenda, and deal with growth   |

### 4. Stewardship stage

|  |
|--|
| <i>The Community is established and acts as the steward of its domain</i>  |
| In this phase communities expand their focus, address new problems, and undertake new projects. This is when they become a complex set of activities, relationships, and subgroups with special interests. Community has to start thinking strategically about the knowledge it has accumulated and the knowledge it needs to create. In this stage communities hope to have a voice that reflects the authority they have achieved with respect to their domain and they also start thinking strategically about what their domain means to the organization. |
| <b>Typical activities:</b><br>Sustain energy, renew interest, educate novices, find a voice and gain influence.  |

### 5. Legacy stage

|   |
|---|
| <i>The Community has outlived its usefulness and people move on</i>   |
| Unlike a team whose work is finished when it has accomplished its task, a community of practice does not have an ending programmed in its definition. Over-institutionalizing a Community is one of the greatest dangers of the Community. Like all institutional entities, it will tend to want to survive for its own sake. Because a Community depends on the passion of its members, its death is possible at any point in its development. |
| <b>Typical activities:</b><br>Let go, define a legacy and keep in touch.  |

The development stages of the Martial Arts CoP are presented in Table 9. Development stages have been presented in connection with short summary about the main events and

projects which are a result of the flexible, boundary crossing initiatives between the various Martial Arts organizations. More holistic report about the collaboration is presented in appendix 1.

Table 9. Summary of the main events and projects in connection to the development stages of the Martial Arts CoP

| Start year | Development stage | Event/ project                          | Status of the events in 2014  |
|------------|-------------------|---|---|
| 1997       | Potential stage   | The Great Budo Camp                     | Still going on strong. Grown steadily when new disciplines have joined. |
| 2003       | Potential stage   | Coach education in III-Level            | Still going on. Grown exponentially when new disciplines have joined.   |
| 2004       | Potential stage   | Junior Instructor education in I-Level  | Still going strong. Grown steadily when new disciplines have joined.    |
| 2007       | Coalescing stage  | Healthy Athlete Program                 | Still going on in some extent.  |
| 2011       | Coalescing stage  | Your Move                               | One time event.   |
| 2011       | Maturing stage    | Junior Instructor education in II-Level | Still going strong. Grown steadily when new disciplines have joined.    |
| 2012       | Maturing stage    | Your Fight                              | On break/ back in contemplation phase.                                  |
| 2012       | Maturing stage    | Finnish School on the Move Program      | Waiting for new funding decision.                                       |
| 2012       | Maturing stage    | Junior Instructor Seminar 2012          | Still going strong. Grown steadily when new disciplines have joined.    |
| 2011       | Maturing stage    | Olympic competition event               | One time event.   |
| 2013       | Stewardship stage | Coach education in II-Level             | Still going strong.   |
| 2013       | Stewardship stage | Martial Artist doesn't Bully            | Still going strong.   |

### **3 Martial Arts In Finnish Sporting life**

According to the Ministry of Education and Culture (2015d; 2006; 2015e), sport is the most popular leisure-time activity in Finland. There are over 11 000 local sport clubs, and over one million Finns take part in their activities. Activities within these clubs are organized by 500,000 volunteers. In other words sport is a major form of civic participation. Sporting life is largely based on volunteer activities. The government and local authorities are responsible for creating supportive conditions for sport as well as physical activity. Around 130 national and regional sports organisations receive state aid, depending on the quality, extent and social impact of their operations.

Although sport is mainly financed by households and consumers who buy sport services and equipment, a substantial part of public funding comes from the proceeds of the state-owned national pools and the lottery Veikkaus (Ministry of education and Culture 2006). Veikkaus produces each day over EUR 1.4 million of lottery revenue for Finnish society and “contributes its total proceeds to the Finnish Ministry of Education and Culture, which distributes them further to Finnish arts, sports, science, and youth work.” (Veikkaus Oy Ab 2014.)

The Sports Division of the Ministry's Department leads, develops and coordinates Finnish sport policy in the central government. It also allocates state subsidies, supports local sport provision, sport institutes, the operations of national and regional sports bodies, and the construction of sports facilities. (Ministry of Education and Culture 2006; 2015a; 2015b.) The Sports Division couldn't work without expert councils and boards attached (Ministry of Education and Culture 2015c). National Sports Council plays also important role, for example, in the use of sport appropriations. In matters relating to sport, the Ministry of Education is assisted by the National Sports Council and its four subcommittees. The National Sports Council follows developments in sports, gives its opinion on the use of sport appropriations and assesses the impact of government measures on sport. (Ministry of Education and Culture 2006; 2015c.)

#### **3.1 Martial Arts in general**

The term Martial Arts can be defined as an art of combat, “that combines codified fighting techniques with philosophy, strategy, and cultural traditions” (Crudelli 2010, 10, 246). Martial Arts are commonly associated with East Asian cultures, but they are clearly not unique to Asia. It seems that most cultures around the world have developed skills to defeat a person physically or to defend oneself from physical threat. (Black Belt Magazine 2015a; Österman 2009, 4; Crudelli 2010, 10.) Jarmo Österman (2009, 4-12) and Christian Crudelli (2010, 10-12) point out that whereas fighting has been an inseparable part of the

history of human race, people today practice Martial Arts as health-enhancing physical activity, self-defense, sport or for mental growth. Different Martial Arts focus on different movements and techniques: on punches, kicks, sweeps, throws, locks, grappling, weapons or a mixture of these all (Österman 2009, 36, 58, 71, 72). Martial arts may be categorized in many different ways including self-defense or sport-oriented disciplines, armed and unarmed combat, or softer and harder disciplines or styles. There is wide variation and differences in disciplines; Krav Maga is a self-defense system developed by the Israeli army, Aikido is not seen as sport and it does not have any tournaments, and some Martial Arts styles focus primarily on weapons training like Kendo and Kyodo or Kali-Escrima (Österman 2015, 4-15; Crudelli 2010, 10-12). Some are included in Summer Olympic program like Boxing, Fencing, Freestyle Wrestling, Greco-Roman Wrestling, Judo and Taekwondo (Sport.fi 2015; Crudelli 2010, 12). Although there exists great amount of different Martial Arts disciplines and each with a strong identity of its own, many of them have more similarities than differences. Practicing Martial Arts enhances physical fitness: flexibility, strength, power, speed, muscular endurance, balance and cardiovascular fitness. Additionally, the focus, repetition and application required in learning Martial Art are invaluable to developing self-discipline or mental self-improvement.

Martial Arts have arrived to Finland during the last century. Wrestling was introduced to Finns by Emil Karlsson (1868-1935) who was introduced to the sport while studying in Germany. The first wrestling club was established 1891 in Helsinki (Finnish Wrestling Association 2015). Boxing arrived to Finland at the beginning of 20<sup>th</sup> Century (Finnish Boxing Association 2015). Judo's history in Finland begins in the 1950's and Karate in the late 1960's, Aikido, Taikido and Taekwondo during the 1970's, Muay Thai in the 1980's. MMA, Brazilian jiu jitsu, and Krav Maga arrived to Finland in the 1990's. (Österman 2009, 51, 66, 90, 103, 108, 118, 142, 152, 170.)

Although the variety of Martial Arts styles and disciplines is great, Martial Arts form a rather small but not fully united aggregate in Finnish sporting life. Around 160 different Martial Arts, combat sports and styles are practiced in Finland and there are roughly 40 national associations and federations ([www.kamppailulajit.net](http://www.kamppailulajit.net) 2014a; [www.kamppailulajit.net](http://www.kamppailulajit.net) 2014b). According to Lehdén (2014b) there are more than 50 000 practitioners in Martial Art communities. It is difficult to say how many more. The lack of a standardized method of counting participation levels in Martial Arts is the main reason why the actual range of the total players is not known. In Table 10 is presented three different ways of counting enthusiasts: the amount of all participants in a specific discipline, participants within Sport Clubs, and the total amount of licenses. The figures are based on the National Physical Activity Surveys in 2001-2002, 2005-2006 and 2009-2010. Research Institute for Olympic Sports (2015) has gathered data about both adults and children, which can be seen in Table 10.

Table 10. Estimation of participants and licenses in Martial Arts (Research Institute for Olympic Sports 2015)

| Year/<br>Federation | Total participants in disciplines |       |       | Participants in Sport Clubs |       |       | Amount of licenses |      |      |
|---------------------|-----------------------------------|-------|-------|-----------------------------|-------|-------|--------------------|------|------|
|                     | 01-02                             | 05-06 | 09-10 | 01-02                       | 05-06 | 09-10 | 2006               | 2008 | 2010 |
| <b>Aikido</b>       | 4000                              | 5000  | 2000  | 3500                        | 4500  | N.A.  | 1081               | 1143 | 1027 |
| <b>ITF</b>          | N.A.                              | N.A.  | N.A.  | N.A.                        | N.A.  | N.A.  | N.A.               | 881  | 869  |
| <b>Judo</b>         | 13000                             | 14000 | 13500 | 12000                       | 12500 | 11000 | 7934               | 8529 | N.A. |
| <b>Karate</b>       | 13500                             | 14000 | 14000 | 11500                       | 13000 | 13000 | 589                | N.A. | 585  |
| <b>Fencing</b>      | N.A.                              | N.A.  | N.A.  | N.A.                        | N.A.  | N.A.  | 376                | 398  | 449  |
| <b>Pentathlon</b>   | N.A.                              | N.A.  | N.A.  | N.A.                        | N.A.  | N.A.  | 25                 | N.A. | N.A. |
| <b>Boxing</b>       | 16000                             | 22500 | 28500 | 7000                        | 10500 | 13000 | 2002               | 2430 | 2432 |
| <b>Wrestling</b>    | 4000                              | 8000  | 11000 | 4500                        | 6500  | 8000  | 3429               | 3821 | 3832 |
| <b>Kick boxing</b>  | 6500                              | 10500 | 16500 | N.A.                        | N.A.  | 8500  | N.A.               | N.A. | N.A. |
| <b>Taido</b>        | N.A.                              | 1000  | N.A.  | N.A.                        | 500   | N.A.  | 415                | 406  | 598  |
| <b>Taekwondo</b>    | 6500                              | 10000 | 8000  | 5500                        | 8500  | 6500  | 1308               | 1530 | 1608 |

The National Physical Activity Survey is the only regular Sport trend analysis in Finland. It is implemented as a telephone interview every four years. If the survey were repeated now, in 2015, it would perhaps reveal some changes in Martial Art trends. For example MMA and Brazilian Jiu-Jitsu have become increasingly popular and they could be ranked in these charts, too.

