NIH NORWEGIAN SCHOOL OF SPORT SCIENCES

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Mentoring in Coach Education in Professional Football

A Qualitative Study of the Mentors' Perspectives in the UEFA A-license Program

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Summary

Despite an increased interest in the potential of mentoring in coach development, little empirical research has focused on mentoring in coach education. The purpose of this thesis was to identify what characterizes a successful mentoring and facilitates the relationship between the mentor and mentee. In collaboration with the Norwegian FA, I explored the role of mentoring in the context of the UEFA A-license program, through the perspectives of experienced mentors. The study was designed as a qualitative case study.

Seven mentors were purposefully sampled. Data was collected through semi-structured interviews and the data was analyzed through an inductive and deductive approach. The overall findings portrayed the successful mentoring relationship through five different themes: (1) characteristics of the relationship, (2) primary tasks in mentoring, (3) characteristics of the ideal mentor, (4) characteristics of the ideal mentee, and (5) mentoring in practice. Moreover, and within each of the themes, the findings identified some of the specific behaviours, types of interactions, important tasks, needs, desirable personal qualities in mentor and mentee, and observation techniques.

The results are discussed in relation to relevant literature and its practical application. The findings from this study may have practical implications for current mentors and mentees. Policy makers can use the findings to improve and structure mentoring in coach education, while course instructors can utilize the knowledge to reflect on how it relates to their own practice, and use it in the development of current mentors and tutoring of new mentors. However, due to limited nature of the data collection, more research is needed. Future research may focus on the experiences of the mentees and utilize a wider variety of data collection methods such as participant observation, journal-writing, and focus group interviews.

ACKNOWLEDGEMENTS

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CHAPTER 1 | I<small>NTRODUCTION</small>

Learning how to coach is a complex process situated in a specific historical, cultural, and social setting (Chambers, 2014). Similarly, sports coaching can be understood as a dynamic, social, domain- and context-bound process whereas contradicting values and goals often occur (Côté, Baker, & Abernethy, 2007; Lyle & Cushion, 2010). In the nature of coaching, constant interaction with and between the team members and others takes place (Jones, Bowes, & Kingston, 2010). While some researchers have attempted to model the complexity of the coaching process, Lyle and Cushion (2010) pointed out that research struggles to address these issues and address the need to raise questions about the competencies and requirements that the expert level of coaching demands.

Discovering the ways of achieving and increasing coaching expertise remains a daunting task (Schempp, McCullick, & Mason, 2006). Research has shown that excellence in coaching can be achieved through years of deliberate practice and study (Gilbert & Trudel, 2012). Furthermore, one cannot reach the highest levels of instructional performance without extensive education and experience (Schempp et al., 2006). Given the size of the sporting industry, it is then surprising to learn that relatively little is known about how one becomes a successful or expert coach. Although coaches' biographies and autobiographies are plentiful, few studies have empirically documented the path to coaching success (Gilbert, Côté, & Mallett, 2006). That is surprising given the vast and considerable amount of research on sport coaching that currently exists (Gilbert & Trudel, 2004). Therefore, our understanding of coach development remains limited although scholars have expressed a clear need to provide a more systematic description of coach development (Gilbert et al., 2006).

While much about coach development is still unknown, sporting organizations continue to cultivate coaches' education and learning in different ways (T. Wright, Trudel, & Culver, 2007). On the path to becoming a successful and efficient sports coach, research has shown that coaches main sources of learning are through informal discussions in practice, by engaging with other coaches, and accumulating knowledge from more experienced coaches (Cushion, Armour, & Jones, 2003). Succinctly, learning emerges as a product of interactions between the coaches, their peers, discussing with athletes, observation, trial and error, and ultimately, reflection and analysis.

Sporting organizations attempt to craft the abovementioned aspects into educational frameworks, in which formalized mentoring has become a tool to aid that learning process (Jones, Harris, & Miles, 2009). Current research shows that mentoring

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can be of utmost importance to assist the development of confidence, problem-solving abilities, and self-reflection within the mentee (Cushion, 2014). Research in sports coaching is increasingly recognizing mentoring as positive for coaches' development and suggests that it may become a crucial component of coach education programs (e.g., Gould, Giannini, Krane, & Hodge, 1990). However, the empirical evidence is scarce and inconclusive.

In one study, formalized and structured mentoring programs were reported by young coaches to be the most crucial factor in their coaching development (Bloom, Durand-Bush, Schinke, & Salmela, 1998). In another study, the presence of an experienced mentor in formative field experiences showed to ensure meaningful work-based learning for coaches (Cassidy, Jones, & Potrac, 2009). However, other studies have demonstrated that, in many applied settings, mentoring remains largely unstructured, uneven in terms of quality and outcome, and uncritical in style (Cushion, 2014). On these occasions, it seems that mentoring only serves to reproduce the prevailing culture, existing power relations, and ultimately, the same coaching practices.

Nevertheless, formal coach education programs have started to apply mentoring as one of their primary sources for coaches' learning and development. For example, in football, UEFA integrates mentoring in their football coach educations. In their program for experienced coaches that operate at proficient and professional levels (UEFA A-license), the course appoints a mentor to every participant. In collaboration with the Norwegian FA, I wanted to explore the mentoring relationship in this specific context. Therefore, the aim of this study was to identify what mentor's themselves perceive as essential components in a successful mentoring relationship and how they attempt to facilitate this in practice. The study focuses on the mentor's experiences of essential relationship components, the primary tasks working as a mentor, personal and professional characteristics of the ideal mentor, personal and professional characteristics of the ideal mentee, and mentoring in the field during practice sessions.

CHAPTER 2 | THEORETICAL FOUNDATIONS

The term mentoring stems from ancient Greek mythology, with its roots in "The Odyssey" (Homer, 2011). In this mythological tale (which is also considered a poem), a man and a trusted friend of Odysseus is left with Odysseus' son, Telemachus, as Odysseus leaves for the Trojan War. The man, whose name is Mentor, is guiding, encouraging, and supporting the younger boy on his journey searching for his father. These characteristics of Mentor have afterward become the foundation for the current use of the word.

 Throughout history, the term has endured a debate on its subject, and theorists now agree on its meaning in terms of focus and function (Chambers, 2014). However, a clear and precise conceptual definition appears to lack (Bloom et al., 1998; Gibson, 2004). Following dictionaries, the term per definition describes any person who is an experienced and trusted adviser, typically someone who gives a younger person (or less experienced) help or advise, during a period of time (e.g., "Mentor," 2018b). Viewed from an etymological perspective, "mentor" is an agent noun for "mentos," which means intent, purpose, spirit, or passion ("Mentor," 2018a). The term also originates from Sanskrit's "man-tar," which means "one who thinks"; from Latin's "mon-i-tor," which means "one who admonishes"; and the causative root "men-" which means "to think" ("Mentor," 2018a).

 In attempts to ascertain a comprehensive universal recognition of the term, existing literature provides some prominent definitions. Merriam (1983) explained that mentoring entails supporting, counseling, and guiding a mentee, while Alleman, Cochran, Doverspike, and Newman (1984, p. 327) described mentoring as "a relationship in which a person of greater rank, experience or expertise teaches, guides and develops a novice in a profession." As for Fletcher and Millar (2000), mentoring is synonymous with guiding and supporting a mentee through difficult changes. Clutterbuck and Megginson (2007) however, viewed mentoring as a process whereby a more experienced individual willingly shares their knowledge with someone less experienced in a relationship of mutual trust. Here, the requirement to define it as mentoring is if one person to another makes significant transitions in knowledge, work, or thinking. Levinson, Darrow, Klein, Levinson, and McKee (1978) described that a mentor is a mixture of parent and peer, whose primary function is to be a transitional figure in an individual's development.

The definitions vary, yet the apparent commonality is that mentoring often contains guidance. An important note, as Galvin (2012) pointed out, is that most of us are capable of either guiding or advising another person, which means that anyone can be a mentor. In that sense, the general notion is that mentoring means different things with different people at different levels. That means, mentoring is usually context-bound, and can encounter both informal or more professional bound relationships. As of current research, it is clear that mentoring differs whether it concerns with business, nursing, education, or sport (e.g., Huybrecht, Loeckx, Quaeyhaegens, De Tobel, & Mistiaen, 2011; Jones et al., 2009; Patton et al., 2005; Wenger, McDermott, & Snyder, 2002). With its possible application within different types of relationships and in various settings, different views on the concept has naturally emerged. That means there are diverse verdicts on what mentoring is and how it should occur. Regardless of that, the ultimate goal should be personal development (Jones et al., 2009).

An important note, is that the definitions focused much on how mentors behave within the mentoring relationship, and what the perceived benefits from mentoring are (Patton et al., 2005). Similar to of the beforementioned definitions, Kram (1985) defined the mentor as someone who "supports, guides, and counsels a young adult as he or she accomplish mastery of the adult world or the world of work" (Kram, 1985, p. 2). What research reacted to that all these definitions imply, is that mentoring is rather static and one-way; that the mentor is the one with the answers, whereas the mentee takes the role of listening, being both passive and compliant (Chambers, Templin, & McCullick, 2014). That view causes a structure with a preset hierarchy, which is quite similar to an apprenticeship (Danielson, 2002). In that perspective, current research addressed the fact that mentors possess "power over" and are "higher status" than the mentee within the relationship (Chambers et al., 2014). Colley (2003) displayed concern towards that view, stating that most models of mentoring are relatively crude and simplistic concepts of empowerment. Colley (2003) suggested that such views highlight the mentor as the powerful and dominant member of the dyad. Although the mentor is of greater age or experience, the mentee should not be "relatively powerless, awaiting empowerment by the benign actions of the mentor" (Colley, 2003, p. 140).

Colley's (2003) view triggered further criticism on the subject, which contributed to views on mentoring as a dynamic, reciprocal, complex, and a multidimensional process (Ayers & Griffin, 2005). In favor of that view, several findings have revealed reciprocal benefits from mentoring (e.g., McCaughtry, Kulinna, Cothran, Martin, & Faust, 2005; Patton et al., 2005). When mentoring builds on a

reciprocal basepoint, the relationship's focus becomes toward a dynamic process where co-construction of new knowledge takes place (Ayers & Griffin, 2005). In reciprocal views, the mentee moves from passive receiver to active learner, by developing self-directed knowledge and critical reflection, instead of merely "acquiring" knowledge from the mentor (Chambers et al., 2014). As the mentee becomes an active learner, the process can stimulate for reflection, engagement in professional dialogue, and validation of good practice – in which both members of the dyad can profit from. In reciprocal relationships, the mentor's professional growth can accelerate as Weasmer and Woods (2003, p. 69) put it: "serving as a mentor pushes one not only to model but also to be accountable for that modeling. Identifying the rationale requires reflection-on-action for validation." Jordan, Carlile, and Stack (2008) argued that reflection can be on-action, in-action, and for-action, rooted in Schön's framework for reflective practice (Schön, 1987). As an example, picture a situation where the mentee is coaching. During practice, the mentee "reflects-in-action" striving for good decisions, aware that the mentor is observing and evaluating the performance. Similarly, the mentor "reflect-on-action," in need to observe sufficiently to provide valuable feedback to the mentee.

McIntyre, Hagger, and Wilkin (1994) pointed out that relationship aiming for reciprocity can reduce feelings of isolation, increase confidence and self-esteem, acquire professional growth, improve self-reflection, and improve problem-solving capacities within the mentee. However, Cassidy et al. (2009) listed several elements that are necessary in order to recognize the relationship as producing mutual benefits and personal growth. First, the mentor focus must be on identifying the mentee's needs early in the relationship (Eby & Lockwood, 2005). Second, the given mentoring program must provide flexibility to accommodate the full range of possible mentoring relationships and methods (Busen & Engebretson, 1999). Third, the mentoring process shall be facilitative, nurturing, and not allowing mentors to dominate and produce cloned copies of themselves (Cushion et al., 2003; Layton, 2005) Dodds (2005) reinforced that view, stating that successful mentoring relies on helping with clarifying goals and career pathways, rather than reorganizing the mentee into their own images. Furthermore, Cassidy et al. (2009) argued that mentors shall encourage to adopt learner-centered approaches that reflect reciprocal and guided discovery methods. They suggested that this approach can provide more than just "survival tips" or "tricks of the trade," and at the same time elevate or build on existing personal knowledge and experience of the mentee, rather than ignoring it (Cassidy et al., 2009; Snow, 2001).

2.1   Mentoring as support

Mentors seem to provide two overarching types of support to their mentees explained through career functions and psychosocial functions (Kram, 1985; Ragins & Kram, 2007). Career functions recognize the mentees' need to "learn the ropes" and prepare them for hierarchical advancement within an organization (Ragins & Kram, 2007). On the other hand, the psychosocial functions involve trust building, intimacy, and interpersonal bonds within the relationship. Kram (1985) explained that psychosocial functions comes through the mentor supporting by providing role-modeling, counseling, friendship, acceptance, and confirmation, which can facilitate senses of competence, clarity of identity, and effectiveness in a professional role (Chambers et al., 2014).

The range and degree in which the mentor can provide the different types of support within the mentoring relationship vary depending on the mentee's needs, the mentor's ability to meet those needs, the mentor's needs, the "chemistry" between the individuals, and the organizational context (Kram, 1985; Ragins, 1997; Ragins & Kram, 2007). Given that this understanding, the same mentor may provide a different degree of support to different mentees, depending on the needs of the mentee and the mentor's ability and interest in meeting those needs (Ragins & Kram, 2007).

Kram (1983) suggested that the support vary across different phases of the relationship, and divided the means into four parts of a non-linear process that includes: (1) initiation, (2) cultivation, (3) separation, and (4) redefinition. According to Kram (1983), the mentoring relationship is not static, it evolves through these different phases that reflect the different needs for different functions, experiences, and patterns of interactions. First, in the initiation phase (1), the mentee and mentor establish roles, responsibilities, and set the relationship parameters. Second, in the cultivation phase (2), the mentee and mentor build knowledge, skills, and dispositions in a collegial manner, thus promoting an emotional bond. Ragins & Kram (2007) propose that the career and psychosocial support usually peak during this phase. The cultivation phase encourages strength in interpersonal bonds and a shift from a one-way helping relationship to entailing more mutual exchange and reciprocity (Kram, 1985). The cultivation phase usually ends when changes in individual needs or the organizational environment disrupt the equilibrium of the relationship. Third, in the separation phase (3), the mentees shapes their own identity and pathway to successful performance. The relationship may, in turn, shift into the separation phase because of psychological or physical reasons. The mentee may outgrow the relationship, or the relationship may

terminate because one or both members physically leave the organization. Research has indicated that most relationships terminate because of physical separation (Ragins & Scandura, 1997). However, the relationships that offer strong psychosocial functions may continue into the redefinition phase, where the mentee develops an autonomous identity within the collegial relationship. In the redefinition phase (4), the relationship redefines as a peer-relationship or friendship. The career functions are usually less evident in this phase, but friendship, some counseling, and occasional coaching may continue at this stage (Ragins & Kram, 2007).

