

Case Study: What are the effects of the True Athlete Project's holistic mentoring approach on athletes' awareness of self, sport and society?

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<p>This is a case study of The True Athlete Project's (TAP) holistic mentoring approach and its effects on athletes' awareness of self, sport and society. TAP uses in their mentoring program their own unique curriculum, which is utilized in mentoring of young, upcoming athletes. The subject group of 9 mentee/mentor pairs 2018-19 was the first group that used the TAP mentoring curriculum in the mentoring program, with its 5 modules: Performance, Identity and Values, Mindfulness, Community and Responsibility, and Nature and Connectedness.</p> <p>The objective was to get information about the mentoring program from mentees and mentors' perspective, gather feedback about the program, how mentors viewed mentoring with curriculum and benefits of the program for both mentees and mentors. Also, the case study aimed to answer: Do mentees perceive their approach to sport healthier/more positive after one year of mentoring, how do mentees and mentors perceive their role as athlete role models, and measure mentees mindfulness and awareness development.</p> <p>It was decided to use surveys to get mentees and mentors perception of the mentoring program. Separate post-mentoring surveys were created for mentees and mentors. Additionally, mentees repeated their pre-mentoring surveys in mindfulness and awareness to measure their mindfulness and awareness development during the mentoring year.</p> <p>This case study was commissioned by TAP leadership group in December 2018. The mentees and mentors were informed about the case study between December 2018 and March 2019 depending when their mentoring year ended. All participants answered to the surveys between December 2018 and March 24th, 2019.</p> <p>Mentees perceived mentoring to have positive effects to their lives. On average Mentees increased their Mindfulness scores in surveys: FMI by 14%, Mindfulness Inventory for Sport increase in awareness- by 15%, non-judgemental- by 9%, and refocus-subscale by 13%. Additionally, mentees increased by 19% their TAP awareness score. Both mentees and mentors reported TAP mentoring being beneficial for personal, professional and athletic development. Also, mentors perceived that mentoring program and curriculum supported mentees' holistic development. Both mentees and mentors noted increased awareness as athlete role models. Both wanted to set an example by; promoting their sports, active and healthy living, support and motivate others in their sport. Also, Mentees reported willingness to mentor others and mentors reported willingness to continue mentoring.</p> <p>TAP mentoring program has a potential to promote healthier/more positive approach to sport. The mentoring program has multiple benefits to mentees and mentors personal, professional and athletic development. Also, the program increases athletes' awareness of the role model position and willingness to be positive role model in sport/local communities.</p>	
Keywords The True Athlete Project (TAP) Mentoring Program, Athlete mentoring, Effects and benefits of mentoring, Mindfulness, self-awareness, Athlete role modelling	

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1 Introduction

This Case Study is about The True Athlete Project's (TAP) holistic mentoring approach and its effects on athletes' awareness of self, sport and society. The Case study was commissioned in December 2018 by TAP leadership group Sam Parfitt (Founder/CEO), Pam Boteler (Co-Director of TAP Mentoring Program), and Laurence Halsted (Co-Director of TAP Mentoring Program).

The True Athlete Project is a U.S non-profit organization and currently establishing as a charity in the United Kingdom. TAP was founded in 2015 and formed of Olympic and Paralympic champions, coaches, mindfulness teachers, clinical and sport psychologists, and policy-makers.

TAP's Vision is; 1. A world in which sport is celebrated as a powerful catalyst for developing a more compassionate society. 2. A culture of sport that prioritizes personal development and increased awareness in all aspects of life. 3. To have Coaches who are skilled in nurturing the holistic, long-term development of each and every one of their athletes. 4. Athletes from all phases of life whose experience of sport is enhanced, improving their overall health, performance, and passion for making a positive difference in the world. TAP's strategy to enable their vision is to deliver programs for coaches and athletes of all sports, and to all levels, from grassroots to Olympians.

This case study focuses on the effects of TAP's one year long holistic mentoring program in which young upcoming athletes, in age 14-24 years old are mentored by Olympians/ World Championship level athletes and coaches. All mentors of TAP 2018-19 holistic mentoring program were volunteers. Mentees and mentors applied to the mentoring program through an application process. Mentees paid 450 USD of the mentoring year to TAP. However, TAP provided limited amount of scholarships to the mentees for the mentoring year.

Athletes' psychological and overall well-being should be important issues in all sports. TAP's unique curriculum-based mentoring approach aims to help athletes to develop themselves as human beings as well as develop a healthier and more balanced relationship with sport as they move through their journey in life.

TAP's mentoring program has its own unique mentoring curriculum, which has 5 modules: 1. Performance, 2. Identity and Values, 3. Mindfulness, 4. Community and Responsibility, 5. Nature and Connectedness. TAP Mentors are expected to individualize the mentoring

approach based on the athlete/mentees needs but also to go through all modules of TAP mentoring curriculum and exercises provided by TAP with the mentee during the year-long mentoring process.

The thesis starts with the theoretical part that is opening the theory of Mentoring athletes, and theory behind the TAP mentoring curriculum modules 1-4, Self-awareness (module 1 and 2), Mindfulness (module 3) and role modelling (module 4).