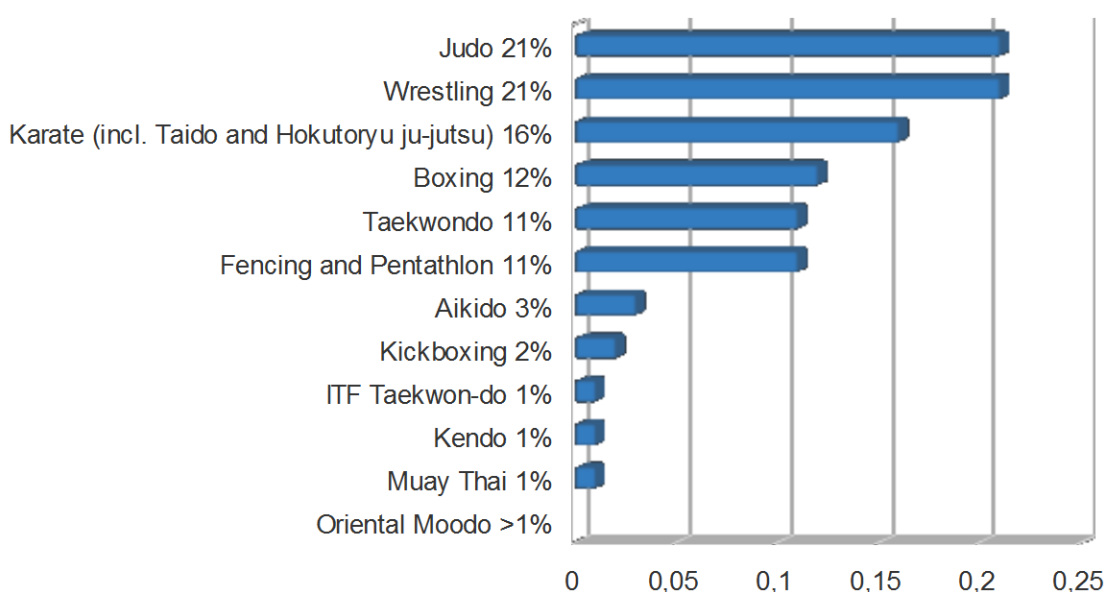
To understand the overall situation and amount of enthusiasts in Finnish Martial Arts, one can do a comparison with the most popular disciplines in Finland. According to Research Institute for Olympic Sports (2015) cycling was the most popular sport with 1 025 000 enthusiasts, skiing (810 000), swimming (741 000) and gymnastics (615 000). The most popular team sports were soccer (357 000) and floorball (354 000).

Twelve of the Finnish Martial Art communities—Finnish Aikido Federation, Finnish ITF Taekwon-Do Federation, Finnish Judo Association, Finnish Wrestling Federation, Finnish Karate Federation, Finnish Taekwondo Federation, Finnish Boxing Association, Finnish Fencing and Pentathlon Association, Finnish Kickboxing Federation, Finnish Kendo Association, Finnish Oriental Moodo Association and Muaythai Association of Finland—were financed by the Ministry of Education and Culture in 2014 (Ministry of Education and Culture 2014a). Offices of seven different Martial Arts organizations are located in Valo-building in Pasila (Helsinki). The same building houses Valo (Finnish Sport Confederation), the Olympic Committee, and the Paralympic Committee together with over 30 other fitness and sports organizations (Valo ry 2015). These seven Martial Arts organizations are also under the government's granting system and they have hired personnel (Ministry of Education and Culture 2014a).

According to report of Pekka Lehdes (2014b), in 2014, the total aggregated human resources among the Finnish Judo Association, Finnish Wrestling Federation, Finnish Karate Federation, Finnish Taekwondo Federation, Finnish Boxing Association and Finnish Fencing and Pentathlon Association were between 27-30 man-years. Around two-thirds to three-quarters of the personnel did discipline-related work and the rest of the personnel did administrative work. The Finnish Aikido Federation was not included in Lehdes' report, but the Federation Secretary handles the day-to-day operations in the office (Finnish Aikido Federation 2015b). Lehdes pointed out that Martial Art organizations were lacking full-time, specialized knowledge from communications, marketing, fundraising, and monitoring services, as well as development. He also acknowledged that there were no full-time specialized knowledge for handling membership / license records or advocacy of common processes of sports (2014b).

In addition to membership census reports, another consideration in determining size and scope of the Martial Arts can be based on the percentages of government grants between Martial Art organizations (Table 11). It gives an idea of the distribution of the governmental grants and also the relation to each other. Fencing and Pentathlon were merged in 2012 and Finnish Taikido Association had merged with Finnish Karate Federation in 2011 (Finnish Fencing and Pentathlon Association 2015; Taikido Finland 2015b). Kendo, Muay Thai and Oriental Moodo first procured government assistance in 2014. (Ministry of Education and Culture 2014c.) Wrestling and Judo shared the biggest grants and the third biggest beneficiary was the Finnish Karate Federation.

Table 11. Government grants between Martial Art Organizations in 2014 (Ministry of Education and Culture 2014c)



### **3.2 The collaboration of Martial Art Organisations**

Different Martial Arts collaborate in a multitude of ways, both at the club level and at the national level. Finnish Mixed Martial Arts Federation share the same license-related insurance as Finnish Kick Boxing Federation, Han Moo Do, Hoi Jeon Moo Soo and Jang Su form an association together and the Finnish Kendo Association is the official governing body for Kendo, Iaido, Jodo and Naginata in Finland. (Finnish Mixed Martial Arts Federation 2015, Finnish Oriental-Moodo Association 2015, Finnish Kendo Association.) Karate, Taido and Hokutoryu ju-jutsu organized Finnish Championships together in 2015 as they did also in 2011. Martial Art clubs are often multidisciplinary, which means that one can practice several different combat sports under the same umbrella (Österman 2009, 17). In this study the collaboration is merely approached from five Martial Arts (Aikido, Boxing, Judo, Taido, Taekwondo) which have been actively involved with Martial Arts' CoP.

### **3.3 Peek to the future of Finnish Sport Management**

Juha Heikkala who is Foresight Director of Finnish Sport Confederation has identified trends, which most likely will continue to change the Finnish sports sector in the future. Recognizing trends and changing paradigms is essential in order to prepare for the future. Heikkala's Future Navigator 1.0 provides tools for proactive strategic management for Sport Managers and specialists (2014, 3).

According to Heikkala (2014, 5) identification is the starting point for systematic anticipation and future research in Finnish Sporting life. He estimates that structural hierarchies in society are unravelling, and it is time to start creating networked ecosystems. Old management models will no longer apply in this new context, and modern organizations will be focused on self-direction and self-organizing. The lack of centralized management may be experienced as chaos. (Heikkala 2014, 5).

Also Miettinen (2005, in Juuti 2006, 235) has listed some challenges which future organizations and management will most probably face, and he points out that synergies which previously occurred only in interaction between managers and the employees, instead will occur more at networks and partnerships. The future will most likely bring flatter organisational hierarchies and even Bottom-Up Management where practical ideas for improvement come from where the action really lies. This theme is also raised in the publication of National Sports Council (Hossain, Suortti & Kallio 2013, 5-6, 27): the political debate on sports has paid particular attention to state subsidies where the money goes more to the administrative level and too little to the grassroots level.

Heikkala assumes that expectations are likely to exert greater pressure on sports at both the club and the organisational levels. The importance of know-how, quality, and profes-

sionalism will increase, and more dynamic management models will challenge traditional centralized management and authorities. (Heikkala 2014, 6.) He argues that, in the future, administration in all sectors will need to be modernized and move away from the current model of hierarchies. Key words will be customer-orientation and flexibility. Also interfaces of management have to be crossed. Instead of strict administrative structures, one must take to consideration functional services across administrative boundaries. Power flows from institutions to individuals and from hierarchies to compeers. (Heikkala 2014, 8.) As Martin (2006, 3) summarizes: "Leadership is changing and approaches focusing on flexibility, collaboration, crossing boundaries and collective leadership are expected to become a high priority" and adds: "Participative management, building and mending relationships, and change management rise to the top in the future, replacing skills such as resourcefulness, decisiveness and doing whatever it takes." Organizations move from owning and concealing ideas to open source and collective innovation networks. The most important capital in the work communities, states Heikkala, will be know-how and expertise as well as innovative product development and problem solving. (Heikkala 2014, 9.)

## 4 Methodology

Schwandt (1997, in Sparkes & Smith 2014, 55) argues that the Case Study is not a methodological choice. It is a choice regarding what to be studied: person, process, event, group, organization, or so on. After choosing *what* is to be studied - researchers select *how* it is to study the subject by choosing methods of data collection and analysis that will generate material suitable for case study (Eskola & Suoranta 1998, 65).

Cases are often regarded as specific and bounded in time and place (Sparkes & Smith 2014, 55). In this single case study the researcher has collected and presented detailed information about seven Martial Art officials who work together and form the core group of a Community of Practice. These members were repeatedly in key roles in planning and implementing common projects of Finnish Martial Arts. The emphasis has been on exploration and description of Communities of Practice among Martial Arts organizations. In this single case study the researcher has looked intensely at a small participant pool. Conclusions are drawn only about this specific group and only in this specific context. In the case study methodology, the focus is not on discovering universal truths, nor having wider cause-effect relationships (Eskola & Suoranta 1998, 65-67).

### 4.1 Qualitative methods

As Veal & Burton (2014, 218) describe: “The term qualitative is used to describe research methods and techniques that use and give rise to qualitative rather than quantitative information, that is information in the form of words, images and sounds rather than numbers.”

The strength of qualitative methods is their ability to illuminate the dynamics of *process* and they can bring people into the research whereas quantitative methods tend to be impersonal (Sparkes & Smith 2014, 17; Veal & Burton 2014, 218). Because the aim of this study was to describe the Community of Practice as a phenomenon - which occurs in collaboration among *people* who work in Martial Art organizations – the qualitative method best served the purpose. According to Charmaz (2004, in Sparkes & Smith 2014, 17), to understand what living in this world *means*, we need to learn from the inside and if we want to gain deep understanding of any life, we have to enter into it.

The advantage of this case study research design is that the researcher is able to focus on this specific case and make it visible to everybody. The researcher has chosen the qualitative Focus Group Discussion as a research method. It gives a researcher a chance to gather experiences about the CoP straight from the participants. To the participants, it gives the opportunity to share ideas, and expand or elaborate their own answers as they

consider their views in relation to others (Tenenbaum & Driscoll 2005, 596; Eskola & Suoranta 1998, 95-96; Sparkes & Smith 2014, 85.) Focus group discussion is an attempt to describe people in a natural situation.

## **4.2 A focus group discussion (FGD) and research questions**

The biggest advantage of the FGD is that it gives very abundant and deep data directly from the respondents in their own words. It is recommended that the group not be bigger than 12 persons, although the optimum number of participants for a focus group may vary (Veal & Burton 2014, 226; Rabiee 2004, 556), with the typical size consisting of between four to eight participants (Sparkes & Smith 2014, 86). Groups with fewer than ten people give all participants the chance to share individual views. Group should be small enough to give everyone the opportunity to express an opinion and, on the other hand, to be large enough to provide a diversity of opinions (Sparkes & Smith 2014, 17; Veal & Burton 2014, 226.) According to Sparkes & Smith (2014, 17) most Focus Group Discussion studies consist of four to fifteen groups so that the results can be compared but in this case there were only this one specific group consisting of seven people.

FGD began with the focus group leader welcoming participants and briefing them on the process (e.g., that there are no right or wrong answers, that it's important to speak one at a time and that the session was recorded. Participants were also briefed that the data will be handled and stored confidentially). Participants were encouraged to put forward any concerns before the discussion, if there was something unclear in the process. Also the concept of a Community of Practice was explained to the participants before the discussion was carried out. Group leader gave each participant also a self-administered questionnaire about the background information (Appendix 3) to be completed before the session. The questionnaire included the respondent's gender, year of birth, level of education, the employer (during the study period from 2013 to 2014), and his or her area of responsibility (during the study period from 2013 to 2014). Participants were also asked to give short description of the main activities within their organization.

The researcher developed an "Interview guide" for the focus group leader. This interview guide comprised of a list of the questions and topics that needed to be covered during the discussion. The discussion leader Heikkala followed the guide during the FGD. The discussion was semi-structured and contained open-ended questions. Discussions were allowed to diverge in some extent from the interview guide.