2.2   What is successful and effective mentoring?

Chambers et al. (2014) explained that effective mentors (a) possess particular social traits, (b) demonstrate significant levels of emotional intelligence (Cox, 2000), (c) are intentional role models, and (d) are well knowns as scholars and professionals (Manathunga, 2007). Additionally, Kram (1985) argued that most successful mentors are those who volunteer to mentor and who recognize the benefit to enhance their own career development. Similarly, Chambers et al. (2014) determined effective mentoring relationships not to be a "one-way street" or a "top-down" set of interactions, whereby the mentee is indentured. Instead, the relationship builds on the premise that the mentee will develop a sense of agency and ultimately separate from and redefine the relationship.

Chambers et al. (2014) compiled a list with the specific roles, characteristics, and behaviors that research has claimed are positive traits for effective mentors, and it seems as though mentors are most effective when they serve as (a) a teacher/role model/resource – displaying skills, knowledge, and dispositions that links to effective teaching the mentee can emulate; (b) a motivator/communicator/counselor/confidant – creating an emotional bond that serves as inspiration and encouragement while based on trust, open communication and nurturing; (c) an evaluator – willing and able to provide feedback based on formal and informal evaluation; (d) a collaborator/colleague – addressing planning, performance, and evaluation of teaching in a cooperative and reciprocal manner; (e) a negotiator/boundary setter – establishing parameters of the relationship so that it can produce mutual benefits; and (f) a liberator – facilitating separation and redefinition of the relationship whereby the mentee establishes their pathways to success founded in the mentoring relationship. Additionally, mentors shall

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be (a) accessible – available to the mentee for ongoing development, as there are no time gaps in the relationship, but a continuous partnership; and (b) accountable – for the performance of roles whereby the relationship grows and positive outcomes emerge.

For mentoring to be of value, being a "good" mentor relies on the contextual framework, which is especially true for coaches (Chambers et al., 2014). While a complex interaction of different variables is present within the mentoring relationship, the literature identifies critical elements that hold a structure with essential features that grant a probability of rewards for both parties. Current research indicates that four essential structural features of successful mentoring exist: (a) thorough mentor training, (b) balancing mentor and mentee matching, (c) individualization of mentee needs, and (d) clear rewards for both mentor and mentee (Chambers et al., 2014). It is the context that determines whether the relationship can attain these features, and it is vital to note that these essential markers facilitate effective mentoring regardless of the type of environment. As for thorough mentor training, Heirdsfield, Walker, Walsh, and Wilss (2008) argued that mentors must learn the job of mentoring through formal training. That includes formal training of learning the necessary knowledge and skills to mentor people efficiently, which is crucial in order to create a framework that can further assist mentees confidence in their abilities in their new role. Chambers et al. (2014) proposed that formal mentor training shall facilitate the mentors with the necessary knowledge and skills to (a) possess a firm grasp of the mentoring process, (b) utilize reflection to better understand their strengths and weaknesses, (c) establish the goals of the mentoring relationship and know how to set individual goals with the mentee, and (d) acquire social skills that enable more in-depth conversations with the mentee. Cavanagh (2006) argued that if mentors do not engage in proper mentor training, they simply become "well-meaning amateurs".

Thorough mentor training alone does not guarantee a successful mentoring relationship, and Fowler (2004) argued that there is a need for mentor-mentee matching. According to Fowler (2004), the most successful mentoring relationships mold when mentors and mentees match based on similar interests or demographics. Furthermore, Cavanagh (2006) argued that one shall remember that mentoring is not solely about the relationships, but the quality of the conversations. Therefore, formal contexts with specific aims of the mentoring relationships set by the program coordinators shall remember to focus on aligning the program's aim with the mentee's needs as much as possible (Onchwari & Keengwe, 2008). When placing an effort to satisfy mentees' needs and goals, it can increase the probability of success by more easily

accommodating the right type of mentoring at the right time. Armstrong, Allinson, and Hayes (2002) suggested that this often occurs through the matching of mentees with the appropriate mentor, assisting mentees to learn through methods that best suits them. However, it is vital for mentors to find the balance between the goals of the mentoring relationship as prescribed by the program, and the expectations the mentee has for the relationship. If the mentor fails to understand the expectations of the mentee, it can lead to frustration and cause problems in the relationship (Chambers et al., 2014). Moreover, it can lead to lack of communication or even distrust, which possibly can cause distraction from the ultimate goal of the mentoring relationship, which is to facilitate the mentee's personal development.

2.3 Mentoring in sports coaching

Research on mentoring in domains that share related pedagogical, social, cultural, and leadership demands have evidence suggested that the presence of a mentor in a mentee's career increases the likelihood of becoming an effective practitioner (e.g., Bloom et al., 1998; Cassidy et al., 2009; Cushion, 2014); however, research on mentorship in the sports coaching context remains limited. In coaching, Cushion (2014) described that mentoring is of utmost importance to assist the development of confidence, problem-solving abilities, and self-reflection within the mentee, and argued that coaches encountering more experienced coaches is fundamental in shaping coaching practice. According to Cushion (2014), mentoring in coaching remains highly unstructured, uneven in terms of quality and outcome, uncritical in style, serves to reproduce prevailing culture, power relations, and importantly, existing coaching practice. Furthermore, Cushion (2014) argued that informal learning through practice and engaging with other coaches represents the dominant and attractive style of learning. Cervero (1992, p. 91) argued that the popular wisdom among coaches has become that "knowledge one acquires from practice is far more useful than what one acquires from more formal forms of education."

The issue for formal coach education highlighted by Trudel and Gilbert (2006) is that learning through experience and interacting with others makes the control of the learning content impossible. That is because the coaches develop into "the traditions, habits, rules, cultures, and practices of the community they join" (Merriam, 1983, p. 37). The central issue becomes to ensure even development for coaches, and several

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researchers addressed the need to facilitate these experiences and interactions in some way (Cushion, 2006; Werthner & Trudel, 2006). Cushion (2006) argued that it is logical for coach education programs to harness the obvious power and influence of experience and influential coaches that can facilitative ways towards sound coach development objectives. These influential and experienced coaches has then been recognized as a way to identify and accompany the learning process, in which the term mentoring has come into more use (Jones et al., 2009). According to Cushion (2014), whether informal or formal, mentoring shall facilitate a transformation from coaches' experience into knowledge and expertise. In a recent review, Cushion et al. (2010) reported that mentoring literature considers the process of mentoring in a functional, positive, and unproblematic way, with 'how-to' guides extolling the benefits of mentoring. However, mentoring remains relatively new in the context, and so it has difficulties fitting in as of the many challenges regarding coaches' professional development. That is the limitations of current formal provision, lack of an overarching coach education structure, and issues around volunteerism, which are central difficulties that continue to encourage negotiation and individualization of learning curriculum for coaches (Cushion et al., 2010). The learning curriculum is usually problematic, as it often involves issues relating to underlying power relations and promotion and reinforcement of particular ideological interpretations of knowledge and practice. Cushion (2014) argued that it is against this backdrop that mentoring operates.

Within coaching, practice leads theory (Cushion, 2014). Informal mentoring occurs daily, is pervasive, and continues to impact practice (e.g., Cushion et al., 2003). Therefore, Cushion (2014) suggested that formalizing the informal process has to be the first step. That, in turn, can underpin the mentor's role, the mentoring process, and the development of mentoring relationships. Formal mentoring promotes consistency, interaction, and effectiveness, as well as defining the mentor's remit (S. C. Wright & Smith, 2000). In that way, mentoring becomes a learning mode forged between formal and informal learning (Colley, 2003). Cushion (2014) claimed that increasing formalization of mentoring addresses a mentoring practice in coaching that is inherently informal. However, the formalization of mentoring encounters complex issues. According to Cushion (2014), the way which institutional frameworks address these issues is by shaping formal mentoring based on what Colley (2003) referred to as "natural" mentoring. Natural mentoring is the standard and informal mode where the mentor is sought within a community. Here, the mentoring process "just happens" and occurs relatively unplanned, yet intentional. Typically, that encourages the mentee to

control the agenda and interactions. The availability and approachability of natural mentoring in every day of coaches' practice amplify it as the current dominant in coaching and thus, the rationale for more planned formal mentoring programs (Cushion, 2006). The formalization of natural mentoring develops into what research appoint to as "engagement" mentoring (Colley, 2001).

Engagement mentoring becomes a structured type of natural mentoring occurring within institutional frameworks shaped by policymakers and professional practitioners. However, the frameworks usually constitute overt compulsion to participate, affords a narrow frame of outcomes, and a high degree of monitoring and recording. Such formalization of the process contributes to the mentors signify as higher-status individuals (Cushion, 2014). In that way, engagement mentoring relationships hold social distance, competing value systems, and more intense power differentials than informal mentoring. Indeed, Colley, Hodkinson, and Malcolm (2003) strike a cautionary note identifying problems with formalizing as "fervor without infrastructure." According to Cushion (2014), that statement resonate with coaching due to the perception of mentoring as inherently informal, resulting in minimal training and support for mentors. Therefore, formalized mentoring in coaching continues to expose its frailty (Cushion et al., 2010; Jones et al., 2009). Cushion (2014) argued that formalized mentoring programs need to realize that their structures change the mentoring process and needs to be entirely understood if coaching is to engage adequately and meaningfully with mentoring.

2.4 Mentoring in formal coach education

Although there are complex issues concerning the formalization of mentoring, coach education programs consider mentoring as one of the most critical components in any successful coach education program (Chambers, 2014). Cassidy et al., (2009) argued that formal mentoring already operate highly within coaching, yet without great success. Arguably because it is currently unstructured and uncritical in form, only to reproduce existing coaching culture and practice (Cushion, 2001). According to Talbert (2010), the way coach education in many countries occur today is through embracing the concept of learning communities, because of its systematic and constructive effect on learning. Lieberman and Miller (2008) stated that the foundations of such a collaborative approach to learning emanate from the belief that participants construct

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new knowledge through learning conversations with colleagues. In learning communities, Kerka (1998) viewed mentors as transfer agents serving to transmit and maintain organizational cohesiveness and continuity, mainly through periods of change. Griffiths (2014) described that mentors are learning facilitators who create challenging, collaborative, and transforming environments by supporting and assisting the learning process. In both function and process, such descriptions point to the pedagogical (teaching and learning) competencies of effective mentors beyond the accumulation of just experience.

Chambers (2014) argued that coach mentors are often granted limited guidance beyond an initial introductory "workshop," despite the demanding pedagogical role. Meanwhile, Karcher, Herrera, and Hansen (2010, p. 52) astutely observed that mentors often find themselves responding to their mentee's requests for activity ideas with something like; "I dunno, what do you wanna do?" Thus, Griffiths (2014) said that the organizational sporting context efforts to construct the mentoring role as the agent of change towards structuring professional development that can facilitate a more sustainable, authentic and relevant continuous professional development provision (CDP). That forms a need to deeper understand how organizations prepare and equip mentors before engaging the challenges of the mentoring process. Hence, what are the necessary skills and competencies mentors need in order to facilitate coach learning, and how can sporting organizations recruit and prepare coaches for this mentoring role.

The present study aimed at investigating the mentor role at the professional level, in which the demands of the mentoring role can be different. Therefore, the relevant aspect becomes to understand how to educate and prepare coaches for the high-performance coaching context. Erickson, Côté, and Fraser-Thomas (2007, p. 302) asked two essential questions to address these issues from an empirical standpoint: "How do coaches become high-performance coaches?" and "What experiences are necessary for one to become a high-performance coach?" In the attempts to answer the above questions, Erickson et al. (2007) tried to expand the preliminary findings of what experiences are necessary during high-performance coaches' development, to also clarify how much of each experience is required and when these experiences should occur. In that, Erickson et al. (2007, p. 309) identified the presence of five general stages referred to as "developmental milestones." As of the fourth stage, "part-time early coaching" (age 24-28), coaches report an initial interaction with a mentor coach, which they suggested is an essential factor in order to become a head coach at the high-performance level. The questions Erickson et al. (2007) addressed assist in elevating the

need for a more sustainable systematic description of coaches development (Gilbert et al., 2006). As to this day, several researchers draw on how attainment of sporting expertise can occur through a process of different developmental stages in sport (e.g., Côté et al., 2007); however, a similar type of composition for coaches' development in the high-performance context does not yet exist (Gilbert et al., 2006). Gilbert and Trudel (2012) argued that there are unresolved demands in defining coaching expertise, which together with the lack of a clear composition of coaches' development has implications for mentoring.

CHAPTER 3 | CONTEXT OF THE STUDY

The context of the study was the UEFA A-license coach education program for proficient and professional coaches. To enter the program, following prerequisites must be obtained: (1) completed UEFA B-license with a minimum score of 20 out of 30 points, and (2) a minimum of 1-year of coaching experience after graduating from the UEFA B. The program operates at the second highest tier of coaching certificates in Europe, and the program seeks to increase the competency of coaches that currently or soon will work at the top-level. The overall aim is to develop the coaches' competencies within leadership, learning, and professional expertise, through developing their thought processes, reflective skills, and increase their level of practice (NFF, 2019). To earn the UEFA A-license diploma, one must reach certain levels that prove one's ability to (1-8):

1. Master planning and execution of practice session with specific topics
2. Master planning, execution, and evaluation of matches
3. Understand current learning theories and following consequences in applying them
4. Vast knowledge about periodization of training
5. Master leadership with players/teams/staff
6. Understand key factors that influence the development of individual players
7. Utilize "fotballferdigheten" in impacting the players and team
8. Be able to put the play- and match-dimension into skill development
9. Gain insight into the following coach support features:
   a. Match- and player analytics
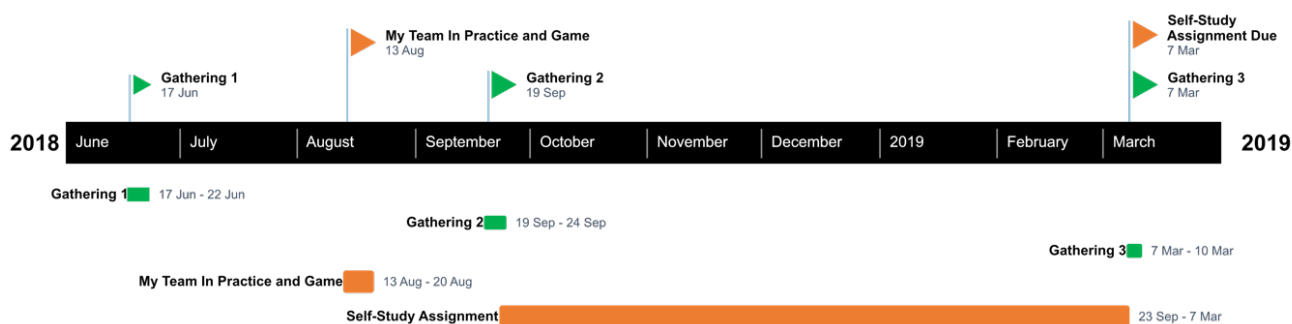   b. Physical training
   c. Football mentality

Fig. 1. An example of the UEFA A-License timeline.

The UEFA A-license program is a one-year coach education program that has three mandatory gatherings for all participants (see Fig. 1). At the end of the year, participants will receive a score between 0 to 30 total points, depending on their performances in three different parts of the program in which each part weights equally: (1) practice sessions, (2) self-study assignment, and (3) "My Team in Practice and Game"-performance. An important note, is that it is the mentors who serves as the primary evaluative source.

First, the practice sessions (1) take place in all gatherings in which the coaches work in the field with selected athletes. Second, the self-study assignment (2) is an extensive project in which the mentees shall problematize a chosen subject and then utilize relevant literature to address it. The participants work on the project through several months before presenting and submitting the project at the end of the year. Third, the "My Team in Practice and Game" (3) is an approximately 3-day séance where the mentor visits the mentee in their daily working environment, where the mentor observes and evaluates the mentee's performance in practice sessions and an actual game with their regular team.

At the gatherings, participants are given lectures on diverse topics, discussing in groups, and lead practice sessions. Between the gatherings, coaches attempt to implement changes and deploy their new skills within their own club/team. In between gathering, coaches are working in their daily environment, but mentors and co-mentees are accessible through telecommunications.

The first of three gatherings usually takes place in June. Initially, coaches meet each other, the executive course instructors, and the mentors. The course instructors assign each participating coach into a group of four coaches, that is accompanied by one mentor. That single mentor then pairs with another mentor, which at times convene into a total group of eight coaches and two mentors. At the first gathering, the mentees have their first practice session, which is the first point of evaluation. Here, the mentors assess the mentees' ability to plan, execute, and evaluate practice sessions. The first gathering is six days long.

The second gathering takes place in September. This gathering includes a visit to a top-level club where the mentees observe how teams at this level function and work on an everyday basis. At this stage, the coaches' begin the self-study project. The second gathering lasts six days.

The last gathering occurs around February or March the following year. In this final gathering, the mentees submit and present their self-study project. At this stage,

the mentees that complete the course receive their final score and a diploma. After this point, the formal mentoring relationship ends.

CHAPTER 4 | DESIGN AND METHODS

The present study was designed as a qualitative case study of the mentor's perspectives in the UEFA A-license coach education program. Before accumulating any data, the present study's purpose, methodological approach, storing and use of data were approved by the Norwegian Centre of Research Data (see Appendix 5). The following chapter address the methodological procedure and methods used throughout the research process. That includes the design, case selection and participants, data collection, data analysis, and ethical considerations.

4.1   Design

This qualitative case study aimed to attain a deeper understanding of the social and cultural phenomenon of mentoring through an in-depth analysis and interpretation of the events and meaningful relationships that comprise it (Thagaard, 2013). According to Yin (2018), case studies are well-suited to investigate and provide an understanding of a phenomenon in-depth within its real-world context. In this study, the primary focus was on the individual mentor's thoughts and understanding of the world around him and the topic of interest (Laake, Olsen, & Benestad, 2008). As an interpretive researcher, my analysis attempted to derive how the participants interpret their experiences. This type of "content-seeking" approach pursues knowledge more in terms of "what it means" and "what it is about," which is best facilitated through qualitative analysis (Widerberg, 2011).

4.2   Case selection and participants

I chose the case of mentoring in the context of the UEFA A-license program because it was of special analytic interest, unexamined in the research literature, and because the opportunity to investigate this part of coaches' development presented itself through collaboration with the Norwegian FA. Within the educational framework for top-level football coaches, the Norwegian FA and my supervisor suggested that the particular case could benefit from a systematic investigation that hopefully could help develop the

mentoring program through identifying key components of a successful mentor-mentee relationship and process.

Purposeful sampling was used to select participants that met the inclusion criteria. Most qualitative studies make use of purposeful sampling to strategically select informants who hold extensive knowledge or expertise on the topic of research (Thagaard, 2013). As such, Tjora (2017) described it as crucial for the validity to recruit the "right" participants. In order to recruit participants who could provide in-depth and detailed information about the phenomena under investigation, I established these criteria: (a) a minimum of ten years of coaching experience; and (b) a minimum of one year as a mentor at the formal coach education program (UEFA A-license). To access participants who fulfilled these criteria, the Norwegian FA (NFF) provided me a list of relevant subjects with contact details to each of them.

A total of 15 mentors were contacted through email (and by phone if they did not respond through email), and 7 mentors agreed to participate in this study. The participants were within the ages of 55 to 79 years old (mean = 64.9, SD = 7.8), and had between 3 to 30 years of experience with mentoring in formal coach education settings (mean = 16.9, SD = 11.1).

4.3   Data collection

The data collection was based on seven semi-structured interviews. All interviews were audio recorded and transcribed verbatim.

The semi-structured interview was chosen because the study sought to explore and generate in-depth knowledge on specific topics. According to McNamara (2009), the semi-structured interview is the most suitable way to ensure sufficient in-depth collection of information when investigating several specific topics at one time. Furthermore, Tjora (2017) said that the semi-structured interview provides more focus on the specific topic than the conversational approach, yet allows a larger degree of freedom and adaptability compared to a structured interview. That was helpful to dive deeper into the topics that the participant considered essential, and allowed both researcher and informant to influence the direction of the interview. Thus, the participant could more easily contribute to new perspectives that produced unexpected themes and the creation of new knowledge (Yin, 2018).

According to Tjora (2017), the goal of semi-structured interviews are to promote an open dialogue that circles on one or several predetermined themes. The current interview guide (see Appendix 3) contained eight overarching themes that were developed based on the preexisting literature on mentoring. As an example, "what is successful mentoring to you?" was one of the initial and general questions intended to assist an open dialogue on the topic, where the participant could influence the direction. If the participant responded with something like "A trusting relationship where we can learn from each other," then I could accommodate with sublevel questions such as, "And how do you build that trust?"

The interviews began with the participants' introducing themselves, briefly presenting their background, giving a short description of their context of work, and sharing their relationship with mentoring. I would follow up with questions about how mentoring became part of their lives, and then ask them to describe what mentoring means to them. Their first response would direct the conversation, and from there I would dive deeper into the topic of mentoring. The goal in the initial part of the interview was mainly to build rapport and achieve a general description of mentoring on the macro-level.

Before the actual interviews were carried out, two pilot interviews were conducted that helped to adjust the overall structure, length of the interviews, and precision of each question. In the pilots, I realized that general conversating on mentoring at the beginning of the interview often led mentors to talk about the relational structure of the relationship. Therefore, the first theme in the interview guide focused on key components of the mentor-mentee relationship. That included inquiries on what grounds the mentors sought to establish the mentoring relationship and how they approached that accordingly. My intent was to establish a relaxed setting where the informants felt comfortable and trusting to share personal experiences, opinions, and perspectives. My experiences was that the participants felt sufficient comfort and confidence in me to share to the maximum depth of their knowledge, and the informants gave positive feedback on the setting.

I supplemented the audio recordings by note-taking. The pilot interviews assisted to test the audio recording equipment and experimenting with various note-taking techniques. I sought to pay full attention and listen carefully to the informants' responses, in which intense note-taking could be disturbing (Kvale & Brinkmann, 2015). Therefore, note-taking was utilized only as a supplement, but was very

accommodating when occurring thoughts and ideas came to mind that required me to instantly write them down before they may have vanished.

In the interviews, if the participants responses encompassed more than just the current theme, it felt natural to let the conversation evolve naturally and use follow-up questions that matched their responses. Instead of following the interview guide in its exactness, I allowed the flow of conversation, an approach that harmonize with how semi-structured interviews in case studies are utilized (Yin, 2017). Therefore, the interviews can be described as conversations-based whereby the interview guide served more like a checklist. At the end of each interview, I would deliberately scroll my eyes through the interview guide to make sure the interview had covered the different themes.

On some occasions, their responses would encompass more than just mentoring and so forth drag the conversation outside the topics. Although parts of these responses were not relevant to the research, the information was not necessarily uninteresting or completely irrelevant. Allowing thorough responses and off-topic conversating made the data analysis process more comprehensive and demanding, but it might also have led to more authentic and genuine responses from the informants. I believe that allowing the participants the freedom to talk about topics not necessarily relevant was deliberate in acquiring trust and showing that I was interested in them as individuals and not just simply as informants. That served to avoid an artificial atmosphere and aided the informants to respond in ways that came natural to them.

Being an experienced football player and football coach myself, I believe that having experience within football enabled me to better relate to and connect with the informants, which assisted the establishment of a relaxed setting. I also presume that much of the knowledge that came forth in the interviews relied on me knowing the field with the professional terms and expressions, which facilitated a more context-sensitive conversation. Having vast context-specific knowledge allowed me the freedom to keep an open dialogue with natural follow-up questions. I believe that my preexisting knowledge and experience in the field worked as a catalyst for a smooth conversation that enabled much of the chemistry between the informants and me. In my experience, sound chemistry was necessary to acquire more in-depth and detailed responses, especially regarding their personal experiences. On the downside, it is worth noting that having preexisting knowledge may have caused me to be less sensitive to analytical nuances that has become an integral part of me through the socialization in Norwegian football.

4.4   Data analysis

The principal function of the analysis process was to identify different patterns that contributed to a comprehensive understanding of the mentor-mentee relationship and the mentoring process within the specific context (Mason, 2017). That understanding should then allow me to draw analytical inferences that can be used for future theory development (Silverman & Marvasti, 2008). Opposite to quantitative methods and statistical analysis, there are no straightforward guidelines for the inexperienced scientist in the process of analysis. Instead, the process reflected my continuous development, interpretation, and struggling with alternative interpretations (Yin, 2018). According to Yin (2018), the data analysis process in qualitative research is less rule-based and not necessarily linear, and therefore, relatively demanding. However, Yin (2018) suggested that being aware of the different analysis strategies and choosing one that is relevant for the project can significantly reduce the potential challenges.

In this study, the data analysis consisted of three primary steps: (1) reading and transcribing the interviews, (2) deductive coding of the into the pre-established themes constructed from the literature, and (3) inductive line-by-line coding to add more specific categories to the main themes. This process included both inductive and deductive systematizing of data (Corbin & Strauss, 2008), and is similar to what Dubois and Gadde (2002) referred to as "systematic combining." In that approach, one constantly transitions between preexisting theoretical assumptions and the empirical material. That links closely to what Chamberlain (2006) referred to as "abductive reasoning" or "abductive logic." Here, the theory sets the foundation for the topics one investigates, but new findings can give new perspectives that extend the current theory. According to Dubois & Gadde (2002), this way of analyzing is relevant when the intention includes understanding the current theoretical assumptions or propositions further, and developing them by contributing with new and relevant empirical material.

First, all the interviews were transcribed in full, including all pauses, breaks, and unfinished sentences. As Kvale and Brinkmann (2015) argued, accurate transcription is vital for further analysis. Second, larger sections of text that contained relevant information were marked with a color that represented one of four pre-established main themes. These themes were: (1) "characteristics of the relationship," (2) "characteristic of the ideal mentor," (3) "characteristics of the ideal mentee," and (4) "mentoring in practice." Third, I did an inductive line-by-line coding of the raw text in order to identify the subcategories (codes) inherent in the main themes (see table 1, p. 23).

Through reading each marked section of the text several times, all relevant paragraphs were put into keywords that reflected the meaning of the text, i.e., trust, role modeling, providing support. I used MaxQDA [version 18.2.0] to sort and order the different transcripts before and after coding. I then reviewed the final code-scheme and merged several categories that shared closely-linked features or covered different aspects of the same category. For example, text coded such as "honest," "open," "easy," and "accessible" were grouped into the category "communication" (see table 1).

That way of gathering codes with shared properties into categories is a way of applying a topic-centered approach (Thagaard, 2013). However, Thaagard (2013) has argued that the downfall of this approach is the possibility of focusing overly on the pieces, instead of the whole picture. Therefore, it was necessary to reflect on my interpretations to avoid misinterpreting statements or drawing unreliable inferences. This was a challenging process, especially when a pattern emerged during analysis which did not fit into any of the preexisting themes. That pattern eventually became the theme "primary tasks in mentoring," and was the only main theme constructed through the inductive analysis.

Table 1. Coding scheme in the analysis process.

Main Theme	Category	Subcategories / Codes	Raw Text Examples
Characteristics of the relationship (mentor – mentee)	Relationship factors	Trust	Make mentees feel safe and trusting
		Mutual respect	Respect for each other and the process
		Personal caring relationship	You must care about the mentee genuinely
	Communication	Easy and accessible	Simple and natural flow in communication An easy tone in conversation Be there for them at all hours
		Open and honest	Nothing should be problematic to talk about Not sugarcoat anything Be direct, straightforward Provide completely honest feedback
		Informal and humor	Build rapport by talking about other topics Relate to the mentee in other areas of life Allow funny situations to sprite up the mood

Primary tasks in mentoring	Development and learning	Ambition clarification	Clarify ambitions and motivations
		Embrace excellence	Improve already great skills
		Exchange in knowledge	It should be parity where both parties learn
		Facilitate learning environment	Create relevant discussions
		Goal setting and challenges	Set appropriate goals and challenges
		Independency	Driver seat of one's learning process
		Promote reflection and critical thinking	Ask question, no answers are correct
		Adjust power balance	View me as a more experienced colleague
	Setting the frame	Provide support	Build confidence, guide the mentee
	Being a guide	Role modeling	Share experiences, inspire the mentees

Characteristics of the ideal mentor	Personal characteristics	Confident	Confidence in oneself and one's abilities
		Conscientious	Do one's duty well and thoroughly
		Curious	Eager to know and learn about the mentee
		Easygoing	Easy to talk with and approachable
		Honest	Not sugarcoat any communication
		Knowledgeable	Intelligent, well-informed and skilled
		Motivated to teach	Motivated to develop the mentee
		Open	Talk about anything
		Patient	Aware that learning takes time
		Pedagogical	Great practical sense of teaching
		Sincere	Proceeding from genuine feelings

Characteristics of the ideal mentee	Personal characteristics	Courageous	Dare to expose themselves
		Humble	Knowing you do not possess all answers
		Independent	Taking responsibility of the learning process
		Open	Ready to try new things and learn more
		Proactive	Taking deliberate actions to develop
		Patient	Consistent, longitudinal work towards goals
	Motivation	Intrinsic motivation	Enjoying the process
Mentoring in practice	Behavioral	Concentration	Mental efforts in observation
		Ghostly presence	Be as invisible as possible
		Positioning	Find observational spaces and lookout spots
	Communication	Silence	Be silent, say nothing
	Observation techniques	Take notes	Write down actions and behaviors

4.5   Ethical considerations

In research, ethical considerations are a critical aspect (Miller, Birch, Mauthner, & Jessop, 2012). All participants received information about the purpose of the study, confidentiality, and their rights as participants. The participants attended voluntarily and were informed that they could withdraw from the study at any given time without facing any negative consequences. In cases of withdrawal, the participant's data would be deleted. All the participants signed a written consent before the start of the study (Appendix 2).

To ensure the participants' confidentiality, any identifiable data was immediately anonymized after the data was collected using ciphers. That is to secure all participants' anonymity. The ciphers were kept separately in a code-file apart from the rest of the data set. In that way, no names or identifiable metrics were present in the transcripts. Data processing occurred on a local computer at the institution, where only the student and supervisor were granted access. Any participants wishing to access their full transcripts or insight in the process had the complete opportunity to do so.