There were 13 central questions and several sub-questions in the study (the complete scope of questions is available in Appendix 2). Sub-questions helped the focus group

leader to clarify the central questions as needed. The intention was to ask questions that were neutral and which do not convey conclusions that the researcher expected.

To ease communication between participants and make discussion more fluid, the group and the focus leader used the term *Community* during the discussion to replace the long and less fluent term Community of Practice. The FGD was conducted in Finnish.

The central questions were:

1. Please describe this Community of Practice with your own words
2. How would you describe working methods and functions of this Community?
3. What has motivated you to participate in this Community? Or is there anything that motivates you?
4. How would you describe your own role in this Community?
5. In terms of your own work: how important this Community is? Or does it have any role in your work? Please explain your answer.
6. What kind of expertise have you received from the Community? What have you learned? Or have you learned anything?
7. If you have learned something in the Community, how has learning taken place?
8. What have been the benefits of belonging to this Community for you personally? Or is there anything? Or has belonging to this group been even harmful?
9. How has belonging to this Community has been useful or unuseful for your organization? Please explain your answer.
10. Has the Community enabled something, which would not have been possible otherwise? What?
11. What difficulties, challenges, or conflicts have there been in the Community? Or what challenges or conflicts has it faced?
12. How functions of this Community could be improved or developed?
13. Would you recommend this kind of interaction, knowledge sharing and working method wider in sports organizations? Why? Why not?

### **4.3 Data collection process**

Focus group discussion took place in February 27, 2015, in Valo-building, Helsinki. The date for the group discussion was found through Doodle, which is an online scheduling tool that is used to find a date and time to meet with multiple people. The researcher suggested some dates and the participants were able to choose from them. Doodle created a polling calendar, which the researcher sent to participants for feedback. Each participant selected the dates and times from the polling calendar that was best for her, and Doodle aggregated the responses and told which option worked best for everyone. (Doodle 2015.) The poll was sent to the participants on 3 February, and all participants responded

by the next day. Participants were reminded two days before the date they are due to attend the FGD.

The group that participated in the discussion consisted of seven officials from following organizations: Finnish Taekwondo Federation, Finnish Judo Association, Taido Finland (Finnish Karate Federation), Finnish Aikido Federation, and Finnish Boxing Association. All participants who were invited to the FGD were able to participate. Participants' roles within their organizations varied from running an office to instructor education and youth work. All the officials work in Valo-building in Helsinki. Also, all offices except one were located on the same floor.

The reason this time limit was chosen was that the participation is documented in the memo of the collaborative group. The group did not keep memos prior to March 2013. Since then, the multidisciplinary group started acting more regularly and in coordinated manner. The reason to limit study from 2013 to 2014 instead of from 2013 to 2015 was that there had been changes in both the organizational sector as well as in human resources after the research plan was put into practice in 2015. The empirical part was implemented with hired officials who worked in these organizations during study period from 2013 to 2014.

Participants in these regular meetings had been a mix of hired officials and representatives who participate on a voluntary basis. On average there were 4-8 participants in the meetings. Even though involvement can produce learning in multiple ways, the volunteers were not included in the research. The primary reason why this study is conducted only with the hired officials (which can be seen as the Core Group) is that the domain has different levels of relevance to different people. A volunteers' engagement with daily routines in Martial Art organizations is rather small and Community of Practice is not as significant a component in the volunteers' daily work as it is for the officials. Volunteers could be seen as active, occasional, peripheral or transactional participants, which Wenger mentioned as typical categories of membership and participation (Chapter 2.1, Table 6).

An interesting detail of note was that the chairmen of each Martial Art organizations are men, but the hired officials of the Martial Arts CoP who had taken part to the regular meetings during from 2013 to 2014 were women. The focus group discussion was accomplished together with Juha Heikkala who is a Foresight Director of Finnish Sport Confederation VALO. Heikkala was asked to act as Focus group leader who gave the introduction, asked the questions, and steered the proceedings. Because the author was one of the participants in the group discussion, there was a need to have an unbiased operator to gather the data and lead the discussion.

Group discussion was organized in a meeting room where the participants were served refreshments and snacks. FGD was arranged during the office hours and in a familiar environment where the group had previously monthly gatherings. This was to ensure that participants felt comfortable and secure. As Avis (2005, in Sparkes & Smith 2014, 18) noted: "Extracting people from their environments where they feel comfortable and placing them in highly structured or manipulated social settings like the formal experiment are, therefore, avoided." According to Wenger (2009, 4), CoPs, which are in the stewardship stage, hope to have a voice and they seek to influence the organization in which they live. It appeared that Wenger's thoughts mentioned in chapter 2.4 were correct. It seemed important for the participants to get to share their own experiences and the Community's know-how.

The duration of the FGD was two hours (1pm-3pm). Each participant received a flower after the FGD was finished as an expression of gratitude for participating in the study. Participants were also able to give feedback of the discussion.

#### **4.4 Analysing the data**

The group discussion was recorded with two recording devices. Qualitative research often includes some form of transcription (Veal & Burton 2014, 226; Eskola & Suoranta 1998, 95; Rabiee 2004, 657). In this case the group discussion was transcribed from the recording (verbatim) afterwards. This method of data collection generated a large amount of data. The two-hour interview took approximately 15 hours to transcribe in full, leading to thirty pages of transcript, not including the information that was obtained in advance.

The process of data analysis was initiated during the data collection. This stage was followed by familiarisation with the data: listening to recorded material, reading the transcripts several times, and reading the observational notes taken during interview. In this stage, reading through the feedback and self-administered questionnaires about the background information of the participants took place.

According to Rabiee (2004, 657), in this stage "The aim is to immerse in the details and get a sense of the interview as a whole before breaking it into parts. During this process the major themes begin to emerge." After going through the material, it was finally possible to start analysing the data. Cutting, pasting, sorting, arranging and rearranging data through comparing and contrasting the relevant information took place as suggested by Krueger & Casey (2000, in Rabiee 2004, 657). In analysing the data, the researcher tried to follow the suggestions which Krueger & Casey (2000, in Rabiee 2004, 657) had proposed (Table 12).

Table 12. Suggestions in analysing the data (Krueger & Casey 2000, in Rabiee 2004, 657)

Read each quote and answer these four questions:

1. Did the participant answer the question that was asked?  
If yes, go to question 3;  
If no, go to question 2;  
If don't know, set it aside and review it later;
2. Does the comment answer a different question in the focus group?  
If yes, move it to the appropriate question;  
If no, go to question 3;
3. Does the comment say something of importance about the topic?  
If yes, put it under the appropriate question;  
If no, set it aside;
4. Is it something that has been said earlier?  
If yes, start grouping like quotes together;  
If no, start a separate pile.

After completing this task, the data was ready for the final stage of analysis: interpreting. The analysis of qualitative data required patience and lots of time.

#### **4.5 Validity and reliability**

The sample size in this study was rather small. Conducting the focus group discussion only for the officials presented a narrow picture regarding the experiences and the benefits of the collaboration. A comparison of managers' or chairpersons' points of view to the same subject would have been enlightening. Moreover, the voluntary perspective was not taken into account. After comparing the relevance of volunteers in this specific case there was either possibility to invite them or reject them. There were around 4-6 volunteers who took part randomly in the regular meetings. After serious consideration volunteers were left out from this study. Volunteer's participation was rather unpunctual and scattered whereas officials were working full-time under a contract of employment and had recognized duties in their organization.

Some bias was detected in prior research. The researcher was one of the officials in the collaborative group of Martial Arts officials and also took part in the focus group discussion. One of the major measures utilized to avoid perpetuating that bias was to choose unbiased operator to gather the data and lead the focus group discussion.

An unbiased and experienced operator in the focus group discussion kept discussions flowing and on track, guided discussions back from irrelevant topics, and made transitions into another question; however, one of the participants revealed in the feedback that was collected after the discussion that she would have wished that answering turns would have shared more evenly.

Because this case study dealt with only one group, one can never be sure whether conclusions drawn from this particular case apply elsewhere or if the results can be generalized to the wider population. Plenty of qualitative material and information was obtained from the focus group discussion. Since the information and knowledge at hand was versatile, it required a lot of consideration regarding what to include and what to exclude from actual study. Some information will always remain without telling and this study was not an exception. Selecting what to report required well-considered decision-making. After FGD there were also some challenges which were related to language specific differences and finding equivalences between Finnish and English.

Observations are always loaded with previous experiences so it is always a risk that a researcher's subjective feeling may influence the study. As Eskola & Suoranta among others claim: qualitative research can be presumed a lack of reliability and validity of its findings. This is often reasoned with the researcher's presence on the situation being studied. Selective perception or bias on the part of the researcher may occur in qualitative research (2008, 208.)

Tenenbaum & Driscoll (2005, 677) also describe criticism about subjective truth: "the interpretative idea, that what the participant says they experienced is the "truth", fails to accommodate the implications of the post-positivist understanding concerning the social nature of knowledge." Participants can also be blind to their own experiences and their own situations (Eskola & Suoranta 2008, 211).

In principle, it is possible to interpret any material in countless ways, as Leiman and Toivonen reminds (in Eskola & Suoranta 2008, 214). Qualitative methods have sometimes been considered as subjective ways to gather information. Objectivity is specifically focused on the identification of the researcher's own subjectivity, and is always a high priority in any research. Interpretations cannot be drawn from random excerpts of the material. When the reader is given pieces of gathered data, the reader has the opportunity to either accept or challenge the interpretation that the researcher has made, which is an interesting tool for the reader when evaluating the reliability of the researcher's evaluation of the same data. The reliability of the analysis can be tested, for example, by asking whether the existing interpretation is the only possible option. (Eskola & Suoranta 2008, 17-20, 215-222.)

## 5 Findings

As Wenger & Snyder describe, the participants in CoPs are learning together by focusing on problems that are directly related to their work. Wenger & Snyder (2000b) also stress that in the short term, this makes participants' work easier or more effective, and, in the long term, it might help in building both their communities and their shared practices, "thus developing capabilities critical to the continuing success of the organizations."

The Community called itself as 'some kind of open secret society' whereas Lehdes (2014a) had referred to it as a group "which nobody had noticed to ban". The group was very tight and the Community was clearly organized around particular areas such as campaigns, instructor education and youth work. Activity gave members a sense of joint enterprise. This group affirmed that "Yes, we have an identity, but we do not have any name". By this they indicated that most of their employee organizations do not formally recognize the group. This is the paradox of management in which CoPs exist: Although CoPs are fundamentally informal and self-organizing, they would benefit from cultivation. (Wenger & Snyder 2000b.)

This chapter gives views regarding how the officials experienced the Community of Practice. It also answers the questions of what benefits the participants have experienced themselves and what they thought were beneficial for their organizations. In addition, this chapter presents some of the challenges that the Community has faced. In this chapter, the participants explain what has been their role in collaboration and what they experienced as the true essence of CoPs.

### 5.1 Community's own description of itself

The focus group described itself using several attributes. All participants confirmed that this kind of solid group exists and they called it their own 'work community' or the 'way to get things done'. As one of the participants said:

This Community provides me the power, the feeling that we get something real done over here. I feel that I do the right things, which I believe in, and I feel that the others believe in the same things that I do. I do not know if I can ever find another group like this.