During the project, the interview setting invited personal contact between me as a researcher and the participant under investigation. Finding the balance between probing for information and not becoming overly personal was at times challenging. Thagaard (2013) proposed that scientists sometimes apply themselves as a medium to extract information from the participant, which Fog (2007) argued can seem "seductive" for the informant. A possible outcome is that the participant feels led to be more open than the person wants, in which overly openness may cause problems for the participant subsequently. According to Thagaard (2013), this relates to whether I preserved the participant's autonomy. I was well aware of this concern and tried to the best of my ability to adjust questions and behaviors accordingly. However, if not personal enough, the interview might fail to extract valuable information. Hence, I attempted not to make the informant uncomfortable while simultaneously focusing on actively constructing knowledge together with the participant.

The dynamics between me and the subject was a crucial determinant for the data collected (Neumann & Neumann, 2012). Through my interactions, the level of detail and comprehensiveness of the participants' responses varied. For instance, trust was evident when the participant was comfortable and this was unquestionably necessary for the subject to share his personal views, beliefs, and opinions – especially if the views were different than the expected norm. Accompanying that issue at best, I aimed to

respectfully treat participants as individuals and not just informants. Additionally, I followed a set of guidelines for proper ethical research practice (Universitetsstyret, 2007). That approach, together with a well-written informed consent, representing an acknowledged research institution, and collaborating with the Norwegian FA (NFF), was important for establishing trust and in obtaining comprehensive responses.

After the data collection, the focus must not solely be on what the knowledge means itself, but severely on how it comes forward (Nilssen, 2012). Because the whole process of analysis filters through the eyes of the scientist, personal understandings and interpretations will affect the findings (Widerberg, 2011). Nilssen (2012) argued that it is vital for the methodical process to be transparent and open, only that can ensure findings to remain trustworthy and assist the reader to review whether the results reflect the current reality. Therefore, I attempted to provide the reader with an informative and transparent account of the proceedings I followed in my attempts to produce meaningful and relevant knowledge (Markula & Silk, 2011).

RESULTS

Findings revealed five main themes that described the successful mentoring relationship in the UEFA A-license context (see Fig. 2). In this chapter, the first part highlights the essential relationship characteristics perceived by mentors and how they work to construct it. The second part presents the mentors' perception of their primary tasks. The third part shares an overview of the ideal mentor characteristics, and the fourth part, the ideal mentee. Finally, I outline how the mentors conduct their job as mentors working in practice sessions.
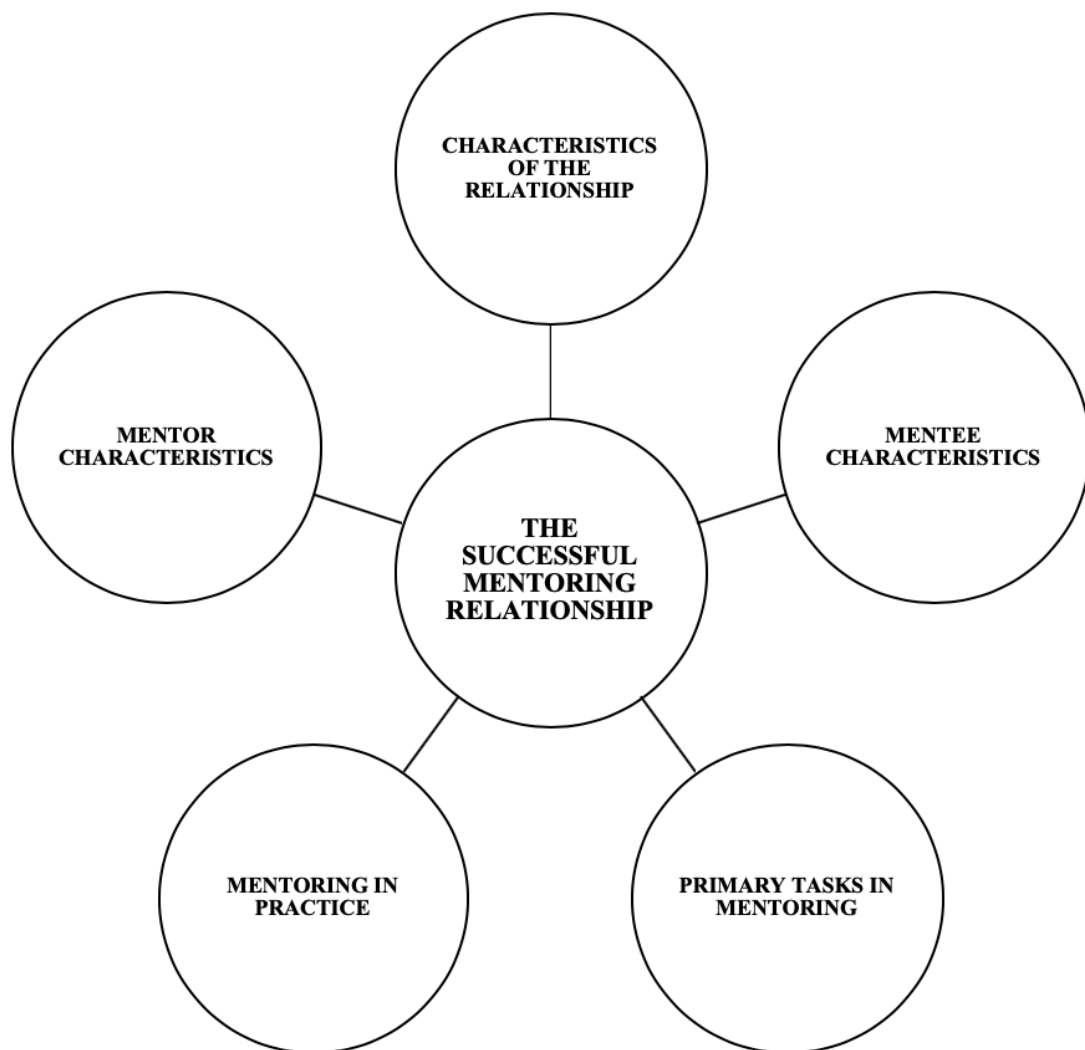
Fig. 2. The five main themes of the successful mentoring relationship.

5.1   Characteristics of the relationship

One of the foundational aspects the mentoring relationship that mentors repeatedly emphasized was trust. The mentors perceived trust as an absolute necessity and as the bottom layer for establishing a high-quality relationship, as one mentor (M5) said: "Without feelings of trust and safety, no learning nor any development can take place."

Trust links firmly with respect, and the mentors noted that respect was equally important. The mentors considered respect to be the initial step in trusting. Respect served like a precursor for trust, and was something that one must ascertain at the beginning of the relationship as one mentor (M6) expressed: "You need to build respect for the mentoring at the beginning, that is necessary for the mentees to feel sufficient trust to dare and expose themselves."
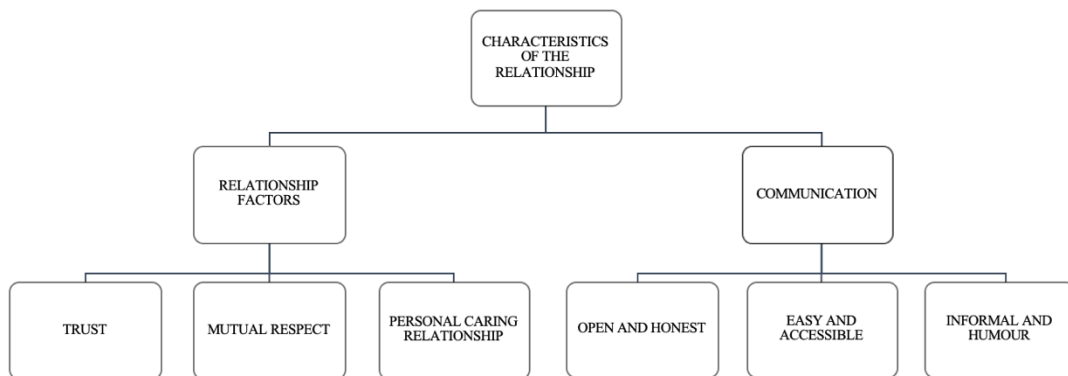
Fig. 3. Characteristics of the relationship.

To build respect, the mentors suggested that sharing previous experiences portraying the demands of the context was a beneficial way to make the mentee realize and express respect for the mentoring. However, as the context handpicks their mentees, the mentors proclaimed that most mentees possessed respect from the very beginning. For that reason, the mentors perceived the first and important task in the relationship as to build trust, and one of the mentors (M3) expressed what trust looked like to him:

> If the mentees can let their shoulders down, not be afraid, and say that:
> "damn, this is something that I am not sure about." If you can build that
> trust, then a lot of the foundation is laid down already.

Establishing trust was not perceived as easy nor straightforward. The mentors reported to exert both deliberate actions and unconscious strategies to build trust in the relationship. They explained that strategies can be more implicit and linked to their personality.

> It is a bit difficult. Maybe there are strategies, in which one is unaware of, that is just *inside* you. I love talking to different kinds of people, so maybe I have a way of approaching people that makes them feel comfortable and want to cooperate with me. I do not do much more than try to be a good version of myself – and that is it. May it carry or burst. (M4)

Something that could assist the building of both trust and respect is having a personal caring relationship. The mentors emphasized the need to care about the mentee genuinely, stating that genuine interest in the mentee is in a sense inevitable for it to become a successful mentoring relationship.

> As a mentor, you must care. You must be curious about the individual yourself, get a hold of the individual's potential. Do not show up as the expert who knows it all. You must be genuinely interested in the individual's current standing point and then improve from there. That curiosity and genuine interest is crucial. (M6)

The mentors used phrases such as "personal bond" and "deep commitments" to describe their most successful relationships in their experience. Through genuine personal caring, one mentor (M6) proclaimed that some relationships can become ever-lasting.

> I am still in touch with many of whom I have mentored throughout the years. Now and then, we call each other, and sometimes we meet as coaches with our respective teams. It is fun talking to them, and some of them ask me to evaluate their practices subsequently. Then they ask if I can show up to some of their games too. That is fun. If you make it a good relationship, then you have that relationship for the rest of your life.

To enable relationships to extend to a lifetime, one mentor (M1) emphasized that the mentor needs to radiate being there primarily for the mentee's sake.

> As a mentor, I should radiate that; "I am here for you to become better, and that is the main reason." How I know that the mentee understands that, is if they feel that it is completely natural to get in touch with me. That he effortlessly can ask: "I just wondered this and that." In other words, there is an easy communication. It can be about anything professional, something good, or just that there is some challenge.

To most mentors, how the communication unfolds determines whether it is real personal caring or not. For most mentors (M1, M2, M4, M5, and M6), whether they genuinely care will show through the desire of a low threshold to connect with each other. For example, it shall be simple to pick up the phone and give the mentor a quick call, as one mentor (M5) said: "Even though it is not a mandatory meeting or gathering, mentors are someone whom you feel you can call."

The mentors attempted to express their accessibility. The mentors said to be available 24 hours a day for their mentee and practiced a low threshold by sending shorter texts and making calls. The mentors proclaimed that frequency and consistency in communication is beneficial for the relationship, and one mentor (M1) expressed how he would deliberately communication:

> I try to make a call once in a while to ask how they are doing, so that they know I am here for them. If the mentee has a team or something, I always pay attention to the results; maybe I even ask them to send me a short clip I can watch. As soon as they win a game, I am quick to text or call and say: "I see you won today, 2-1, late goal, SUPERB!" That is just a way to emphasize that I am here to support and that it should be easy to connect with me if there is anything on their mind.

The mentors that practiced frequent communication emphasized that this must be consistent through both the ups and downs of the process, in which the following quote illustrates this:

Those who work in football knows that there are not only sunny days but many days as grey as it can be. With rays of light from time to time. That is every day of football. A mentor is there on a sunny day, and he is there when the sun is not there. (M1)

The mentors considered this commitment to the mentee as highly rewarding. They assumed that consistency and quality of communication work as a catalyst for trust and optimizing learning curve. Additionally, it opens up to work more closely over time, which they believed benefits the whole process, as one mentor (M4) said:

I believe a lot in that you work with people over time. That there is a high degree of accessibility. It is even more resourceful, but the closer you can get with people, the better it is. We do live in a time where it is quite easy to be physically present.

In their communication with the mentees, all mentors sought to foster relationships with openness and honesty. The mentors perceived these features as essential, as one mentor (M4) emphasized:

What is essential for me concerning any individual, is that we can establish a frame for development where we can be honest and open. So that we can come into the personal level, which is necessary to understand how the mentees are equipped for this task.

To describe honesty in the mentoring relationship, the mentors repeatedly used the phrase "sugar coating." That means, the relationship must allow one to say what one means to say, not sheathing anything it to avoid hurting someone's feelings or protecting the flow of sheer positive communication. The mentors emphasized a need to provide feedback that was constructive and honest, and that it must be completely honest.

I believe it is vital that mentors are dreadfully honest. It does not matter what he says or does; it has to be dreadfully honest. So he does not feel like he is a sugar coating, but that he is sincere. […]. Then you also more easily know where you stand about each other. (M1)

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Honesty and openness seemed to potentially facilitate smooth and effortless communication, something the mentors immensely desired. The mentors noted that they wish for a "natural and easy-flowing communication," which they deem extremely valuable for the relationship to thrive, as one mentor (M7) said:

> The best relationships keep an easy tone. A tone that allows for humor and funny situations that can elevate the mood, even though there is a seriousness underlying as of the task at hand.

The mentors reported allowing humor to sprite up the mood from time to time, believing that this can assist the mentees feel comfortable and release tension.

Another desired aspect of was informal communication. That means spending outside the setting and talk about i.e., personal hobbies, mutual interest, or previous coaching experiences. The mentors noted that this informal communication is what facilitates the close relationships that can work well over time and takes the relationship to the next level, as one mentor (M2) expressed:

> When the platform builds on trust, honesty, and enjoyment, informal communication makes the relationship flourish.

Informal conversations ranged from random topics to joking around, favorably including a bit of humor. The informal conversations was usually the first step into the personal level, and a recommended way to better understand the mentee and the group one is working with, as one mentor (M2) stated:

> It is about finding out what my group of mentees consists of quickly. Which buttons do they have, and which ones do I press. It is about who they are; that is where I begin. Who is married, who do they live with, which education do they have, what kind of playing career, and so on. After that, one can establish some of the most significant arenas for mentoring, the informal platform. The best mentoring conversations I have are dinners and jogging. […] During the jog, I can ask: "how is the practice preparation going?" Then we can talk about that completely off-guard, while we remain jogging. Of course, they know it is mentoring, but it is informal. These sessions can be way more important than the

ones where we sit down, and I say; "Hey, listen up..", before I pull out

my notes. However, sometimes it has to be those conversations too.

The informal platform can be a way to get to know each other, but also a
platform for mentoring. The informal arena can be the of utmost importance way to
establish trust and open up the mentee, as one mentor (M2) shared from experience:

I once mentored this mentee who was very closed off. Not good with

relations. He struggled trusting others. He did not talk much. However,

he was interested in running. So I figured I would join him for a run. The

funny thing, the further we ran from the mentoring facilities, the more he

opened up to me. At one point, we were so far off, that he would tell me

anything. Then, when we turned around and ran back, the closer we

came towards the facilities, the more closed off he became. So we went

for many more runs; then ultimately, I could feel the trust. As a mentor,

it is about making the mentee trusting in me, not me trusting in them.