Group described itself with following attributes:

- Mental working community
- This is really the way of working
- Cooperation is not superimposed in anyway, or considered just "meetings"
- Way of doing things, which one does not want to give up
- A continuous breeding ground for ideas
- Sharing knowledge
- Taking part in joint knowledge creation and idea sharing
- Similar set of values
- Recognition of know-how
- Increased knowledge

- It must arise from a desire to do things
- Being at the coalface
- A collegial network
- No need to wait for some regular meetings
- Trust
- Building knowledge
- Sharing resources
- Participation is voluntary
- These are the workmates
- Importance of this Community has not been recognized
- This has always been the kind of system what works
- Getting an overall picture of things
- Spirit of happening
- Some kind of open secret society

How the group described itself was precisely according to theory, and they displayed a number of characteristics and indicators which were listed in chapter 2.1 (page 14). Although these people don't work together everyday, they found value in their interaction. They became informally bound by the value they find in learning together, as Wenger et al. propose (2002, 4). Wenger also points out (2012, 4) that "characteristics that make Communities of Practice a good fit for stewarding knowledge—autonomy, practitioner-orientation, informality, crossing boundaries—are also characteristics that make them a challenge for traditional hierarchical organizations".

Three required components (Figure 3) in Community of Practice are domain, practice, and community. As expressed in the discussion, Martial Arts officials regarded the **domain** a similar genre. Providing services to members such as camps, youth services, campaigns and instructor educations are forming a common ground of collaboration. Working together increases organizations' possibilities in providing regular services to their members. It is the domain that inspires members to participate.

Martial Arts officials formed a seemingly strong Community, which enabled interaction and encouraged in sharing ideas and knowledge. **Practice** in this case means sharing knowledge and providing support for each other. It also prevents duplication in efforts while saving resources.

According to the participants, taking part to the regular meetings (**Community**) plays the most important role in collaboration. Participants expressed that taking part in the joint knowledge creation and sharing ideas is the most vital part. Participants experienced 'no shows' as some form of an insult towards their work. "You do not appreciate this Community so much that you would turn up to the meeting." As Järvelä and Häkkinen (2002, in Toiviainen & Hänninen 2006, 141) summarize: achieving benefits from working together in solving a common challenge needs reciprocal participation from everybody.

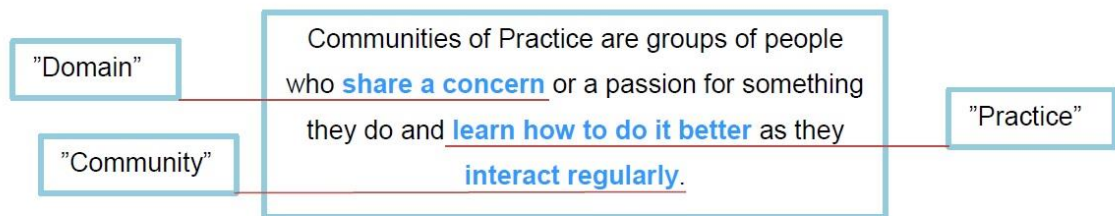


Figure 2. Domain, practice and community

Freedom and the voluntary nature of the Community play an important role. As it has been mentioned before by Wenger & Snyder (2000, 139-145): Participation is self-selected and people in such communities tend to know when and if they should join. As one of the participants describes:

One can choose projects which have importance for one's own discipline or organization. And one doesn't have to participate in projects which do not contribute to the goals or objectives of one's own organization.

It seemed that the Community enjoyed its work especially because it was able to do its thing without commands and control from the management. Sufficient autonomy to maintain the motivation of the participants seemed essential. It was highly important for the participants that the Community could choose interesting projects itself. The Community commented that if the assignments would come from management - down through the hierarchy to employees – it wouldn't be motivating. The answers of the focus group confirmed *what* Wenger & Snyder (2000, 139-145) had also found out: Communities of Practice emerge of their own accord. In other words CoPs organize themselves and set their own agendas. Like one of the participants said: "The point is precisely the fact that this is about us! If someone would promote some kind of special project for us, I think we would say no."

## 5.2 Descriptions of the roles in the Community

Participants in CoPs tend to "take collective responsibility for managing the knowledge they need, recognizing that, given the proper structure, they are in the best position to do this" (Wenger 2012, 4) as was also noticed in the focus group discussion concerning the Martial Arts CoP Core Group. The Community had utilized one of the key characteristics of CoPs, "knowing what others know, what they can do, and how they can contribute to an enterprise" (Wenger 1998, 125) by each taking care of a specific aspect of the competence that the Community needed. There seemed to be trust in the various professional skills, life experience and interpersonal skills as well as technical skills of each participant. All the participants had found their position and their own way to contribute.

The group described their roles in the Community with the following attributes:

- I don't know, I just feel being a part of this group and I give my contribution
- I feel that there has to be these 'regulars', who just, 'are there', so that they can take a small section from the whole
- My job or role was particularly and mostly in instructor educations - the main role was to be this sort of a pedagogical expert
- I have youth work, and stuff like that—I have also done camps. And I have always been involved with Great Budo Camp -- and then the junior instructor educations, I-Level from the beginning and also in II-Level instructor education
- Well, I've been involved with adult instructor education—sometimes I have also tried to give an opinion, and like the ideas in some other cases, that in return, we can be part of this collaboration—and so on... I'm here to learn
- I have seized with my teeth onto instructor education and especially III-Level
- I have been the coordinator and I have dragged people to participate -- I'm maybe the inspirer - I always throw out all sorts of nonsensical ideas
- Maybe I've been sort of the computer support person...
- I pretty much did all kinds of things, but then if you're thinking—what I've been able to give to this group the most, however, was the last instructor education in III-Level
- I have been enthusiastic about the visual side—that kind of job that it would also demonstrate outwardly what we are really doing over here
- II-level instructor education was a good project and personally I got lot know-how from it

According to one of the participants:

The know-how and competence is increasing all the time. Whenever we gather together, someone has visited somewhere. And even though it wouldn't be officially said that that lecture included this and that, but always, like at some point in our conversation, it becomes apparent that someone has learned something or received new information or heard something. The knowledge, which we have, accumulates all the time, because we have our own networks, where the information comes from.

As Toiviainen & Hänninen also confirm (2006, 21) learning takes place through this cross-border dialogue.

### **5.3 Benefits for the participants**

Communities of Practice create value in multiple and complex ways both for the members as well as for the organizations, as Wenger et al. state in *Cultivating Communities of Practice: A Guide to Managing Knowledge* (2002, 15). Retna and Ng (2011, in Ashton 2003, 13) mention that some members of CoPs can find it challenging to attend meetings on a regular basis when considering their workload and other formal meetings. This is when participants need to determine whether the benefits of participation outweigh the potential drawbacks (Ashton 2012, 13). What the participants highlighted was the collaboration:

It was when we realized that if we divide one project among five people, our workload will reduce dramatically but the benefits are five times bigger! The amount of users of the services that we produce increased tremendously," summarizes one of the participants. "And you don't have to do the job alone, you have a collegial network which shares the brainstorming phase, implementation phase and the evaluation phase.

The group described benefits that they gained from the CoP in the following manner:

- One gets tools for coping with the work
- It simplifies the work
- It's not as fruitful to work alone

- You don't have to do everything yourself
- It is the professional guidance
- I can focus on just those issues I have taken under my responsibility
- With little effort we can get a lot done
- These relationships and the support that they give my work
- You always learn something here
- We actually 'build the knowledge' and always something new is born
- This brings job satisfaction and work engagement. They are essential and important things
- Social relationships have a big role
- Reciprocity
- We have always respected the differences of others
- We have enjoyed the shared knowledge
- Everyone has been there to help
- Working in functional multi-office in real time
- The thing like 'inner circle'

Also sharing knowledge emerged from the answers:

Even without being personally involved in some specific project or case, it is still possible to hear what's going on elsewhere. You are like, oh: That kind of education is available, or something like that. Participation gives some kind of overall picture about the things in a completely different way.

It is argued by Toiviainen & Hänninen (2006, 140) that in complex work assignments socially shared knowledge will be emphasized even more in the future.

Instead of formal education, learning in working life takes place in the interactions among a variety of experts. Individuals are part of the network. Networking aims at cognitive development of individuals as well as organizations. Collaborative learning can result in outputs and information that cannot be achieved by dividing tasks vertically (Toiviainen & Hänninen 2006, 141.) As one of the members from the focus group said, "I've always experienced that I learn something here." In terms of learning, it is also crucial that each participant's voice is heard. Often for example, organizational boundaries, hierarchies, ascendancy, as well as the work of norms and regulations can create barriers to the free discussion. (Toiviainen & Hänninen 2006, 21).

#### **5.4 Benefits for the organizations**

Today's sporting life in Finland struggles with the challenges like duplication in efforts. As one of the focus group members said: "It is absurd, that everyone does the same thing alone. I mean just exactly the same!"

The group found lots of benefits that their organizations gained from the CoP. They described the following benefits:

- Continuum of events
- With minimum effort, we gain the big benefit
- A big benefit, in financial terms as well as in saving time and employees
- Ensuring the regularity of events
- Not even one of the disciplines would have done anything alone or, especially, anything national

- It has opened the doors to offices
- Services that otherwise would have not been actualised
- Risk-free trials

Ensuring the regularity of events was considered highly important, and events as such as the instructor educations are tangible results of collaboration. Members at the clubs can see the work of the Community through the events. One of the participants stressed that:

Well, I'd say that certain regularity of the events is really important in itself. In smaller and medium-sized organizations it may vary as to if they are able to organize this event or so... Through this Community, events have a continuum.

It was also mentioned in the group that many of the events and projects would not have been accomplished without collaboration. Participation was experienced as a 'positive must':

Well, if I say my opinion and what was already said before: you do not have a choice. We are a small, one-person organization, so how could we organize these events and instructor educations and everything, and still would be able to develop our operations? Without this Community it wouldn't be possible.

Participants predicted that collaboration might tighten in the future at the organizational level also:

However, although all the federations have slightly different interests when it comes to possible amalgamation – even though it has been under discussion for so long - it is still feared because it is new and exciting. But I still argue that it will be inevitable, let's say, within the next ten years, when taking into account these social resources, and the economic situations, in general. Because if we don't join together willingly, then we'll join under the financial oversight of the government. It will be inevitable -- We (i.e. Martial Art organizations) should take the initiative with definitions of policies instead to having them forced upon us from the state authorities.

When participants were asked what kind of relationship, connection or status they saw between this specific Community and 'official collaborations,' one of the participants answered:

Example. It is our example that we get things done over here and nobody should be jealous. If we do something together, so it's not away from anyone. But if we dare to get hitched for real, we receive a lot of synergy. But not all get it. But I argue that there are—sorry, but now I say this in an ugly manner—but we all have those big bosses, all the big bosses are afraid of their own position. They are like: 'What will happen to my position? Help! Does the chair wobble so much that I have to leave?'

Participants also drew a line between these two 'dimensions'. Official collaboration was experienced as more obligatory, whereas the Community was seen more informally and completely voluntary. This came up when the focus group discussed the report of Pekka Lehtes (2014b) about the collaboration of Martial Arts. The topic led to apparent tensions between participants. Some participants experienced that the method in which the deepening of cooperation between Martial Arts was introduced was done in an offensive manner. It became very clear that forcing different disciplines to cooperate was seen negatively, and it was stressed that the special features of each discipline should be taken into account delicately in these kinds of reports.

## 5.5 Difficulties, challenges and conflicts

"The members cooperation does not mean that conflict never occurs" as Susan A. Wheelan argues in her book, *Creating Effective Teams* (2010, 48). The group identified clearly more pros than cons in this kind of working method. The greatest difficulties and challenges formed from uneven distribution of workloads between volunteers and officials. Other challenges included finance and scheduling.

The focus group described some of the difficulties they had faced:

- Money
- Joint responsibility of sharing losses
- Participation fees, because there are different cultures in different disciplines
- Part of the (board members) still thinks, 'there she is wasting her time'
- Does everyone contribute and get involved as much as everyone else?
- Always somehow there is something like, overlapping of camps or competitions, or something, and then we must just agree and compromise to find dates which suit all
- Rotating the project money and such...
- Tasks frequently fall into the lap of the same people
- It is difficult for volunteers to take an active role
- Much of the information is passed informally rather than in regular meetings
- And we do have a little internal 'thing' (group), so that not all get immediate access to it.
- You can participate, but do not do anything then
- Quarrel about the fact that they don't not participate the meetings
- Tasks are distributed among those who are present—not with those who are absent

Officials indicated that those who have something to contribute are justified to gain from collaboration. They felt that if only few ants in the nest are working, it was unequal and unfair. The problem wasn't that there were volunteers involved. One voluntary participant who did not have employment was seen - if not unanimously as core member - but at least as a highly active member of this CoP. The core group still indicated that some of the volunteers were '*free riders*' or '*occasional travellers*' or even '*adjuncts*'. It frustrated some of the core members that the workload was distributed unevenly between officials and volunteers. But, as Lave & Wenger (1991, 98) argued, participation at multiple levels is entailed in the membership of a Community of Practice. Members have different interests, they make diverse contributions to activity, and they hold varied viewpoints (Table 6 and Figure 1, page 17).

The members of the Community expected active participation from everybody in order to maintain high performance. And as noted earlier, unequal distribution of tasks frustrated participants:

When, however, there are also those members... members of the Community, as we talked about: Karate and ITF and also others [Krav Maga, Kendo]... Somehow the challenge is in distributing tasks evenly for the volunteers, too... So that not all the projects would always fall in same people's lap. In different events, where a different number of us are involved... if only one is active and the others are not so active, all the work falls to the person who is active. So how could we distribute tasks more equally?

Officials, however, were also able to see some reasoning to unequal distribution of tasks and activity:

That is, that many other martial art organizations are such that they do not have full-time employees at all. Their participants in this Community are volunteers. And whereas we full-time workers want to keep meetings during the day here at the office, the volunteers cannot participate in them. Therefore it is also difficult for them to take an active role.

Frustration may have emerged from the different priority that the Community of Practice holds for the officials than for volunteers. The Community was seen as a significant component of daily work for the officials. The tight bonds within the group might also be seen as a negative thing. If CoPs sustain engagement over an extended duration, it creates boundaries, as Wenger (1998, 253-254) states: "These boundaries indicate that communities of practice are deepening and that their shared histories give rise to significant differences between inside and outside." Wenger (1998, 253-256) points out that it will happen inevitably. These boundaries can confront outsiders and newcomers who seek entry to community. Newcomers are not able to participate activity or conversation. If carefully managed, communities are able to avoid evolving into stale inbreeding.

Money and schedules were the most essential stumbling blocks and caused some hassle between participants, but as Wenger et al. (2002, 11) note, "The best communities welcome strong personalities and encourage disagreements and debates. Controversy is part of what makes a Community vital, effective and productive."

Money in general wasn't the problem. The Community expressed that rotating the funding and splitting the costs and profits among the members was complicated and one of the biggest stumbling blocks. In big picture multidisciplinary projects had also one flip side:

It is... it is also a bit of a challenge that... for the example, if some youth work project is rotated by a certain organization, it is only visible in the annual report of that specific organization. It may appear as one sentence in other organizations' annual reports, but in economic terms it appears somewhere else. So if I were Hannu Tolonen, I'd think, 'what the heck, don't they have youth work at all?!' Even though the entire group would have contributed in it. It distorts the operation.

Participants also described tangible problems and challenges which they had faced when dealing with money:

I mean, like, just as an example: if we are in need of something worth two hundred euros... like a stack of prints or something. What to do? How do we pay it together? Well first the invoice goes to one federation and there it will be divided in seven parts and then there will be seven invoices for all seven organizations... or then even that... okay, so you had three participants, and those others had seven and I'll divide that two hundred euros according to the amount of participants... however, we talk about such small sums of money, but still I have paid two hundred euros for the prints, you paid the venue and third took care of the lunch costs, and the fourth participant received participation fees..

## 5.6 True essence of CoPs

Thomas A. Stewart (1996) argues that: “The community of practice belongs to itself” and “they’re like professional societies. People join and stay because they have something to learn and to contribute. The work they do is the joint and several property of the group—‘cosa nostra’, our thing” Stewart also mentions that “the real genesis and ownership of ideas and know-how aren’t corporate. Nor personal, for that matter. They belong to something that is becoming known as a community of practice.”

Participants were able to point out numerous clearly positive experiences of the CoP, while the true essence of CoPs was identified. “How you can promote something like this, it must arise from the willingness to contribute” as one of the participants summarized. The Focus Group expressed the following attributes to describe some of the essential fundamentals of Communities of Practice:

- But it might be the reason that these kinds of communities cannot emerge is they are not given an opportunity to arise
- If you would like to recommend this somewhere, for starters one should create opportunities for congenial people - or people who share the same kind of ideas or they work in similar tasks - to assemble
- If one jealously keeps hold of one's own affairs, it doesn't improve anyone. It requires openness
- You must figure it out yourself!
- It's like people have been drawn to this common gang
- This group is demonstrates that if one trusts and gives free rein, a lot of good things happen!

Wenger & Snyder say that by generating knowledge, CoPs reinforce and renew themselves. They argue that it is the reason why Communities of Practice give organizations not only the golden eggs but also nurtures the goose that lays them. “The farmer killed the goose to get all the gold and ended up losing both; the challenge for organizations is to appreciate the goose and to understand how to keep it alive and productive.” (2000b).

They also give three tips for managers (2000b):

The first step for managers now is to understand what these communities are and how they work. The second step is to realize that they are the hidden fountainhead of knowledge development and therefore the key to the challenge of the knowledge economy. The third step is to appreciate the paradox that these informal structures require specific managerial efforts to develop them and to integrate them into the organization so that their full power can be leveraged.

## 5.7 Summary and conclusions

The literature and the research seem to support the assumptions of the conceptual framework. It was clearly observed that the officials were forming the core of the Community of Practice. The Community seemed to be doing well at the moment the discussion was implemented. The discussion indicated that the Community was most probably in stewardship stage in its life cycle. Although some communities might go through mid-life

crises during which they question their value and their very existence, it was not the case in this community.

All the participants had found their position and their own way to contribute. They found their participation meaningful and collaboration was fruitful. All the members were able to confirm their sense of belonging. The Community's members had also experienced the rapid flow of information and upgrading or refining others' ideas. Members were also able to describe how the Community's knowledge accumulated along the way. The existence of the Community was not checked clearly at the club level or to all at the administrative level in Martial Arts federations.

Even though the Community was identified as an effective learning environment, the Community of Practice was considered primarily as a working method more than as a pure learning theory. There were several benefits that the Community's members were able to acknowledge. The Community was considered important from the point of view of work engagement and job satisfaction. Participants stressed the importance of collegial support and professional guidance, which they gained from the Community. According to the participants, working together had increased their knowledge. Members of the Community expressed they had received support from each other personally and professionally, and the Community also played a significant social role.

The Community enjoyed its work due to it being able to do its thing without directives and control from the management. Participants agreed that both trust among the members and trust between the Community and managers were essential. It was highly important that the Community could choose projects of interest to the participants. Sufficient autonomy was one of the key elements that helped maintain the motivation of the participants.

Management, on the other hand, had a small role in controlling participation. The group was not fully acknowledged or recognized among managers or the governance of the organizations. Although recognition had improved from completed events and projects, there was still uncertainty about the Community's role or importance within the organizations' operations.

Benefits for the organization could also be observed. In practice, the Community helped to reduce the workload of the officials and cut down on the overlap of activities. Officials expressed that with minimum effort they were able to reap valuable benefits. The cooperation enabled the implementation of regular events, which was regarded as highly important from an operations perspective. It was also able to try new things together risk-free.

The greatest difficulties and challenges arose from an uneven distribution of workload between volunteers and officials. Frustration may have emerged from the different priorities that the Community of Practice had for the officials than it has for volunteers. Rotating the funding and splitting the costs and profit among members was noted as a complication. Community addressed the concerns that dealing with money was time consuming and it also distracted participants from their core duties. Sometimes scheduling meetings and events caused headaches for participants.

## **6 Discussion**

The collaborative group of Martial Arts officials placed an order for this study. They gave free rein within the following criterion:

1. Documentation of all the main projects of the CoP
2. Bring visibility of joint projects to the financing body (Ministry of Education and Culture)

The joint projects were gathered together accordingly. These projects and the Martial Arts organization's versatility in the manner of collaboration are brought to light in summary on page 17 and in Appendix 1. A visual representation of the collaboration is gathered in Appendix 4. Its purpose is to present the fundamentals of main joint projects of Martial Arts Community of Practice in a simple manner. Brochure can also be attached to applications which are aimed at financing bodies to address the extent of collaboration.

Because the collaborative group of Martial Arts officials gave free rein to choose methods as well as angle to approach collaboration, it was important to limit the scope of the study. After careful consideration, the final research question came to the forefront. Research question was seen as essential in bringing Martial Arts collaboration and officials' working method into the open. The focus in the empirical part was to find out how did the officials from Aikido, Boxing, Judo, Taekwondo and Taido experienced the CoP and how to develop CoP further.

Testing the theory of Communities of Practice within the context of answering these questions and bring to light the way some Martial Art officials collaborate was the primary interest. At this stage, it seems that the choice was right. Although it could be argued that the focus group discussion was not the most innovative way to gather knowledge, it was a chance for the group to share experiences about working in the Community of Practice. Instead of working with on-going projects, the core group was able to spend some time to reflect on and to explore the inner functioning of the group from another perspective. Shared experiences revealed some grievances and also some areas in need of attention and development.

## 6.1 Future suggestions

Even there were also some challenges within the collaboration, the Community seemed very pleased with this method of working. They saw the Community of Practice as important part of their own work and professional identity. But as Käpylä & Salenius remind: One should still watch out that satisfaction with the current state doesn't lead to functional stupidity. One shouldn't only seek the positive aspects for the organization or, in this case, of the Community's practices. Examples of the indicators of functional stupidity are highlighting the rationality of practices and operations, and the sense of security (2013, 38.) Critical discussion, critical reflection of operations, and questioning current practices is always a fruitful endeavor. Instead of working with on-going projects, it would be beneficial to regularly attend to the functionality of the Community. There could be meetings that would only concentrate on developing a Community's operations.

The challenges regarding the rotation of fiscal responsibilities could be tackled if the Community would invite a professional from financial administration to help and counsel in financial planning. A Financial Manager could be good to have in a core group of Community of Practice. The CoP should also consider producing its own annual report, which could be inserted fully into the annual reports of each organization, even though other federations may have applied for the grants that year. This would bring more visibility to the CoP and continue to reduce the overlapping workload and unnecessary tasks in this sector. This how the CoP could market the results of collaboration to suspicious board members and demonstrate its continued importance in existing.