According to the mentors, the informal platform can be walks, dinners, phone
calls, or by the coffee machine. Deliberately applying an informal platform can for
many be the entry to provide meaningful mentoring, and the mentors noted that
informal communication helps to find common ground.

5.2   Primary tasks in mentoring

Establishing respect, building trust, displaying genuine care, and applying the preferred
ways of communicating, are all important aspects that circles around the ultimate reason
for mentoring, which is bringing the mentee from point A to point B. According to the
mentors, the principal root of mentoring is personal growth, therefore, the primary tasks
becomes to accommodate that process, as one mentor (M4) says it: "It is all about
establishing the frame for development."

The mentors reported that their primary tasks include setting the frame to
facilitate development and learning and then guiding the mentee on that path (see Fig.
4). This section addresses the aspects that undergoes that frame, how mentors work to

set the frame, which support functions they intake, and which tasks that are vital to facilitate the mentees' learning.
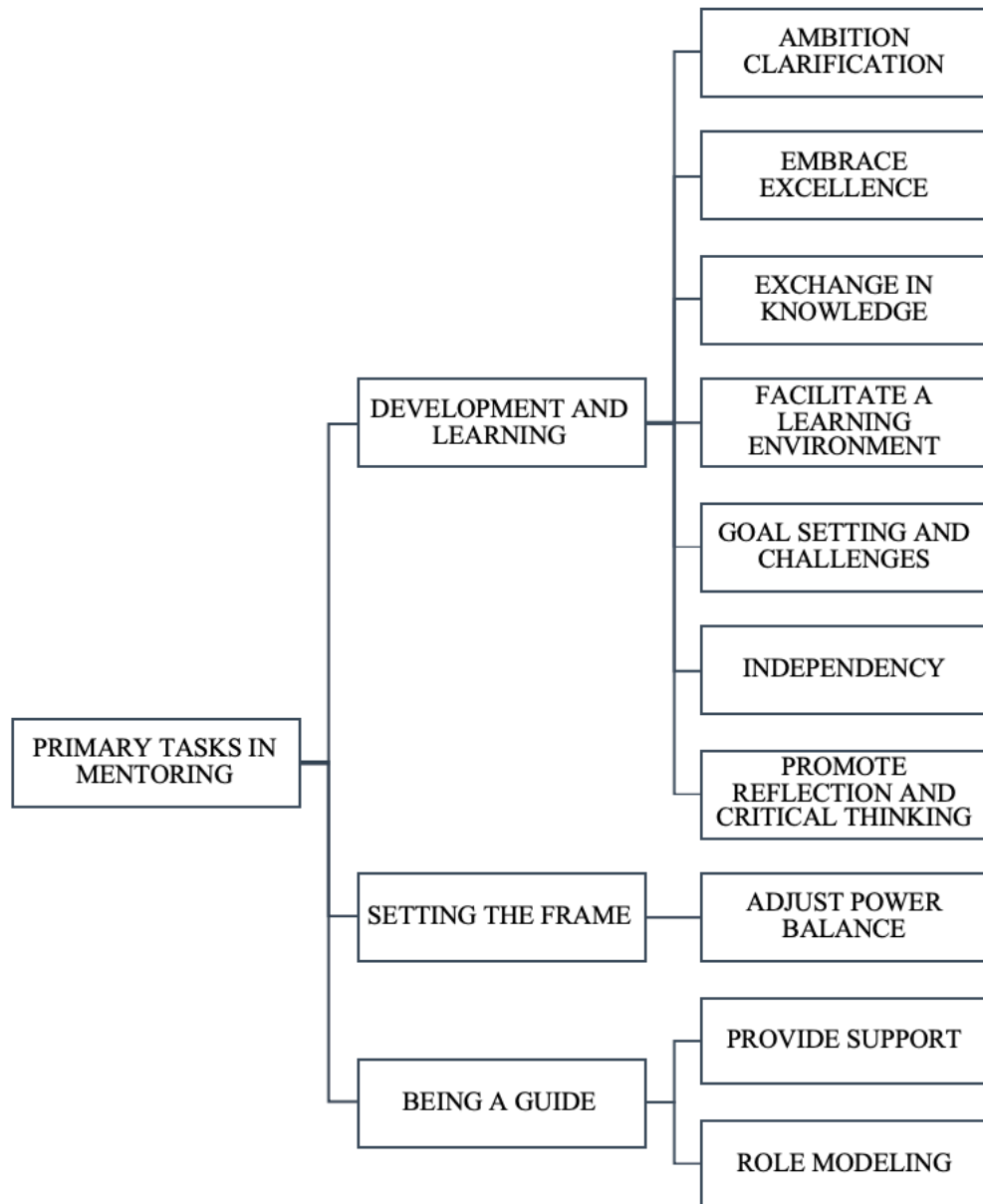

Fig. 4. Primary tasks in the mentoring process.

In the initial stages, the mentors reported to comprehend their mentees' ambitions. That means figuring out the reasons for why the mentee is coaching, participating in the program, and which goals they are heading towards. Questions would include: "Where do you see yourself in 10 years? What is your dream goal?

What is your short-term realistic goal?" Clarifying ambitions is necessary to direct the process, as one mentor (M1) stated:

> There are many different types of coaches and so many different roles, which means one has to mentor based on where they are. It can be a head coach, player development coach, assistant coach, men's coach, women's coach, less experienced coach, very academic and theoretical coach, and so on. These are so many different functions, so one must mentor with their standing point in mind. […]. Then, guide them based on their ambitions. I have mentored both people who want to be national team coaches or just average coaches in clubs. Therefore, one has to mentor based on ambition, which role they are heading for, and with their background in mind.

After clarifying ambitions, the next step is the goal setting process. The mentors perceived goal-setting as the root of facilitating learning and development. The practice sessions, self-study assignment, and anything related to improving as a coach often comes back to the goal-setting. In the beginning, the mentors assisted the mentees' goal-setting processes, which also favored the mentor in monitoring the development process. The mentor's job is to make sure that the goals are appropriate, step-by-step, and realistic, as one mentor (M6) said:

> You have to begin where the mentee currently is, which is their knowledge base and current everyday setting. Connect with the individual at that level, before building on top of that. [...]. Then, begin building brick by brick, through all processes. So the mentee feels challenged but simultaneously safeguarded and trusted. I think that forges the best learning plateau.

The goal-setting process help the mentee understand their current standing point, realistic future steps, and increase their independence. At first, the mentors assist mentees to establish goals, but eventually, the goal is to have mentees take full responsibility and ownership of their learning process, as one mentor (M4) said:

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The goal is to have the mentee in the driver seat of own development. I
am there at the beginning for the mentee to bring in own thoughts and
how to move forward. Afterward, we forge alternatives, different
possibilities for the road, but then let the mentee choose the path.

The mentors believed in goal-setting for everyone in development, including
themselves. Therefore, the mentors were well aware to set personal goals for
themselves, as expressed by one mentor (M2):

I believe that people working to develop others must be in development
themselves. That is why I am highly concerned about having my
personal goals. If I am not in development myself, then I am no longer
any good developer of others. […]. The day you are no longer in
development, that day you are no good developer of others.

That attitude grants an opportunity for the mentors to share their personal goals
with the mentees, which reminds the mentees that mentors also find themselves in
development. The mentors yearn for mentees to understand that none can be complete
or perfect in their role, and that both parties shall contribute to each other's growth, as
one mentor (M5) said: "Mentorship is a relationship in which you learn from each
other," which substantiates their desire for feedback and knowledge. The mentors
reported that exchange in knowledge is highly necessary for all finding themselves in
development, as one mentor (M1) noted: "We are entirely dependent on feedback in
whatever position we find ourselves in."

Exchange in knowledge also aids the adjustment of power, which is a crucial
element in setting the frame. The mentors reported that distance because of power was
detrimental for the learning process, as one mentor (M5) stated:

It is adverse that the same person mentors and examines, that is not
favorable. The mentees tend to agree, nod, and do what they believe the
mentor wants, as they are aware that the mentor evaluates them.

The mentors attempted to remove much of the distance in the relationship by
assisting the mentee towards an understanding of the relationship as reciprocal. The
issue is that mentees often view mentors as of higher rank. That, in turn, may inhibit the

mentee from deliberately involving themselves in the process and withholding their knowledge and feedback. The mentors reported to desire a two-way street in which both parties can learn and grow, as one mentor (M6) explained it:

> I want the mentees to view me as a colleague, just more experienced than them. Not appear or be perceived as someone who tells them what to do. Sometimes one need to point things out, but that should not be the common. That type of "expert role" increases distance. Instead, it must be parity. This way the roles develop together, only that one knows more than the other.

The mentors seemed to seek parity instead of an "expert-novice"-relationship. Through reinforcing the message that learning takes place in all individuals, the mentors deliberately display that they also learn, as one mentor (M5) puts it:

> At least I have shown the ability to learn, and not just teach. I think that is important for the mentee to realize, that I am not just there to tell them, but I am compeer at the same level.

A way the mentors display that is through participating as a compeer in relevant discussions. The mentors reported to create relevant discussions as a way to facilitate learning, which also grants them the opportunity to join in discussions as equals. The mentors perceived discussions as one of the best ways to facilitate for learning, as one mentor (M1) said:

> The best learning comes from great discussions, and reflection from that. As a mentor; strive to find the exact scenarios that create good discussions, make good discussion points, let the mentees challenge each other, and instead of just sitting there yourself, participate! If one only sits there and gives feedback such as: "That was good, and that can be different," then not much learning takes place – you need to facilitate a learning environment where everyone involves themselves so we all learn.

The mentor's job during discussions is to observe, make sure everything runs smoothly, and that everyone learn from the setting, as one mentor (M4) said:

> I am highly concerned with my group of four becoming a great development group itself. It is my job to set the frame properly so people are trusting enough to challenge one another. Then, I ensure that the processes run smoothly and make sure that it is productive and fertile for everyone involved.

In the learning process, the mentors reported focusing on mastery. One mentor (M2) firmly believed that mastery is necessary to build sufficient confidence to manage more onerous tasks when they arise, as he (M2) said:

> It is essential that mentees experience mastery. Grownups who experience mastery will endure through challenges. However, if one does not master tasks, and simultaneously is assigned with even more difficult tasks, then we miss out on mentoring.

Through mastery experiences, the mentors believed mentees confidence enhance, further assisting them to dare expose themselves in uncomfortable learning scenarios. Three mentors (M1, M2, and M6) were focused on embracing excellence as a way to increase the mentee's confidence, and one of them (M1) noted that:

> Many times we focus on developing what the mentees are not good at, but I believe it is equally important to improve what is already great. […] That can also grant the opportunity for the mentee to show off a bit, which is always a good feeling.

Three mentors (M1, M2, and M6) believed that building on what is already great can boost confidence, which, in turn, can assist the mentees to dare face bigger challenges.

Another prominent way of facilitating learning was through promoting reflection and critical thinking. That means, making mentees reflect through an understanding that there are multiple ways to go about it. The way they craft that understanding is mainly through asking questions and not giving out answers, as one mentor (M1) said:

Do not give out answers. Instead, make them figure out themselves by asking different questions. The way we as mentors block development is when we give too many solutions and answers.

Instead of providing answers, the mentors first asked questions back at the mentee, and if the mentee still struggled with finding a proper solution, the mentors may share different solutions. That is without stating that any is the "correct" answer, instead, the mentees must find out which solution that is right for them, as one mentor (M1) put it:

I was impatient myself, as I was very hungry to know all the answers like: "Tell me what to do, give me the solution." Now, I mentor a few mentees with this same impatience. They ask me: "What would you do?" So, I try to avoid answering, instead providing more general answers such as: "Well, I know Mourinho would do it this way, but Klopp, he would do it that way. So, you have to decide what is right for you, based on your style." That is what I think is the right way to go about it, give no answers, and make them reflect.

Three mentors (M1, M3, and M7) noted that this way of teaching was not how it occurred back in the day. However, through their experience, the mentors emphasized that the current way is better than the conventional approaches, as one of them (M7) said:

I believe it is essential to ask questions, which is the opposite of what we did back in the day. Back then, we pointed our fingers and gave positive or negative remarks with it. At that time, coaches were the "tough guys," and you had to knock the knowledge in their heads. It is not much like that nowadays. Today it is about making the coaches think, reflect, evaluate – in some way make them use themselves more. That is what I believe gives the best learning, and not point fingers at everything and hammer knowledge into their heads.

All mentors perceived that pointing fingers could potentially inhibit the mentee's ability to think critically. According to the mentors, the mentees need to understand that there are several solutions to every problem, and figuring out for oneself which solution is right for them is part of being a coach.

5.3   Characteristics of the ideal mentor

To conduct successful mentoring, the mentors perceived specific characteristics as beneficial. First, the mentors reported that the job at this level requires lots of knowledge and experience in the field, and then, be pedagogically equipped to convey that knowledge, as one mentor (M1) said:

> The knowledge does not matter if you cannot convey it properly. Neither does it help to be great pedagogically if one does not have the necessary knowledge.

The mentors reported that vast amount of field experience, knowledge, and pedagogy are foundational features, and then, one must be intrinsically motivated to teach. That means, motivated for mentoring in the sake of the mentee's development and not oneself or external factors. If doing it for the sake of the mentee, the mentoring also benefit if the mentor is curious, sincere, and honest, if to help the mentee on his journey, as one mentor (M2) said:

> Extremely curious, sincere, and is there for the mentee enormously and
> not for their own sake. Not for status or attention, but there to help.
> When you feel that the people around you are honest and sincere, and
> wants you to develop, that is truly magnificent.

In order to establish trust, the mentors pointed out that it also has to do with how one behaves and who one is as a person, and the mentors perceived being easygoing as an essential feature in mentors, as one mentor (M7) said:

> One must be easygoing to build trust with the mentee. That way the
> mentee does not come with the spikes out. […]. That means, do not be

overly serious, use humor now and then – which also creates the safe environment necessary to learn. It is about personality. It is about how you are as a person.

The mentoring relationship can also benefit from a mentor that is conscientious, prepared, open, taking the process seriously, and making the mentee feel valuable and relevant, as one mentor (M4) stated:

View the mentee as important. The great mentor comes prepared and is conscientious. He takes the mentees seriously. He sees the mentee for who the person is. Sees if the mentee cares about this. He is able to support and give proper challenges simultaneously. He is open, honest, and at the same time, human.

The mentors reported that one should show great interest in the mentee, treat them individually, and have patience with them. The mentor also needs confidence to acknowledge differences between mentees and treating them differently, as one mentor (M6) stated:

You must have a great interest for whom you mentor. Enough confidence in your role to develop the differences in the group. This way the group members feel as individuals simultaneously as a team. […]. Then, be patient, knowing that development takes time.

The mentors emphasized the ability to treat people differently as crucial, both the ability to spot the differences but also develop the differences in the group, as one mentor (M2) said:

As a mentor, and otherwise as well, if you want to be fair, treat everyone differently. That is why it is vital for one to get to know the mentees accurately. To know who they are and why they are who they are. That includes everything to do with what motivation do they have, what do they think is important, what is their perception of different humanistic views, and how do they perceive other people.

That means, understanding the mentee is essential in mentoring. To treat and managing the differences in their groups requires social skills. The mentors believed that proper mentoring has lots to do with how one understands people, the context, and how to manage social dynamics. In that sense, being a great mentor relies a lot on how one reads people and the situation, as one mentor (M4) said:

> After working as a school teacher, leader, and mentor for many years, you understand where the individual you are working with is. You read them along the way. Then it is all up to my skill of how well I can read the individual.

Although the mentor understand whom one is working with, the mentor needs to know how to manage the mentee. Thus, great mentoring relies on social competence.

5.4   Characteristics of the ideal mentee

To receive mentoring at best, the mentors perceived that most mentees be in the proper mindset. According to the mentors, the mentees benefit from being open, courageous, willing to learn, patient, and proactive, as one mentor (M1) said:

> The mentees who develop the most are those who show up with an openness. Even though they might be very experienced, they should still show up with openness, and sincerely wish to learn more, and to develop. They are often the ones who proactively engage themselves, and dare to expose themselves.

According to the mentors, development relies on the mentee's motivation. The mentees that develop the most possess an intrinsic motivation, as one mentor (M2) said:

> The motivation is crucial. The mentees cannot be externally motivated, for something like the next head coach job, or wanting to be a national team head coach within three years. It is the intrinsic motivation that is the determinant. That you want to develop, and then gradually take the

necessary steps. It is the intrinsic motivation that lets you development over longer periods of time.

The mentors believed that mentees who do not possess the right type of motivation often are the ones who spend more time trying to prove themselves, instead of focusing on learning. One mentor (M1) said that this behavior can be solved a lot with humble- and openness:

> I have mentored school headmasters, and they want to display their excellence. Coaches are in no way different. It is the same. They want to show what they can, and that is part of us. So, if these can be more humble and open, wanting to become better, then they can develop so much more.

How one mentor address this issue is by letting them prove themselves and state their skills, as he (M6) explained:

> Those who enter with the need to convince that they know best, they will have minimal outcomes. That is why it is especially important to come under the skin on these. Let them show how good they are; make sure that they realize that the mentor understands that they are good, because that opens them up for new learning.

If the mentees lack any of the qualities that mentors desire, the mentors reported that they deliberately accommodate the mentees to acquire them, instead of simply acknowledging that they are missing.

5.5   Mentoring in practice

Working as a mentor in practice is distinct from the rest of the process. The theme represents the mentee in action, leading practice sessions. This section describes the process chronologically from what happens before sessions, what mentors focus on during sessions, to how mentoring occurs afterward.

In advance of the sessions, the mentors ask questions to gain insight in what the mentee has planned for the upcoming game or practice.

Before the sessions, I typically ask the mentee: "What are you working with, what are the goals for the sessions, and what will you take hold of? What do you believe will happen, and when will you freeze play the first time?" That is how I challenge and gain intel beforehand. (M1)

The mentors reported making shorter conversations with their mentees to receive an overview of the purposes of the session. They reported taking notes of the plan, sometimes even ask for a copy, to utilize that as a measurement during observations of the sessions. Moving into the sessions, the mentors noted to intake a sharp focus, as one mentor (M1) said:

I try to focus my eyes on the exact development he wants. Looking at the details of that. Sometimes, that can be the knowledge, behavior, his way of observing, how he conveys his words, what he says, what he asks, how he affects the group, how the group perceives him, and whether he is able to "see" everyone. I try to be sharp in my observations and take notes, and then lean on video if we have a recorded session.

During sessions, the mentors reported that the sessions require them to keep a strong focus and have complete presence in the moment, observing everything that goes on. They reported taking notes to compare the performance with the purpose and goals of the practice session. The notes assist to remember essential details of performance; however, the mentors recognized that being overly devoted to taking notes may lead to them missing out on the whole picture and precious moments, as one mentor (M4) said:

I take notes, but I watch myself. I have worked a lot in football and witnessed myself missing out on crucial moments as I bent down to write. Therefore, I use my remembrance a lot. I keep a checklist to check with, making sure that I have observed the different points, and then the rest I try to memorize.

The mentors reported using checklists to make sure they observe what is intended to observe. That is by having several boxes to write in as such as "behavior," "verbal tone," "time spent in drill," "positive feedback," and so on. Additionally, they sometimes use it as a way to count statistical values, as one mentor (M1) explained:

> Sometimes, I ask the mentee: "How many times did you provide feedback from the sideline during the game today?" Mentee: "Not sure. I gave a few in the first half." Me: "That was not the question, HOW MANY times did you provide feedback to your players?" Mentee: "I do not know, but I guess 10 in the first half and 20 in the second." Mentor: "It was 83." Then I can provide the answer. The mentee said 30, and it was 83. That is double.
>
> Then I can ask: "What was the most important feedback you provided, the priority number one?" It is then those questions that are important. That is to make him think. Mentee: "Do you mean I say too much?" Me: "No, I did not say that, I asked, how much feedback did you provide? It may be well correct to give 83, that is for you to consider."
>
> Typically they think that when I bring this up, I have an ulterior motive, such as that 83 is too much. However, the solution is not with me, but with the players. They are the ones who receive all that feedback. So I ask: "Did you ask your players? What do they think? Maybe you should bring it up on your next team meeting? Ask what they felt about the feedback from the sidelines that day?" I do not possess the answer; it is himself and the players.

The mentors reported counting statistical variables usually only if the situations are videotape recorded. Otherwise it could steal focus away from the important parts of the practice session. The mentors favored video for other reasons as well, such as allowing the mentors to review the session retrospectively. That enables the mentor to retrieve missing pieces, recognize any overlooked observations, and give a fuller picture of the session. Video also enables a visual display for mentees to witness themselves in action, which the mentors argued as very accommodating when providing feedback to the mentees. Additionally, video opens for the mentors to position themselves in the distance during sessions to see practice from better lookout spots. Being aware of one's positioning is essential, as one mentor (M1) stated:

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I do not want to be too close; I feel it can be disturbing. I want them to
be like as in their daily sessions. As soon as I am here, nothing should be
different. One shall do things as if I was not there. I should not even be
in the picture. Some mentees make it a big deal that I am there, but, I am
not here for them to show off what they can; I am here for them to be
better. They should not convince me with some special drill, or
something pedagogical they know well from before. I want to see the
everyday version of them, that is what I want to mentor based off. That is
why I believe in being reticent and in the distance.

One issue in cases of no videotaping, the mentors felt the need to be close where
the action takes place to observe and hear everything. That is in order to see how the
mentee behaves, what he says, and how players react – all at once. In those cases, the
mentors reported to attempt being as invisible as possible and silent. The mentor try
desperately to avoid interfering, as one mentor (M7) said:

I do not mentor while he is in action. They have that session, and then
the mentoring comes afterward. […]. When the mentee has a session,
there should not be anyone interfering or straightening anything. […].
During sessions, say nothing. Almost nothing afterward either, unless,
there is some evaluative sequence. Then I can ask: "What was your
perception of the session today?" And not come up with my opinions.
Also, my response will not be: "I hear what you are saying, but.." That is
not mentoring. That is not development. My job is to observe the details,
and then ask great questions.

According to the mentors, it is in the evaluative sequences afterward where most
learning construct. Therefore, the mentors highlight the importance of an established
connection and a proper frame, otherwise it is more difficult to facilitate learning, as
one mentor (M6) said:

It is the mentee, and the group, that if you establish a good connection,
they perceive the mentor as there to help. [...]. The typical frame of
improper weighting is when the mentee tries to defend themselves and

speak lots of "yes, but.."-language. If the mentee can open up about strengths and weaknesses, ask questions, and acknowledge what to do differently, that is a good indicator of proper mentoring. That has lots to do with the establishment of the connection beforehand.

The evaluative sessions afterward mostly consist of reviewing the session trough discussion and extracting scenarios from video – if session was recorded.

DISCUSSION

The purpose of this study was to identify what mentors perceive as essential components of a successful mentoring relationship in the context of the UEFA A-license program and how they attempt to facilitate this in practice. Findings revealed what the mentors considered as essential characteristics of the relationship, which tasks that are primary working as a mentor, desirable qualities of the mentor and the mentee, and how they conduct mentoring in practice sessions.

The discussion is ordered in four different sections. First, I discuss the essential components in the relationship between the mentor and the mentee. Second, I discuss how the mentors attempt to facilitate learning and development. Third, I address some of the current challenges and possibilities for successful mentoring. Finally, I outline some directions for future research.

6.1   Essential components of the mentor-mentee relationship

The most common factors that the mentors identified for a successful relationship were trust and respect. The two factors were considered necessary for an effective and fruitful relationship. This finding is similar to other findings from studies of mentoring: For example, Bloom (2013) proposed that for mentoring to function successfully, it requires trust and respect from both parties in the relationship. In another study, Sherman (2005) studied mentoring in the context of nurses and found that trust and honesty were the most important qualities in mentors. Furthermore, in their review, Ehrich, Hansford, and Tennent (2004) revealed that "untrusting" mentoring behaviors in an educational setting could result in problematic mentee outcomes.

In my study, the mentors attempted to build trust as quickly as possible, exemplified through their objective to make the mentee "quickly let [his] guard down" and "lower [his] shoulders immediately." According to the mentors, how they communicate and the way they act will have strong influence on the mentor-mentee relationship, and there was a unison agreement on what aspects of communication the mentors desired (see Fig. 3). First, the communication between mentor and mentee should be characterized by openness, accessibility and easy communication. Other research that has touched upon the communication process in mentoring agree on these aspects (Huybrecht et al., 2011; White, Brannan, & Wilson, 2010; Wilson, Brannan, &

White, 2010). For example, in an academic setting, Eller, Lev, and Feurer (2014) found that mentees desired mentors who were easy to communicate with.

In the present study, another aspect of communication was informal communication. The mentors used informal communication as a way to connect with the mentee on more personal levels. That included the need to engage in conversations on topics such as family, interests, and hobbies. These conversations took place at the beginning of the mentoring process, during coffee breaks, lunches, and on occasional calls. An interesting finding was that, in some cases, when the mentor suspected that they and the mentee had conflicting value systems, strong power differences, or trust issues, the mentors would spend extra time trying to establish common ground with the mentee. This time spent together would favorably take place outside the evaluation setting, as the mentors were conscious that the amount of tension was reduced when engaging in other activities. Such activities included jogging, going to a lecture together, or observing another group of [mentors and] mentees in action. This informal platform was used to build trust, release tension, and strengthen the connection that could potentially facilitate a positive synergy in the relationship, which Busen and Engebretson (1999) has argued is necessary for a successful mentoring relationship. The informal communication allowed the mentors to show their personal caring towards the mentee, which was an essential factor in acquiring trust. In the abovementioned study from Eller et al. (2014), both mentors and mentees desired informal communication and personal caring, and similar to the findings in this present study, the mentors proclaimed that a genuine and personal caring relationship is best shaped through an aim of establishing lifelong relationships.

Honesty was another central element in the mentoring relationship. The mentors perceived honesty as fundamental, completely necessary, and emphasized the need to give clear honest feedback while avoiding any form of sugar coating when delivering feedback. In contrast, other research has shown that mentees wanted mentors that were "honest but not harsh" (Eller et al., 2014), which can indicate that either mentors and mentees perceive this differently or that this preference is context-specific. Eller et al. (2014) concluded that their mentees focused on the need for positive and supportive feedback, while their mentors emphasized the need to provide both positive and negative (critical/constructive) feedback. Similarly, the mentors in the present study reported a need to provide critical constructive criticism that was proactive and honest.

To summarize, the relationship between the mentor and mentee requires trust, respect, and personal caring. To facilitate this, several communication factors are imperative and awareness in applying these is vital for positive outcomes to emerge.

6.2 How did the mentors attempt to facilitate learning and development?

The mentors considered facilitating the mentee's learning and development as their primary task. In order to do this, the mentors were conscious of how they could attempt to create effective learning environments. Cushion et al. (2003) argued that the dominant learning mode of coaches occurs through informal discussion in practice and engaging with other coaches, where learning constructs through interactions between coaches, coaches and athletes, observing others, trying different ways, and ultimately, reflecting on practice. Similarly, the mentors in the present study made deliberate efforts to detect the exact scenarios and specific topics that could fabricate great discussions. The mentors created online discussion forums and had the group members observe one another, evaluating and reflecting on each other's performances. The aim was to cultivate learning in many different situations and trigger the mentees' reflection and critical thinking. Weick and Sutcliffe (2015) has shown that reflection and critical thinking are vital tools for reliable experience-based learning. In similar manner, Fletcher and Millar (2000) explained that the development of professional expertise does not arise from cloning, replicating, or subserviently following a set of given guidelines, but through reflection on interaction, researched knowledge and practice. Similarly, the mentor's in the present study reported that they attempt to listen, question, and enable, as opposed to tell, direct, and restrict (Parsloe & Wray, 2000).

The mentors' common goal was to establish conditions where the mentees could use reflection and critical thinking to exercise full control over their coaching, which brought forward the aspect of independence. The mentors desired that the mentees took responsibility for their development through being the one's in "the driver seat." Similarly, Eller et al. (2014) reported that the mentee's in their study desired increased responsibility and that their mentors believed in fostering mentees' independence. The mentors in the present study accommodated this by attempting to adjust the balance between providing the mentee with structure or autonomy. Within a program that has incorporated processes and compulsory tasks, the mentors were concerned that forcing

more structure potentially could constrain the mentees' autonomy and independence. From research in sports coaching, Jones and Ronglan (2018) revealed that coaches orchestrate the development of players by balancing structure, freedom and creativity within the team, much alike what the mentors attempted with the mentees.

Another way of facilitating learning and development was through goal-setting. In academic research, Crisp and Cruz (2009) claimed that goal-setting is a major domain of the concept of mentoring. The mentors in the present study believed in setting both major and minor goals, which included clear developmental goals with new challenges along the way. Weick (1984) describes that as a valuable way to increase confidence and enhance levels of energy. According to Weick (1984), the best way to achieve bigger goals are through smaller goals which open the possibility for "small wins" along the way. Similarly, the mentors in the present study reported using smaller goals as a way to facilitate mastery experiences and build mentee's confidence. An important note, Andersen (2009) argued, that if overly focused on mastery, it may lead to a mindset where one avoids or downplays errors. That, in turn, may increase the tendency to ignore minor errors at times of success, which could lead to an overestimation of one's capabilities to control different endeavors. To avoid that, Sitkin (1992) argued that it is vital to pay attention to the minor mistakes that is inevitably part of every enterprise. Through having clear expectations and frequent evaluations, the mentor's in the present study allowed learning through minor mistakes. According to Andersen (2009), focusing on mistakes also assist the stimulation of critical thinking and search for alternative options, which was the mentors in the present study's aim.

Two essential aspects that were essential in facilitating the mentee's learning and development were role modeling and providing support. Role modeling consisted of the mentor sharing struggles, experiences, and encouraging inquisitiveness. The mentors' emphasized that role modeling behaviours were helpful to inspire curiosity and passion. Role modeling's significant role was proposed by Kram (1983) as a psychosocial function in the mentoring relationship, and has since been viewed as one of four domains in mentoring (Crisp, 2009) and a way to reduce intimidation in the relationship (Eller et al., 2014). Providing support included the mentor's encouragement, individualization of experience, and provision of learning related advice. In Crisp (2009), three out of four domains of mentoring included support, these were: (a) psychological/emotional support, (b) support for goal setting and career choice, and (c) academic support. The fourth domain was as priory mentioned role modeling. Existing mentoring literature are all clear about the significant role of support, and in clinical,

academic, sports, and nursing, were supporter and role model some of the most important roles of a good mentor (Bray & Nettleton, 2007; Gray & Smith, 2000; Pitney & Ehlers, 2004).