The need for development of the group is clearly seen. It would be useful to proactively invite people to join the Community, while it should also be planned how newcomers are familiarized with the operation. Also, replacing the former members is important; otherwise the Community will eventually wither away. Old or core members of the Community should firmly address how they want newcomers or volunteers to behave in ways appropriate to the Community. Open communication, not only of positive achievements but also faults and drawbacks, is essential to avoid obstacles endangering the smooth functioning of the group. According to the participants, taking part to the regular meetings plays the utmost of importance in collaboration – this should be clearly expressed to all participants from core to periphery members of the Community.

Although we have learned that this Community of Practice can flourish whether or not the Martial Art Organizations as employers nourish them, the Community is still not able to live without the voluntary engagement of the participants. The Community should consider whether they should recruit people from different positions or disciplines to join the Community: Are there enough visions and differing perspectives inside the Community? It is

also worth evaluating if this Community has already started to build boundaries to itself. As we learned from the study, these boundaries can confront outsiders and newcomers who seek entry to Community. If carefully managed, the Community will be able to avoid evolving into stale inbreeding. Being "infected" by another person's enthusiasm seemed to be familiar with the Community members, and it is also worth being aware of that negativity can be contagious and spread like wildfire, too.

Poor communication can cause misunderstandings that lead to conflicts. If CoP and administrative bodies do not take care of mutual understanding and communication with each other they might drift to disagreement. Core Group is rather strong group of women who might start opposing, criticizing, or protesting something, someone, or another group. Even CoP seems to have positive spin right now - negative thoughts can be contagious too. Employers and CoP should have regular checkpoints that they all agree on common operations, objectives and methods. A fertile working culture is one that recognizes when things don't work and adjusts to rectify the problem.

It is also worth considering how different levels of participation could be activated and how movement across levels could be ensured. This would be the key to prevent tasks from falling to the lap of the same people repeatedly. From a risk management standpoint, consideration should be given to what would happen if this CoP, for any reason, would be dissolved in some point. Is there a risk that important events such as instructor educations or camps would no longer occur?

The Community members seem to need the freedom to participate in the Community - preferably as frequently as needed. It is important that the members are empowered to make decisions and define best practice on behalf of the organization. Trust is the key word. Open-plan office was seen as one of the tangible step towards an even more productive environment for CoPs. This was also what Lehdes had proposed in his report (2014b).

It seemed that some managers would need support in getting to know the idea of CoPs better. Wenger & Snyder (2000b) give tangible tips for managers when assessing the value CoPs bring to the organization: "The best way for an executive to assess the value of a community of practice is by listening to members' stories, which can clarify the complex relationships among activities, knowledge, and performance." At the same time organizations should also remember that Communities of Practice should not be over-managed either – over-managing can kill a Community. And as we learned from the study: to develop expertise, practitioners need opportunities to engage with others who are in similar situations. Could managers cultivate opportunities where like-minded people could meet? The Community of Practice was seen as a path to help people co-operate willingly, get to

know each other, and share tacit knowledge. This kind of approach could alleviate tensions when it comes to expanding collaboration in the future. Maybe new CoPs could grow from the collaboration of managers from different Martial Art organizations or Young Athlete Olympic Coaches. To give possibilities to new communities to raise, it would be good idea to hold regular informal meetings among employees. Organizations can foster the formalization of the Community and plan activities to help CoP grow. Table 13 provides 'Dos and don'ts' when creating successful Community of Practice. These guidelines are based on the results of Focus Group Discussion and theoretical Framework. Even Communities of Practice are dynamic social structures that require "cultivation" so that they can emerge and grow one must still bear in mind that ultimately, the members of the Community will define and sustain it over time.

Table 13. Dos and don'ts when creating successful Community of Practice

| <b>Dos (Organizational perspective)</b>  | <b>Dos (Participants' perspective)</b>  |
|--|---|
| <ul style="list-style-type: none"> <li>– Create opportunities for congenial people - or people who share the same kind of ideas or they work in similar tasks - to assemble.</li> <li>– Let people meet and mingle</li> <li>– Find people with similar set of values</li> <li>– Recognize peoples' know-how</li> <li>– Remember that people have to have common desire to do things</li> <li>– Build trust between people</li> <li>– Share resources</li> <li>– Say yes to openness</li> <li>– Encourage people to collaborate more across borders instead of less</li> </ul> <p>What can you gain?</p> <ul style="list-style-type: none"> <li>- Big benefits, in financial terms as well as in saving time and employees</li> <li>- Risk-free trials</li> </ul> | <ul style="list-style-type: none"> <li>– Participate</li> <li>– Be reliable</li> <li>– Respect the difference of others</li> <li>– Share knowledge</li> <li>– Be there to help others</li> <li>– Support others' work</li> <li>– Contribute</li> <li>– Be passionate about your work</li> </ul> <p>What can you gain?</p> <ul style="list-style-type: none"> <li>- Job satisfaction and work engagement.</li> <li>- Tools for coping with the work</li> </ul> |
| <b>Don'ts (Organizational perspective)</b>   | <b>Don'ts (Participants' perspective)</b>   |
| <ul style="list-style-type: none"> <li>– Don't set strict guidelines and goals</li> <li>– Don't interfere with CoPs self-selection</li> <li>– Don't over manage people</li> <li>– Don't let supervisors pass information and orders from the top</li> <li>– Don't force people to participate</li> </ul>   | <ul style="list-style-type: none"> <li>– Don't work alone</li> <li>– Don't jealously keep hold of your own affairs</li> <li>– Don't let tasks frequently fall into the lap of the same people</li> <li>– Don't let the borders of organizational structures stop you</li> </ul>   |

It is obvious that CoPs do not live forever and they must eventually dissolve. When the domain no longer feels relevant and members go on to other interests and activities, the CoP dies. When it is time to move on the last thing what might remain is the legacy that the Community leaves behind. In this case, the legacy is the several tangible events the Community was able to pull together. But before Martial Arts Community of Practice fades away, becomes institutionalized or merges with others it would be important to make this CoP and its work more visible. Its members could show their pride of joint projects more openly. For example joint logo could provide instant visual identification of collaboration

and gain recognition for its efforts. Logo could also aid and promote public recognition for joint projects. It could be used on grant applications, reports, brochures and websites to indicate collaboration. If the financier sees professional logo it would indicate that collaboration continues from year to year. Recognizable and distinctive graphic design, stylized name, unique symbol, or other device for identifying the CoP could show reverence to this informal but highly important network. (Logo draft is presented in Figure 3).



Figure 3. Logo could promote public recognition for joint projects

Incidence and prevalence of collaboration in Finnish Sporting life could be monitored more widely. It would be interesting to know what kind of collaboration there is between organizations and how the collaboration is launched, and how it is managed? Has the intention or initial approach come from the people or from the management? If the goal is to avoid duplication of efforts in the future, share knowledge and knowhow, and strengthen the co-operation and leadership in Finnish Sports, it would be nice to see some diverse examples that have worked out. It could also be studied how boundary crossings between organizations could be supported, or how CoPs could be utilized more extensively in the Finnish sporting life?

There were no previous studies about management or collaboration between Martial Arts organizations in Finland, and this study was the opening phase. This study was a sort of an 'insider story' and could just scratch the surface of bigger picture. It would be desirable to examine also the volunteers' and the management's views on the Community of Practice in the future. It could also be interesting to know how this CoP continues to operate. Because Communities of Practice are like other living things, they go through a natural cycle of birth, growth, and death. When the focus group discussion was implemented, the Community seemed to be in stewardship stage. As Wenger (2009, 1) summarizes, some communities go through one stage or another very quickly, while others spend much time in this same stage. There is also a possibility that a Community might skip a stage or may have to go back in order to deal with earlier issues.

## 6.2 The assessment of own learning

My knowledge and expertise on this subject and especially on the concept of CoPs has improved as my work proceeded. Even though Martial Arts are familiar as well as sport management in Martial Art organizations, I was able to deepen my know-how regarding the subject. The scale of collaboration was surprisingly broad but apparently unknown among the different stakeholders.

It was interesting to visit the library and notice that there are so much more to learn to deepen my existing knowledge base. I know now that when I need information, I will have the skills to find out how and where to search. It would be good goal to keep up with time and phenomena surrounding Sport Management. It has been inspiring to read research papers and notice how they can be inspiring and give new ways to think about one's own work and working methods. It sometimes gets forgotten when working life is so busy. But it would be still good idea to stop once in a while and invest some time in reading, nourishing the imagination, and developing oneself also in the future. It could maintain work engagement and bring a glimmer to it. But in addition to learning just from books one can learn from multidisciplinary teams or workgroups. People have different perspectives, history, skills and competence, which is rich capital if people can be motivated to sharing their knowledge and experiences. Interaction between people is priceless and whenever possible people should be encouraged to work together or at least exchange thoughts with others.

This process also gave me a chance to broaden my view about the debate concerning tightening the collaboration between Martial Arts organizations at the management level. According to the officials who took part in the focus group discussion it seemed that self-selected collaboration tends to result in an increase in job satisfaction and productivity. It became very clear that forcing different disciplines to cooperate was seen negatively. Special features of each discipline should be taken into account delicately. Change management needs thoughtful planning and sensitive implementation, and above all, consultation with, and involvement of, the people affected by the changes.

What I learned was that people, not organizations, cooperate. Genuine cooperation lies on the shoulders of real people and their need and willingness to get things done. I have long understood that external pressure cannot compete with internal motivational forces. People want to be satisfied with the quality of their work and if they can accomplish this work with colleagues from another office, the borders of organizational structures cannot stop them.

This study awoke my thinking that nowadays, people, and especially specialists, are not so easy to lead from above. I tend to think that future leadership should be a process that happens throughout the organization. Changes don't come from outside or from above, they come from inside and are raised up by people. If people are able to combine their synergies from their inner motivation the biggest boundary has been crossed. It is important to recognize and acknowledge the needs in working life - what drives employees? People form organizations and communication is the key to bring people together. I think paying attention to people and their wants and needs is the key to collaboration between organizations.

The thesis process itself did not come without challenges. The first challenge was not being a native English speaker. Although I am very fluent in written communication in my native language, it was difficult to apply that skill to this work. I felt myself vulnerable: is what I'm writing good enough? Will the committee even accept it? Fortunately, through this work I have advanced in writing in English at least somewhat and strengthened my confidence towards my studies and competence.

It was clear from the beginning that writing Masters' Thesis in addition to working full-time was an absurd idea. Luckily I was allowed a three-months study leave. I was released from the performance of the duties to pursue this line of study. Because I had limited time resources available, it was essential to plan my work in terms of self-imposed deadlines and milestones. It was a good rehearsal of time management skills. Expected completion dates seemed very challenging at first but I managed to learn that even the longest and most difficult journeys have a starting point and, little by little, one travels far. Work-wise this was also important reminder. Once again it was proven that panicking is not the way of approaching things. One must break the project down into little pieces and then they get easier to work with. One should never get overwhelmed in front of big project. Patience is the key attitude to choose no matter the case. Even though my primary motivation lay in bringing the Martial Arts collaboration into the open, limited time was also one of the key motivators. As Parkinson's Law states, "work expands so as to fill the time available for its completion" and I couldn't imagine myself continuing to write the thesis in addition to my full-time job duties after the study leave.

During the process I noticed that giving feedback to myself is important. It is important to be honestly proud when milestones are reached. One cannot always get positive affirmations, feedback or encouragement from others. Sometimes it is hard to believe in oneself and one's own abilities especially when facing new and challenging endeavors, but this work proved that if I can do this - I can do plenty of other new things as well. It would be good to learn to cultivate the optimistic voice in one's head. This study was also a good

way to test decision-making in another environment in order to do the same at the workplace.