To summarize, the mentors sought to establish environments that focused on learning. Through goal-setting, creating relevant discussions, providing support, promoting reflection and critical thinking, the mentor's goal was to foster the mentee's independence and assist personal improvement. In order to inspire curiosity and passion, the mentors undertook role modeling behaviours that included sharing of struggles, experiences, and encouraging inquisitiveness.

6.3 What are the challenges and possibilities for successful mentoring?

One significant challenge for successful mentoring is the social distance and power relation that are ever-present in contexts where evaluation takes place and where control is exercised. Cushion (2014) claimed that mentees participating in formalized coach education often perceive mentors as higher-status individuals, and that formal relationships often include a social distance. The mentors in this study highlighted that this can become a rather problematic issue that can potentially thwart the mentee's learning outcomes. The challenge becomes to assist the mentees' exposing themselves and revealing their weaknesses. Thus, the mentors in the present study believed that constant evaluations may waste possible learning opportunities. If the mentors were not in charge of the final scores [or no scoring system existed], they suggested that the mentees more easily could view them as colleagues, assisting them to modify their behaviors and uncover weaknesses accordingly.

Another common challenge that the mentors reported was lack of time. The mentors proclaimed that in order to build trust, reduce the intimidation factor, and adjust social distance, some added time could assist the mentees' understanding of the demands, the learning possibilities, and feel more comfortable in the setting before heading onto the actual work. According to the mentors, it can possibly inhibit the learning process and be discouraging for the mentees to execute their first practice session if they are not ready, causing them to "stay inside their shells."

The final challenge reported by the mentors is mismatch in personality or professional expertise. Similarly, other research have reported that lack of time and

mentor-mentee mismatch in personality or professional expertise are common problems in mentoring from both mentors and mentees perspectives (Ehrich et al., 2004; Huybrecht et al., 2011). The mentors in the present study did not address that a mismatch in personality were highly problematic, yet sometimes disadvantageous. It seems as though the mentors always attempt to "make it work," regardless of the how they come along with the mentee. However, the mentors reported that the most successful mentoring relationships include chemistry and common ground, and that on common interests and similar coaching experiences can facilitate chemistry and so enhance learning outcomes.

6.4   Future directions

The findings of the present study reflected only one side of the mentoring relationship, and I suggest that future research address the mentees' perspectives in this context. Additionally, I believe that future research can benefit from supplying methods such as participant observation, journal-writing, and focus group interviews, and that this wider variety of data can increase our in-depth understanding and possibly lead to different interpretations. That is because, as an example, all mentors addressed the importance of establishing trust, however, very few could explain through words or with practical examples how to obtain trust. Therefore, I believe that: (a) observations could provide the opportunity to detect behaviors and actions that the participants may be unaware of or have difficulties elaborating on, (b) journal-writing could provide the participants time to reflect, which may result in more accurate explanations and precise examples, and (c) focus group interviews could facilitate discussions between the participants that potentially fills appearing holes by serving as a type of data triangulation, in which the group setting grants the opportunity to hear each other's opinions that on the next level stimulates for supplying comments that they did not think of initially (Golafshani, 2003). Furthermore, I believe that mentors need to be more informed on what professional coaches should be prepared for, that the unresolved demands of professional coaching cause implications for mentoring. I propose that future research continue to investigate the demands and requirements of professional coaching.

CHAPTER 7 | CONCLUDING THOUGHTS

The present study identified what experienced mentors perceive as some of the essential components of a successful mentoring relationship in the context of the UEFA A-license program. The findings add to our knowledge by describing the mentoring process in the specific context under study. The findings can be used to inform policy makers that work to improve or structure mentoring in coach education. Course instructors can reflect on how these findings relate to their own practice, and utilize the knowledge by conveying it to current mentors and in tutoring of new mentors. Current mentors and mentees can use the knowledge to evaluate and modify themselves as needed, thereby strengthening the mentoring relationship and ensure positive outcomes.

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Appendix 1

Project Announcement and Invitation

Forskningsprosjekt:
Trenerveiledning i Norsk Fotball

Hei (kandidat XY),

I et samarbeidsprosjekt mellom NFF og NIH ønsker vi å benytte din kompetanse i forskning på trenerutvikling. Prosjektet belyser rollen som trenerveileder, ved å basere seg på erfaringer og kunnskap som kan trekkes ut fra veiledere som er (og har tatt) del i kursene på norsk trenerutviklingsstige.

Ettersom du er en aktuell kandidat, blir du nå kontaktet. Mesteparten av informasjon om prosjektet finner du i det vedlagte infoskrivet. Har du mulighet til å delta, gi beskjed snarest.

De som står bak prosjektet:

Prosjektansvarlig – *Mathias Haugaasen*
             (førsteamanuensis ved NIH og nestleder i norsk trenerforening)

Prosjektleder – *Dennis Neziri Rognstad* (forsker / masterstudent ved NIH)

Ansvarlig for PRO-Lisens – *Dan Eggen*

Ansvarlig for A- / B-lisens – *Dag Riisnæs*

Håper du ønsker å delta og hører gjerne fra deg,

Med vennlig hilsen,

Dennis N. Rognstad
Masterstudent ved NIH

Appendix 2

Informed Consent

Informert samtykke

Formål
Masterstudent ved Norges Idrettshøgskole, Dennis Neziri Rognstad, ønsker å gjennomføre et forskningsprosjekt vedrørende trenerutdannelsen i norsk fotball sammen med NFF. Studiens hensikt er å undersøke og skape en bredere forståelse for hva som kjennetegner effektiv trenerveiledning (mentoring) i en formell trenerutdanningskontekst. NFF har et allerede velutviklet trenerutdanningssystem i Norge, og forskningen ønsker å bidra til eventuelle nyanseringer, nye forståelser, og forbedringer av trenerutviklingen.

Datainnhenting for prosjektet er tiltenkt høsten 2018. Aktuelle trenerveiledere på A-lisenskurset (evt. PRO- og B-lisens) er ansett som relevante forskningsobjekter.
Norges Idrettshøgskole står ansvarlige for prosjektet.

Hvorfor får du spørsmål om å delta?
I denne studien trekkes kandidatene basert på deres gjeldende kompetanse og erfaring som er relevant for studiens problemstilling og formål. Din aktuelle erfaring og rolle som trenerveileder skaper derfor grunnlaget for deg som forskningsobjekt.

Hva innebærer det for deg å delta?
Denne studien benytter dybdeintervju som metode. For deg som ønsker å delta, blir det derfor nødvendig å gjennomføre et dybdeintervju med varighet på ca. 30-45 min. Intervjuet tas opp med båndopptaker, og vil transkriberes etter gjennomført intervju. Etter transkribering vil båndopptaket bli slettet. Enhver kandidat vil få tilgang til sitt intervju i transkribert form, og må kontakte prosjektansvarlig dersom de ønsker å få innsyn i dette. Alle kandidater vil forbli anonyme, de vil ikke kunne gjenkjennes i publikasjonen, og forsker er påbelagt taushetsplikt.

Det er frivillig å delta
Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger om deg vil da bli anonymisert. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.
Ved ønske om å trekke seg fra studien underveis må man ta kontakt med prosjektansvarlig eller forsker, hvor alle parter skriver under på et dokument som bekrefter deltakerens trekk fra studien.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger
Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.
- Kun forsker (student) og prosjektansvarlig (veileder) ved Norges Idrettshøgskole vil ha tilgang til dine personopplysninger.
- For å forsikre uvedkommende tilgang til personopplysningene vil navn og kontaktopplysninger erstattes med en kode som lagres på en egen navneliste adskilt fra øvrige data.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Prosjektet skal etter planen avsluttes 30.06.19. Personopplysninger og datamateriet vil bli beholdt i ytterligere fem år (frem til 30.06.24) for eventuell etterprøving. I denne perioden er det prosjektansvarlig som vil ha tilgang til personopplysninger og datamateriet.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke personopplysninger som er registrert om deg,
- å få rettet personopplysninger om deg,
- få slettet personopplysninger om deg,
- få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Norges Idrettshøgskole har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

Norges Idrettshøgskole ved

Dennis Neziri Rognstad (Forsker/Student)   *Mathias Haugaasen* (Veileder/Prosjektansvarlig)
Tlf: 988 89 903   Tlf: 232 62 437
Mail: Dennisnr@student.nih.no   Mail: Mathias.Haugaasen@nih.no

Karine Justad (Personvernombud)
Tlf: 232 62 089
Mail: Karine.Justad@nih.no

NSD – Norsk senter for forskningsdata AS, på epost (personverntjenester@nsd.no) eller telefon: 55 58 21 17.

Med vennlig hilsen

Mathias Haugaasen   Dennis Neziri Rognstad
(Forsker/veileder)   (Forsker/student)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet, og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ å delta på dybdeintervju
☐ at mine personopplysninger lagers etter prosjektslutt i fem ytterligere år, til etterprøvbarhet

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. 30.06.19.

(Signert av prosjektdeltaker, dato)

Appendix 3

Interview Guide

Gjennomføring intervju

Fase 1: Innledning

Innledningsvis begynne en uformell prat som gradvis blir til eksplisitt informasjon.

Introduksjon:
Takk for at du deltar i dette prosjektet. Dine erfaringer og din deltakelse vil kunne bidra til at dette masterprosjektet får undersøkt et felt med lite empirisk kunnskap, at fagfeltet kan vokse, og at forskningen går fremover.

For å kunne analysere det som blir sagt i intervjuet vil jeg gjerne benytte båndopptaker. Kun jeg samt min veileder vil ha tilgang til opptaket, og det vil bli slettet etter endt prosjektslutt. Håper dette er greit for deg? (Hvis nei: Dersom du ikke ønsker det, kan jeg eventuelt ta notater, selv om kvaliteten og presisjonen på det du sier vil øke dersom vi bruker båndopptak). Før dataene publiseres vil jeg komme tilbake til deg med det materiale som vil benyttes i den ferdige oppgaven, for å dobbeltsjekke med deg at informasjonen er rett og at du er enig i tolkninger av datamateriet som vi forskere har gjort.

Videre vil jeg gå gjennom noen praktiske punkter og dine rettigheter, for å forsikre meg om at alt er forstått.

- Du har rett til å trekke deg på ethvert tidspunkt, velger du frivillig å delta i intervjuet? Når som helst kan du gi beskjed om at du vil trekke deg, og all din informasjon du har oppgitt vil bli slettet.
- Du har også fått et informasjonsskriv, er alt på skrivet forstått eller har du noen spørsmål?
  - Alt som blir tatt opp vil anvendes forsvarlig og sikkert, for å bevare din anonymitet. Som forsker er jeg også påbelagt taushetsplikt, og din informasjon vil ikke komme frem annet enn den du verifiserer gjennom dobbeltsjekking før studien blir publisert.
- Står du ved ditt samtykke om å delta i prosjektet?
- Har du noen spørsmål før vi begynner?

Da er det å sette i gang. Prosjektet handler om hvordan mentoring (veiledning) av trenere i idretten oppleves av mentorene selv. Hvordan jobben oppfattes, og hvordan det ser ut i

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praksis. Det er du som er eksperten på dette, og derfor vil jeg at du skal føle deg fri til å snakke om og trekke frem det du synes er viktig. Det blir som en halvveis strukturert samtale egentlig, hvor du styrer mye avhengig av dine tanker og opplevelser. Jeg tenker vi begynner med... (litt om din bakgrunn, pkt. 1 i intervjuguiden).

Fase 2: Intervju

Struktur:
1. Tema
    a. Spørsmål
        o Mulig oppfølgingsspørsmål
- I tillegg vil prober bli anvendt underveis i intervjuet for å skape flyt og dypere meningsinnhold

Intervjuguide trenerveileder (mentor)
1. **Bakgrunn**
    a. Hvor mange år har du vært aktiv som spiller?
        o På hvilket nivå?
    b. Og hvor mange år har du som trener? (både hoved- og assistenttrener)
        o På hvilke nivå?
        o Hvilke formell trenerutdannelse har du?
        o Og eventuelt vanlig utdannelse?
    c. Hvor mange år har du som trenerveileder/-utvikler?
        o Hvilke nivå?
        o Hvor gammel er du nå?
    d. Hva er din nåværende aktive funksjon i fotballverdenen?

    Tematikk:
    - Antall år involvert i fotball
    - Alder
    - Utdanning, formell/uformell(?)
    - År som veileder

2. **Din nåværende stilling som trenerveileder**
    Du jobber nå som trenerveileder...
    a. Hva innebærer jobben? (generelle trekk – overordnet)
        o Hva gjør du.. gjerne beskriv hverdag (utfyllende eller kort).
    b. Er det formelle arbeidsinstrukser.. utgangspunkt å jobbe ut ifra?
        o Evt. spesifikke ansvarsområder?
    c. I det, hvilke forventninger og krav er det til deg som veileder?
        o Ovenfra?
        o Fra trenerne?
    d. Og hva mener du er den viktigste jobben til en veileder er?
        o Hvilke forventninger har du til rollen din?
        o Hvorfor?

Tematikk:
- Rollebeskrivelse
- Formelle forventninger/krav

3. **Kontekst av A-lisens**
    a. Hva ønsker man at trenerne skal sitte igjen med etter bestått A-lisens?
        o Hvilke overordnede mål er der?
        o Hvilke kompetanser? (feedback, trygg på felt, taktisk forståelse, lederskap, type adferd, verdier - moral/etikk, treneren som leder, planlegge/evaluere/gjennomføre)
        o Minimumskrav av noe?
    b. Utarbeides det spesifikke mål for kurset av trenerne selv?
        o Noe felles?
    c. Hvordan blir de vurdert for å få bestått A-lisens?
    d. Hvordan opplever du A-lisens som utviklingsforum/verktøy?
    e. (Har du veiledet i klubb før?) Hvordan synes du det er å veilede på A-lisens (kontra klubb)? Evt. Hvilke forskjeller tenker du det er på å veilede i klubb vs. A-lisens?

Tematikk:
- Ønsket sluttkompetanse – mer presist
- Vurderingsgrunnlag – samme som over
- Struktur og gjennomføring
- A-lisens vs. klubb
- *Deres rolle underveis*

4. **Veilederrollen - relasjonsbygging**
(Hvordan den oppleves, hva består den av, og hva den ikke består av):
3 deler – relasjonsbygging, på felt, og utenfor felt
Så man begynner alltid med relasjonen mellom veileder og den som veiledes..
   a. Hvilken type relasjon ønsker du å skape med deltaker? (venn, støttespiller, kritiker, evaluerende, lærer, rollemodell)
      o Basert på hvilket fundament ønsker du relasjonen skal stå på? (Hvordan ønsker du å være for den du veileder?)
   b. I din erfaring, hva kjennetegner de relasjonene du opplever som effektive?
      o Kan du beskrive hva som kjennetegner deltakeren? (Adferd, verdier, nysgjerrig, lærevillig, like interesser/hobbyer).
   c. Hvordan går du frem for å forme en relasjon slik at den kan bli mest effektivt?
      o Hvordan imøtekommer du deltakeren?
      o Hvordan imøtekommer deltakeren deg i en slik relasjon?
   d. Hvordan går du frem for å danne/bygge tillit i denne relasjonen?
   e. I hvilken grad er du avhengig av å tilpasse deg den enkelte trener?
      o Hvordan tilpasser du deg den enkelte trener?
      o Hvor mye prøver du å se hvilke behov den enkelte har, vs. å lære bort det som "skal" læres bort?
      o Hvor mye som er "låst" i lys av egen kompetanse/idé/filosofi?

Tematikk:
- Overordnet relasjonsbeskrivelse
- Tillit
- Mest effektive relasjoner
- Tilpasningsevne/-lyst – få tak i hvor trenersentrert de er
  .. vi går litt mer spesifikt inn på veilederrollen i praksis, og begynner på felt..

5. **Veilederrollen – på felt** *(metodikk, roller, og kommunikasjon)*
   a. Hvor rettes fokuset når du arbeider på felt?
      o Hva ser du på hos treneren som veiledes?
      o Har du noen observasjonsmomenter satt på forhånd; pedagogikk, taktisk forståelse, kommunikasjon med gruppe, lederskapsstil, etc.?)
      o Varierer momentene avhengig av trenernes behov?
      o På hvilken måte? Ses det bort fra standardiserte mål?
   b. Hvor mye er styrt og hvor mye frihet har du til å jobbe med det du mener er viktig?
   c. I forkant av økt; hva skjer.. hvordan er kommunikasjonen med deltaker?
      o Skal dere gå igjennom noe sammen? Diskutere?
      o Bli enige om momenter eller hva som observeres/vurderes?
   d. På felt, i økt; hvordan stiller du deg i forhold til deltakeren?
      o Hvordan tror du dette påvirker deltakeren?
        Hva ser du etter hos deltakeren her? (Spesifikt – feedback, kommunikasjon, posisjonering, flyt i økt, etc.)

<div style="margin-left: 2em;">
(Overordnet – coachingstil, lederskap, personlighet,
væremåte/kroppsspråk, etc.)
</div>

- o Hvordan ønsker du at deltakeren forholder seg til deg på felt? (ignorere, etc.)

b. Hvilken rolle inntar du på feltet under økt? (lærer, veileder, observerer, stiller spørsmål, kommenterer, rettleder)
- o Hvordan kommuniserer du med den du veileder?
- o Bruker du noen verktøy? (Skrive notater, video, snakke, etc.)
- o Er dette din foretrukne måte å arbeide på?
- o Velger du selv hvordan du arbeider?

c. Etter økt; hva skjer etter økt.. kommuniserer du med deltakeren?
- o ..samtale, diskusjon, evaluering, kommentarer?

Tematikk:
- Fokus i feltpraksis
- Overordnede temaer
- Spesifikke temaer
- Styrt/kontrollert vs. frihet
- Overordnet beskrivelse av rolle på felt

6. Veilederrollen – utenfor felt
..Vi beveger oss utenfor feltet..

a. Hvordan er relasjonen utenfor feltet når den ikke er knyttet til økt?
- o Hvilken rolle inntar du her?
- o Hvordan er du i forhold til deltaker? (adferd)
- o Hvordan arbeider dere utenfor felt? (samtaler, diskusjoner, oppfølgingssamtaler, uformell prating, etc.)
- o Hva opplever du som mest utslagsgivende? (samtalene, video, uformell prat, etc.)

b. Hvordan opplever du en effektiv relasjon utenfor feltet? (For best læringsutbytte).
- o Hva kjennetegner denne relasjonen i arbeidet utenfor felt? (Adferd, verdier, nysgjerrig, lærevillig, like interesser/hobbyer).
- o Hvordan arbeider du for å få til dette? (Noen tiltak?)

c. Hvordan ønsker du at den du veileder skal opptre i møte med deg utenfor feltet? (Hvordan deltaker forholder seg til deg)
- o Hva er grunnen til det?
- o Hvordan kan man få til dette?

Tematikk:
- Typisk relasjon utenfor felt
- Optimal relasjon
- Type rollefunksjon

7. Optimal veiledning (gullstandard)
a. I forlengelsen av din veilederrolle utenfor feltet, hvordan kan du se for deg en optimal veileder arbeide utenfor feltet?
- o Hva gjør veilederen?
- o Hvordan ser relasjonen ut?

  o Hvordan bidrar deltakeren/treneren?
 b. Hvilke karakteristikker besitter en slik optimal veileder? (relasjonsbygger, selvtillitsbygger, inspirerende, rådgiver, etc.)
   o Hvilke karakteristikker/egenskaper er et absolutt "must" å inneha?
   o Hvordan spiller utdanning inn her?
   o ...hva med kompetanse?
   o ...hva med erfaring?
 c. Dersom vi ser tilbake "på feltet", hvordan ser den optimale veileder ut der?
   o Hvordan arbeider veilederen?
   o Hvordan opptrer veilederen?
   o Hvilke teknikker og arbeidsformer anses som optimale?
   o Hvordan kommuniserer veilederen?
 d. Er det mulig å bli en slik (med utgangspunkt i A-lisens), eller er man for låst til styrte rammer, strukturer eller begrenset tid som hindrer mye av dette?
   o Utdyp.
   o Hva kunne vært annerledes?
 e. Hva tenker du er forskjellen mellom klubb og kursing, for å kunne være en optimal veileder?
   o Hvor ligger det mest til rette?
   o Hva er ulikt?
   o Hva er den største forskjellen?
 f. Hvis du kunne gjort endringer for å optimalisere veiledningsprosessen på A-lisens, hva ville endringene vært?
   o Hva er grunnen til akkurat disse endringene?
   o Hvordan kunne man fått til det?

Tematikk:
- Optimal veilederrolle
- Karakteristika ved optimal veiledere – utdanning/erfaring/kompetanse
- Mulighetsrom og begrensninger ved dagens A-lisens
- Forskjell mellom klubb og kurs
- Eventuelle forslag til endringer

8. Oppfølging, videreutvikling, og muligheter for egenutvikling av veiledere
 a. Hva slags oppfølging opplever du underveis i kurset?
   o Hvordan blir du vurdert?
   o Hvordan bidrar dette til din utvikling?
   o Hvilke forslag har du til forbedringer av denne prosessen?
 b. Hvilke muligheter ligger til rette for din egenutvikling?
   o Kursing, videre- og etterutdanning?
   o Hva mener du ville vært nyttig for din egenutvikling?

Tematikk:
- Oppfølging/muligheter for egenutvikling – I selve kursstruktur og som etter-/videreutdanning

Appendix 4

NSD Submission

NSD NORSK SENTER FOR FORSKNINGSDATA

Meldeskjema 729759

Sist oppdatert

01.10.2018

Hvilke personopplysninger skal du behandle?

- Navn (også ved signatur/samtykke)
- E-postadresse, IP-adresse eller annen nettidentifikator
- Lydopptak av personer
- Bakgrunnsopplysninger som vil kunne identifisere en person

Type opplysninger

Du har svart ja til at du skal behandle bakgrunnsopplysninger, beskriv hvilke

Arbeidssted, antall år med trenererfaring.

Skal du behandle særlige kategorier personopplysninger eller personopplysninger om straffedommer eller lovovertredelser?

Nei

Prosjektinformasjon

Prosjekttittel

Mentoring in Sports Coaching

Prosjektbeskrivelse

Fagfelt

Dersom opplysningene skal behandles til andre formål enn behandlingen for dette prosjektet, beskriv hvilke

Nei

82

Begrunn behovet for å behandle personopplysningene

Navn behøves for å kunne benytte koblingsnøkkel som senere i prosjektet vil bidra til member checking prosessen. Arbeidssted og antall år med trenererfaring er ansett nødvendig for å beskrive deltakernes bakgrunn i prosjektet. Arbeidserfaringen og arbeidsstedene (nivå på trenererfaring) vil sammenslåes og gi en gjennomsnittlig oversikt i forskningsartikkelen. Dette for å sørge for anynomitet blant forskningsdeltakerne. Eks: "De 12 trenerne i denne studien har mellom 12-24 års trenererfaring som varierer fra OBOS-liga til Internasjonalt nivå".

Ekstern finansiering

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Dennis Neziri Rognstad, dennis.neziri.rognstad@gmail.com, tlf: 98889903

Behandlingsansvar

Behandlingsansvarlig institusjon

Norges idrettshøgskole / Seksjon for coaching og psykologi

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Mathias Haugaasen, mathias.haugaasen@nih.no, tlf: 23262437

Skal behandlingsansvaret deles med andre institusjoner (felles behandlingsansvarlige)?

Nei

Utvalg 1

Beskriv utvalget

Trenerveiledere på NFF A-lisens i fotball

Rekruttering eller trekking av utvalget

Utvalget rekrutteres i samarbeid med NFF

Alder

30 - 70

83

Inngår det voksne (18 år +) i utvalget som ikke kan samtykke selv?

Nei

Personopplysninger for utvalg 1

- Navn (også ved signatur/samtykke)
- E-postadresse, IP-adresse eller annen nettidentifikator
- Lydopptak av personer
- Bakgrunnsopplysninger som vil kunne identifisere en person

Hvordan samler du inn data fra utvalg 1?

Personlig intervju

Grunnlag for å behandle alminnelige kategorier av personopplysninger

Samtykke (art. 6 nr. 1 bokstav a)

Informasjon for utvalg 1

Informerer du utvalget om behandlingen av opplysningene?

Ja

Hvordan?

Skriftlig informasjon (papir eller elektronisk)

Utvalg 2

Beskriv utvalget

Ansvarlige for Trenerveiledere

Rekruttering eller trekking av utvalget

Rekrutteres i samarbeid med NFF

Alder

25 - 100

Inngår det voksne (18 år +) i utvalget som ikke kan samtykke selv?

Nei

Personopplysninger for utvalg 2

84

- Navn (også ved signatur/samtykke)
- E-postadresse, IP-adresse eller annen nettidentifikator
- Lydopptak av personer

Hvordan samler du inn data fra utvalg 2?

Personlig intervju

Grunnlag for å behandle alminnelige kategorier av personopplysninger

Samtykke (art. 6 nr. 1 bokstav a)

Informasjon for utvalg 2

Informerer du utvalget om behandlingen av opplysningene?

Ja

Hvordan?

Skriftlig informasjon (papir eller elektronisk)

Tredjepersoner

Skal du behandle personopplysninger om tredjepersoner?

Nei

Dokumentasjon

Hvordan dokumenteres samtykkene?

- Manuelt (papir)

Hvordan kan samtykket trekkes tilbake?

Enhver deltager kan trekke seg både muntlig eller skriftlig. Dersom en muntlig beskjed gis, fylles det ut trekkskjema med signatur for å skriftlig bekrefte og dokumentere deltakerens trekk fra prosjektet. Begge parter får hver sin kopi.

Hvordan kan de registrerte få innsyn, rettet eller slettet opplysninger om seg selv?

De få opplysningene som registreres vil dobbeltsjekkes med deltaker (navn og epost). Dersom opplysningene må rettes eller slettes, så blir de endret/fjernet umiddelbart. De registrerte vil få innsyn

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dersom de ønsker det, ved enten å kontakte prosjektleder/prosjektansavarlig. Deltagerne vil også få tilbud og full tilgang til sine respektive intervju i transkribert form. I tillegg vil de også bli kontaktet før publisering i de tilfellene der direkte sitater ønskes publiseres, for å dobbeltsjekke (member checking) om at tolkningen er gjort riktig og at det er ok å publisere utsagnet.

Totalt antall registrerte i prosjektet

1-99

Tillatelser

Skal du innhente følgende godkjenninger eller tillatelser for prosjektet?

Behandling

Hvor behandles opplysningene?

- Maskinvare tilhørende behandlingsansvarlig institusjon

Hvem behandler/har tilgang til opplysningene?

- Prosjektansvarlig
- Student (studentprosjekt)

Tilgjengeliggjøres opplysningene utenfor EU/EØS til en tredjestat eller internasjonal organisasjon?

Nei

Sikkerhet

Oppbevares personopplysningene atskilt fra øvrige data (kodenøkkel)?

Ja

Hvilke tekniske og fysiske tiltak sikrer personopplysningene?

- Opplysningene anonymiseres

Varighet

Prosjektperiode

10.08.2018 - 30.06.2019

Skal data med personopplysninger oppbevares utover prosjektperioden?

Ja, data med personopplysninger oppbevares til: 30.06.2024

Til hvilket formål skal opplysningene oppbevares?

NIH krever lagring av data i 5 år for etterprøvbarhet

Hvor oppbevares opplysningene?

Ved behandlingsansvarlig institusjon

Vil de registrerte kunne identifiseres (direkte eller indirekte) i oppgave/avhandling/øvrige publikasjoner fra prosjektet?

Nei

Tilleggsopplysninger

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Appendix 5

NSD Approval

NSD NORSK SENTER FOR FORSKNINGSDATA

NSD sin vurdering

Prosjekttittel

Mentoring in Sports Coaching

Referansenummer

729759

Registrert

24.08.2018 av Dennis Neziri Rognstad - dennisnr@student.nih.no

Behandlingsansvarlig institusjon

Norges idrettshøgskole / Seksjon for coaching og psykologi

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Mathias Haugaasen, mathias.haugaasen@nih.no, tlf: 23262437

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Dennis Neziri Rognstad, dennis.neziri.rognstad@gmail.com, tlf: 98889903

Prosjektperiode

10.08.2018 - 30.06.2019

Status

02.10.2018 - Vurdert

Vurdering (1)

02.10.2018 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

MELD ENDRINGER
Dersom behandlingen av personopplysninger endrer seg, kan det være nødvendig å melde dette til NSD
ved å oppdatere meldeskjemaet. På våre nettsider informerer vi om hvilke endringer som må meldes. Vent
på svar før endringer gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 30.06.2019. Opplysningene
skal deretter lagres til 30.06.2024, jf. institusjonens krav for etterprøvbarhet.

LOVLIG GRUNNLAG
Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering
er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig,
spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke
tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf.
personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER
NSD finner at den planlagte behandlingen av personopplysninger vil følge prinsippene i
personvernforordningen om:
- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om
og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte
og berettigede formål, og ikke behandles til nye, uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og
nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å
oppfylle formålet

DE REGISTRERTES RETTIGHETER
De registrerte vil ha følgende rettigheter i prosjektet: åpenhet (art. 12), informasjon (art. 13), innsyn (art.
15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art.
20). Rettighetene etter art. 15-20 gjelder så lenge den registrerte er mulig å identifisere i datamaterialet.

NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til
form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon
plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER
NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1
d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med
behandlingsansvarlig institusjon.

OPPFØLGING AV PROSJEKTET
NSD vil følge opp behandlingen ved planlagt avslutning for å avklare om behandlingen av
personopplysningene er avsluttet.

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Lykke til med prosjektet!

Kontaktperson hos NSD: Håkon J. Tranvåg

Tlf. Personverntjenester: 55 58 21 17 (tast 1)

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