I was able to learn from the thesis process that one must step out of one's comfort zone if one wants to make progress. It was also good lesson to learn: "Start writing before you're ready." I definitely didn't know where to start at first. It was relieving to get the first chapters done even though the text was fairly unpolished. I can imagine that all the projects are the same: of course they are not ready at the beginning. The process shows the final product and outcome. The majority of time went to reading papers, finding a suitable bibliography and approach. Sometimes I felt isolated and lost during the long and dark winter days. Luckily I found discussing ideas with colleagues refreshing and encouraging. During my study leave I also used a 'buddy system' where a fellow student and I met at regular intervals and reviewed each others progress. I also got feedback from my peers on my idea.

I often reward myself and it also happened with my thesis. I treated myself with new sports gear when I had successfully accomplished the first parts. Rewards grew during the process. When finalizing my study to the pre-examination phase, I rewarded myself with spa treatment, and a Honda CBR Motorbike awaited me at the finish line.

Practicing Martial Arts and meeting great teachers like Tapio Talja, Jukka Kirsi, Kees te Kolste, Markku Utriainen, Kari Holopainen, Mika Pappila, Toni Kauhanen, Tuomas Rytönen, Rami Syrjä, Robert Ghraizi (to name but a few) have exposed me to personal development experiences that have equipped me for life. This Thesis is one way to repay that gratitude to the Martial Arts Community. In this Thesis I have had an opportunity to pass on my understanding of Martial Arts collaboration to those who have less experience than me. In this way I feel I can *give something back* to the Martial Arts that have given so generously to me.

I also want to thank all my colleagues, lecturers and fellow students, who have contributed my work. Special thanks to Juha Heikkala from the Finnish Sport Confederation who acted as a group leader in my empirical part.

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## Appendix 1. Summary of the main projects of the Martial Arts Community of Practice



This is a summary about the main events and projects including multidisciplinary camps, competitions, instructor educations and campaigns, which are a result of the flexible, boundary crossing initiatives of Martial Arts Community of Practice. Government subsidies play an important role in developing coach and instructor education, enhancing children and youth sports, and organizing events or running campaigns in Martial Arts. Without collaboration it would be difficult to get subsidies for projects like School on the Move or “Martial Artist Don’t Bully” to name few.

### “Martial Artists Don’t Bully” Campaign

| Start year | Event/ project               | Status of the events in 2014 |
|------------|------------------------------|------------------------------|
| 2013-      | Martial Artist doesn't Bully | Still going strong.          |



In March 2013, the idea for the “Martial Artist Don’t Bully” Campaign (Kamppailija Ei kiusaa) was officially introduced in the Martial Arts Team Meeting. Sera Kaukola from Finnish Taido Association, Tiiu Tuomi from Finnish Taekwondo Federation, and Sanna Pyykönen from Finnish Judo Association had generated an idea about the campaign to bring awareness to the concern of bullying in Martial Arts. Other Martial Arts were asked to join the campaign to push the idea forward. (Team Martial Arts 2013a.)

High-quality sports *clubs* in Finland are called Seal Clubs. These certified clubs are sports clubs that fulfil nine common criteria for quality. Seal Clubs are often willing to develop their activities and the seal criteria ensure high quality child and youth operations within the sport club. The instructors in youth sports clubs who hold the certification are invited to an annual seminar. (Sport.fi 2010; 2015b; 2015c.)

During the August 2013 Martial Arts Team Meeting, the decision was made to launch the “Martial Artists Don’t Bully” campaign at the Seal Seminar in October 2013. The purpose was to do some mind-mapping and brainstorming about how to proceed with the campaign with the Seal Club instructors. Also Facebook sites for the campaign were established at the Seal Seminar. The message from the clubs was unanimous: Martial Artists organizations wanted to share the *No Bullying Statement* wider. The day after the Seal Seminar, 50 instructors had spread the word and there were over 2000 likes at the Martial

Artists Don't Bully Facebook site by the end of October 2013. (Team Martial Arts 2013b; Finnish Taido Association 2013b.)

Officials were able to assure the Finnish Sport Confederation of the collaboration so that it would apply for state assistance on behalf of all disciplines, and, therefore, no single Martial Art organizations would need to carry the burden of the heavy administration. The pressure and expectations from the 'field' accelerated the need to recruit a project manager for the campaign, and over 50 people applied for the position. The Ministry of Education and Culture granted EUR 20,000 in funding for the project and things started proceeding under the supervision of the steering group. (Team Martial Arts 2014a; 2014b; 2014d.)

After hiring a project manager in August 2014, the campaign grew steadily and there were local campaigns, fundraising products were established as well as educational material regarding bullying (Team Martial Arts 2014e;2014f). In March 2015 the campaign Facebook sites had gained 6970 likes and the campaign was waiting for a decision about additional funding (Facebook 13.3.2015).

### **Junior Instructor Seminar**

| Start year | Event/ project            | Status of the events in 2014   |
|------------|---------------------------|--|
| 2012-      | Junior Instructor Seminar | Still going strong. Grown steadily when new disciplines have joined. |

Finnish Taekwondo Federation, Finnish Taido Association, Finnish Aikido Federation, Finnish ITF Taekwon-do Federation and Finnish Karate Federation applied for financial support for the development of the Junior Instructor education in Level II in 2011 (Finnish Taekwondo Federation 2011d).

The Junior Instructor Seminar was launched in 2012 as a preview of the upcoming II-Level Junior Instructor education. The first Junior Instructor Seminar was free of charge and there were 50 participants from different disciplines. The co-organizing operators wanted to offer Junior Instructors a chance to participate in an exhilarating and inspiring day with the hidden agenda of marketing and providing a boost to the upcoming Instructor education. The aim was that the instructors would take a step to the path from I-Level to II-Level. (Finnish Taekwondo Federation 2011a; 2011b; 2011c.)

The Junior Instructor Seminar has since been organized annually, and it is the place where actual and essential issues are highlighted. The seminar is a rich compilation of the actual experiences of the instructors and it offers practical advice and tips to ensure Martial Arts clubs are responsive to the needs of adolescents and children. In addition to the

practical exercises, the seminar has dealt with topics like mobility, psyche, and interpersonal skills. Participants have also covered a range of topics such as why balance is important, how senses can support training, what does participation in games mean, how to approach diversity in training or how to deal with technology like databases in planning sports. (Team Martial Arts 2013a; 2013b; 2014f; 2014g.)

### **Instructor educations**

| <b>Start year</b> | <b>Event/ project</b>                   | <b>Status of the events in 2014</b>                                   |
|-------------------|---|---|
| <b>2003-</b>      | Coach education in III-Level            | Still going on. Grown exponentially when new disciplines have joined. |
| <b>2004-</b>      | Junior Instructor education in I-Level  | Still going strong. Grown steadily when new disciplines have joined.  |
| <b>2011-</b>      | Junior Instructor education in II-Level | Still going strong. Grown steadily when new disciplines have joined.  |
| <b>2013-</b>      | Coach education in II-Level             | Still going strong.   |

Finnish Coach Education System is divided in five different levels and it is based on the European Qualification Framework for the five levels of Coach Education. It goes hand-in-hand with the national sport system and it takes into account the characteristics of the Finnish sporting life. Levels I-III are both planned and provided by national sport associations together with regional Sport Organizations and Sport Institutes. Instructors and coaches who are working in clubs on a voluntary basis participate these coach trainings. Levels IV-V are professional-oriented. Level IV is organized in vocational and higher education institutes and the Universities of Applied Sciences or University of Jyväskylä provides the V-Level. (VOK 2010, 5.)

Martial Arts co-organized the II-Level coach education during 2013. Finnish Taido Association hosted project together with Finnish Boxing Association. The Sport Institute Foundation granted the Martial Arts co-organized II-level coach education a sum of EUR 6,000. (Urheiluopistosäätiö 2013; Finnish Taido Association 2012.) Over 50 participants from ten different Martial Arts disciplines (Judo, Boxing, Kick Boxing, Taido, Muay Thai, Taekwondo, ITF Taekwon-do, Karate, MMA and Wrestling) participated in the co-organized Instructor education (Laine 2013). But it has not been the first time Martial Arts has cooperated in organizing instructor or coach education.

Cooperation in III-level started in 2003 together with Pajulahti Sports Institute (Laine, S. 28.1.2015). In 2014 Martial Arts co-organized III-Level coach education for the third time. Through the cooperation, a wider perspective on coaching can be reached without forgetting the specific features of each discipline (Laine 2013).

In 2011 Finnish Taido Association, Finnish Aikido Federation, Finnish ITF Taekwon-do Federation and Finnish Karate Federation applied together with Finnish Taekwondo Federation for a grant from the Young Finland Association to develop Junior Instructor education in II-Level. There was a need to strengthen the educational path from I-Level to II-Level, specifically among the youth and junior coaches. Finnish Taekwondo Federation's Youth Secretary Tiiu Tuomi led the project. The *Young Finland* Association granted the project EUR 18,000 and allowing the cooperative to employ one part time project worker. In the spring of 2011, the first II-Level Junior Instructor Education was piloted. The extent of instructor education was 100 hours and all together 20 Martial Arts instructors attended. (Finnish Taekwondo Federation 2011d; Finnish Taekwondo Federation 2012.)

As Kirsi Hämäläinen points out in *Coaching Skills Handbook* (2013, 12-14), coaching or instructing young people is one of the most demanding stages for the coach. There are great differences in children's growth and development. There are also differences between participants' personal goals, skills, and training backgrounds. Groups may be heterogeneous in many ways. Nowadays top coaching is not only meant for elite athletes – it is also desirable in youth sports. (Hämäläinen 2013, 8-14.) This was also one reason why Martial Art organizations wanted to raise the level of appreciation for the junior instructors in the clubs and organizational level by developing specific education for those instructors who work with youngsters (Finnish Taekwondo Federation 2012).

The strongest roots of cooperation are still in I-Level. Finnish Taekwondo Federation, Finnish Taido Association and Finnish Aikido Federation have co-organized junior instructor education annually since 2004 (Finnish Taido Association 2005). Along the way Finnish ITF Taekwon-do Federation and Finnish Karate Federation have joined the original triumvirate.

### **Finnish School on the Move Program**

| Start year | Event/ project                     | Status of the events in 2014     |
|------------|------------------------------------|----------------------------------|
| 2012       | Finnish School on the Move Program | Waiting for new funding decision |



Finnish Schools on the Move is a national action programme, which is funded by the Ministry of Education and Culture. The main goal of the programme is to increase children's and young people's physical activity in the school environment in close collaboration with the school, community, and other stakeholders. Sport Federations were able to apply for grants in 2012 to create new ways of helping to increase physical activity and decrease sedentary time among school-aged children during the school day

or in its immediate context. (Finnish School on the Move 2015; Ministry of Education and Culture 2012a; 2012b.)

Finnish Taekwondo, Aikido and Judo Federations together with Finnish Taido Association applied and received a EUR 7,000 grant from the Ministry of Education and Culture in October 2012 (Ministry of Education 2012b; Finnish Taido Association 2012). The Boxing Association received EUR 8,000 grant and these two projects were merged in 2013 (Team Martial arts 2013b).

The project group wanted to introduce Martial Arts as versatile hobbies, introduce Martial Arts cultures to children and youngsters, reduce prejudices related to the Martial Arts, and increase knowledge about Martial Arts from a sports and elite sports perspective (Finnish Boxing Association 2014).

## Camps

| Start year | Event/ project      | Status of the events in 2014   |
|------------|---------------------|--|
| 1997-      | The Great Budo Camp | Still going on strongl. Grown steadily when new disciplines have joined. |
| 2011       | Your Move           | One time event.  |
| 2012-2013  | Your Fight          | On break/ back in contemplation phase.                                   |



Suuri Budoleiri (The Great Budo Camp) has a long history. This summer camp is meant for 8-14 year old Martial Arts enthusiasts. It has been organized annually 17 times, with the exception of the summer of 2003 when the camp was cancelled when Judo withdrew from the camp at the very last moment. (Budoleiri 13.3.2015;

Tuomi, T. 28.1.2015.)

Though there has been some variation over the years in the disciplines that have participated the camp, WTF Taekwondo, Taido and Aikido have been a constant in the program. During the years ITF Taekwon-do, Judo, Karate and Kendo have been more or less involved in the program. In 2015 Boxing and Brazilian jiu jitsu are joining the camp, together with WTF Taekwondo, Taido, Aikido and ITF Taekwon-do. (Tuomi, T. 13.3.2015.) In addition to action-packed trainings in their own disciplines, the participants have been able to try the other Martial Arts in the camp, visit Särkänniemi amusement park, and enjoy other summer activities such as swimming and hanging out with friends (Budoleiri 13.3.2015).

Planning occurs year-round, and several steps that are taken soon after the summer's camp is over. After the summer holidays the Martial Arts Team meets, and dates and facilities are reserved from the Varala Sports Institute. This is also the phase when the group is inquiring as to which Martial Arts disciplines are interesting in participating the next years' camp and who have the resources to participate in the actual arrangements during the year. (Team Martial Arts 2013c; 2014c; 2014d; 2014a.)

During the last two years, The Great Budo Camp has grown from one three-day-camp to two three-day-camps. Instead of three or four disciplines there are altogether six disciplines cooperating. There are around 300 participants annually. (Budoleiri 13.3.2015.) Several children are repeaters who participate in this camp 3-4 times during their childhood (Meriläinen, R.13.3.2015).



Another camp that has been organized in cooperation with several disciplines is YourFight. This camp is meant for 14-20 year old young adults who practice Martial Arts. It was a spin-off from the big sporting event YourMove. Your Move was organized 27<sup>th</sup> May–1<sup>st</sup> June 2011 in Helsinki.

There were altogether 42 000 visitors and the event was organized with 1500 youngsters, and was the biggest Sporting event in Finland in 2011. (Berg, Gretschel & Humpila 2011, 5.)

The idea for Your Move was to create a big sporting event to encourage youngsters to try different physical activities and participate in sports. Young people's role was more than merely participating and including taking a major part in planning the event. The aim was to increase young people's physical activity and improve young people's images about the sports. The basic idea of the campaign was that it doesn't matter how you move your body, as long as you do some kind of physical activity. Together with several sport associations and federations, the Finnish Sports Federation (SLU) and Young Finland Association "Nuori Suomi" organized the event. (Berg, Gretschel & Humpila 2011, 4-5.)

The activities were divided in four *Worlds* and those *Worlds* included different *Zones* with similar disciplines. One of the *Zones* was called *Fight Zone* where the Martial Arts (Taido, Aikido, Taekwondo, ITF Taekwon-do, Karate, Judo, Boxing, Kendo, Thai Boxing and Wrestling) cooperated. (Your Move 2011.)

During the planning sessions these Martial Arts tightened their relationships. Some of the disciplines and representatives or officials had no or little experience with each other and some had already worked together in some extent on different projects. (Focus group discussion 27.2.2015.)

Through this cooperation as well as requests from the participants in Your Move, Aikido, Taido, Judo, Taekwondo, Boxing, ITF Taekwon-do, Kendo and Fencing organized the first Your Fight Camp at the Pajulahti Sports Institute in May 2012 (Finnish Taekwondo Federation 2012). Disciplines have varied during the three years the camp has been organized. In 2013 Fencing did not participate and Karate took Your Fight camp to their program (Finnish Taido Association 2013). In 2014 the only change in disciplines was that ITF Taekwon-do did not take part (Your Fight 2014).

Your Fight has not been deemed a success from a financial or participatory stand point. Teenagers are a more challenging group to get involved and the 2015 organizers have been forced to re-evaluate their opinion towards the camp. The number of participants has not reached desirable level during the initial years. One recommendation is to get young people more involved in planning the event. (Team Martial Arts 2014a; 2014b.)

### The Healthy Athlete Program

| Start year | Event/ project          | Status of the events in 2014   |
|------------|-------------------------|--------------------------------|
| 2007-      | Healthy Athlete Program | Still going on in some extent. |



According to The Healthy Athlete Program (2015):

The Healthy Athlete Program promotes coaching and guidance that fosters good health and aims in preventing injuries of young athletes and children who take part in sports. The program provides information and know-how on smart coaching and training.

The program is part of the Sports and Exercise Safety Program (LiVE) in Finland. It is coordinated by the UKK Institute and implemented in co-operation with various Finnish educational institutes and sports federations.

Five different disciplines took part in Healthy Athlete Program as a team in 2009. Instructors from Judo, Karate, Boxing, Wrestling and Taekwondo in Healthy Athlete Program were able to educate themselves as Healthy Athlete -instructors. (Healthy Athlete Program 2009.)

### Olympic competition event

| Start year | Event/ project            | Status of the events in 2014 |
|------------|---------------------------|------------------------------|
| 2011       | Olympic competition event | One time event.              |

The Olympic Martial Arts Event gathered all the Olympic Martial Arts disciplines in the same arena in November 2011. It was the first time that all five Olympic Martial Arts took part in this kind of joint competition event in Finland. (Finnish Judo Association 2011a.)

“This event is a continuation of the collaboration of Olympic Martial Arts, which began when the Olympiakamppailu.fi site was in construction less than a year ago. This kind of close cooperation is exactly what the Ministry of Education as well as the Olympic Committee's Top Sports Change group is calling for. This makes things more efficient and this increases and improves the quality of operations”, as the Marketing and Communications Manager Jari Elo from Finnish Olympic Committee articulated. (Finnish Judo Association 2011b.)

## Appendix 2. Central questions and sub-questions of the focus group discussion

There were 13 central questions and several sub-questions at the study. Sub-questions helped the focus group leader to clarify the central questions if needed. The intention was to ask questions that were neutral and which do not convey conclusions that the researcher expects.

To ease communication between participants and make the discussion more fluid, the group and the focus leader used the term *Community* during the discussion to replace the long and less fluent term Community of Practice.

| Central Question   | Sub-questions  |
|--|--|
| <b>1. Central question:</b><br>Please describe this Community of Practice with your own words.                                   | How and when this Community has been formed?<br>Who belongs to the Community?<br>Why is this Community exists?<br>What does this Community do together?<br>What are the main achievements / biggest challenges of the Community?<br>What kind of common goals or objectives does the Community have?<br>Is this Community generally known in your own organization and in what extend? Why? Why not?   |
| <b>2. Central question:</b><br>How would you describe the working methods and functions of this Community?                       | What kind of work is this? What kind of practices does the Community have? What is the best / worst in this kind of approach?<br>What kind of information or skills are shared / what is not shared?<br>Does the Community work (at all) according to the theory as a process of sharing expertise, learning from others etc.<br>What kind of formal / informal situations / events, Community or its members share knowledge/ information? (Meetings, events, corridor discussions, lunch?)<br>Have there been any competition, arguments or conflicts in the Community? Please tell more about them? |
| <b>3. Central question:</b><br>What has motivated you to participate in this Community? Or is there anything that motivates you? |  |
| <b>4. Central question:</b><br>How would you describe your own role in this Community?   | What kind of benefits has the Community achieved through your skills, knowledge and experiences?   |

|   |  |
|---|--|
| <p><b>5. Central question:</b></p> <p>In terms of your own work: how important is this Community? Or, does it have any role in your work? Please explain your answer.</p>                             | <p>Certainty in decision-making, advice, coaching, confirmation of your case, useful tips for your work? Or opposite experiences?</p>  |
| <p><b>6. Central question:</b></p> <p>What kind of expertise have you received from the Community? What have you learned? Or, have you learned anything?</p>  |  |
| <p><b>7. Central question:</b></p> <p>If you have learned something in the Community, how has learning taken place?</p>   | <p>From the experiences of others?</p> <p>Resulting from information sharing?</p> <p>By getting help from others in challenging situations?</p> <p>Through doing together?</p>             |
| <p><b>8. Central question:</b></p> <p>What have been the benefits of belonging to this Community for yourself personally? Or is there anything? Or has belonging to this group been even harmful?</p> | <p>Time saving? Time used in vain? Attempting to avoid duplication?</p> <p>Learning? Managing your performance? Increase of responsibilities?</p> <p>Social consequences?</p>              |
| <p><b>9. Central question:</b></p> <p>How does belonging to this Community has been useful or unuseful for your organization? Please explain your answer.</p>   | <p>Visibility of the organization? Economic consequences? Sharing knowledge / skills? Waste of resources?</p> <p>Has the Community contributed to the objectives of your organization?</p> |
| <p><b>10. Central question:</b></p> <p>Has the Community enabled something that would not have been possible otherwise? What?</p>   |  |
| <p><b>11. Central question:</b></p> <p>What difficulties, challenges or conflicts have there been in the Community? Or what challenges or conflicts has it faced?</p>                                 |  |
| <p><b>12. Central question:</b></p> <p>How could the functions of this Community be improved or developed?</p>  | <p>Who is responsible of the development? Is there a need for support from outside?</p>  |
| <p><b>13. Central question:</b></p> <p>Would you recommend this kind of interaction, knowledge sharing and working method in other sports organizations? Why? Why not?</p>                            | <p>Will this kind of working method increase or block efficiency? What impact would this have?</p>   |

### Appendix 3. Questionnaire about the background information

Ryhmähaastattelun liitelomake 27.2.2015 Valo-talo, Helsinki klo 13-15

Osallistujan sukupuoli \_\_\_\_\_

Osallistujan syntymävuosi \_\_\_\_\_

Koulutustaso \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Työnantaja  
(Tutkimusjaksolla 2013-2014) \_\_\_\_\_

Vastuualueesi/ työtehtäväsi liitossa/  
taustaorganisaatiossa  
(Tutkimusjaksolla 2013-2014) \_\_\_\_\_

Kuinka pitkään olet ollut  
työsuhteessa liittoon/  
taustaorganisaatioon \_\_\_\_\_

Tuleeko mieleesi jotain muuta tutkimusaihetta koskien? Tai haluatko antaa palautetta ryhmähaastattelusta.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Kamppailulajien välinen yhteistyö on monilajista, monipuolista ja monialaista!



Muutamien vuosien koulutusyhteistyöstä saatujen kokemusten innoittamana yhteistyötä on laajennettu nuorisopalveluihin ja hankkeisiin. Lisääntynyt yhteistyö on synnyttänyt uudenlaista yhdessä tekemistä. Lajit ovat vuositasolla mukana 1–8 yhteistyöprojektissa. Yhteistyön myötä kamppailulajien työntekijät saavat myös erittäin hyödyllistä kollegiaalista tukea.

# Yhteisiä hankkeitamme, koulutuksia, leirejä ja tapahtumia ovat mm.





Junioriohjaajakoulutukset tasoilla I ja II

Junioriohjaajaseminaari

Suuri Budoleiri

YourFight –nuorten leiri

Kamppailuvalmentajakoulutukset tasoilla II ja III

Liikkuva koulu -hanke

Kamppailija ei kiusaa -kampanja

Terve Urheilija -koulutus