The first part of the theoretical framework is focusing on theory around mentoring. This part is aiming to create theoretical background for the answers that mentees and mentors presented in their mentoring surveys of their mentoring process and TAP mentoring year. Since TAP is focusing on athlete mentoring with a highly structured mentoring approach with their own unique curriculum the theoretical part of mentoring opens the theory behind formal mentoring and athlete mentoring.

The second part of the theoretical framework, Self-awareness, is on clinical sport psychology point of view and focuses more on the theory behind the TAP modules 1 Performance i.e. self-awareness during sports performance and to performance enhancement (emotion self-regulation etc.), and Module 2 Identity and Values, and how self-awareness and personal and professional values can be harnessed to sports performance (also in life).

The third part of the theoretical framework is Mindfulness (mindfulness in sport and as performance enhancement tool in sport). TAP has mindfulness as one of the curriculum modules (module 3), with the aim to educate the athlete/mentee to be more mindful and compassionate towards themselves and others, in sport and in life. TAP has selected the Mindful Sports Performance Enhancement (MSPE) approach in their mentoring program. For the TAP mentoring year, the mentees and mentors take a 6-week MSPE course (organized by TAP), before starting the mentoring program. The course is led by MSPE developer, researcher and TAP team member Dr. Keith A. Kaufman. Additionally, it is expected in TAP curriculum that mentees and mentors are practicing mindfulness together during the mentoring year.

Fourth and final part of the theoretical framework is referring to Module 4, and more specifically Role modelling and athlete being a role model within their community and in society. This part of the thesis focuses on athlete power for social influence, and possibilities of being positive or negative role model, and athletes' general responsibility to community and society as a role model.

The Objective of this case study was to get an insight of the TAP holistic mentoring program from the mentors and mentees perspective and get anonymous feedback and pointers that would allow TAP to develop their holistic mentoring program further. Since the “mentee/mentor class 2018-19” was the first class with TAP mentoring curriculum, there was an interest to take a closer look of the perception of mentees and mentors about the program within the curriculum and how mentors executed mentoring within the curriculum. Additionally, the interest was to gain insight into what level the mentors and mentees met the TAP mentoring program learning outcomes. The aim was that all nine mentee-mentor pairs of class 2018-19 would participate in the case study to get maximum data available. To answer to the objectives of the case study the following three research questions were asked: 1. Do athletes perceive their approach to sport as healthier/ more positive after a year of holistic mentoring? 2. What are the benefits of the TAP mentoring to mentees and to mentors? 3. How do athletes perceive their role as an athlete role model within society?

To collect the information of the TAP holistic mentoring program, it was decided to use surveys to get an insight to mentees and mentors’ perception of The TAP mentoring program. Due to the international group of participants the survey language was English. Separate online surveys of the TAP mentoring program were created for mentees and mentors in Webropol 3.0 survey website. Mentees and Mentors were provided their own links to the surveys through email, and participants answered the surveys anonymously. Additionally, it was decided to measure mentees mindfulness and self-awareness development during the mentoring year since increasing mentees mindfulness and self-awareness are goals of TAP mentoring curriculum. It was decided that TAP would share the pre-mentoring mindfulness and self-awareness surveys anonymously and that mentee participants would repeat the same surveys after their mentoring year. In the mindfulness and self-awareness survey results mentees would be named under a code name (example M1) to protect their identity in the case study and to be able to match the post and pre-program survey results.

TAP used two mindfulness surveys to measure Mentees Mindfulness prior to the mentoring year: Freiburg Mindfulness Inventory and Mindfulness Inventory for Sport (Thienot, et al., 2014). Additionally, TAP had used their own survey for Self-awareness in which the aim was to measure pre-program self-awareness and some questions relating to TAP curriculum subjects. The same surveys were repeated after the mentoring year, and the scores of the pre-and post-mentoring results were compared to see the development of mindfulness and self-awareness. All nine mentee/mentor pairs received information of the case study in between December 2018 and March 2019. All participants answered to the surveys in between December 2018 and March 24th, 2019.

2 Mentoring

This theoretical part of the thesis is aiming to open the theory behind mentoring. The True Athlete Project utilizes formalized mentoring program with its own structured curriculum for mentoring process. Theoretical part of mentoring starts with a short introduction and definition of mentoring and mentor, theory of formalized vs informal mentoring, and athlete mentoring.

2.1 Definitions of mentoring and mentor

According to mentoring researchers Belle R. Ragins and John L. Cotton (1999), mentoring is generally defined in organizational contexts as a process whereby a more knowledgeable and experienced person (the mentor) supports a developing individual (mentee), serves as a role model to that individual, and guides him/her in their development (Ragins & Cotton, 1999, p. 529). Sports mentoring researchers Gordon Bloom, Natalie Durant-Bush, John Salmela and Robert Schinke (1998), referred that mentoring occurs when a nonfamilial and non-romantic relationship develops between a young adult and more experienced mentor, when the mentor supports, counsels, and guides mentee within the chosen context (Bloom, Durand-Bush, Salmela, & Schinke, 1998, p. 268).

The term Mentor origins from Creek Mythology and Homer's *Odyssey*. In Homer's *Odyssey*, the king of Ithaca Odysseus leaves his son Telemachus to be raised by his trusted old friend "Mentor", as Odysseus leaves to fight in Trojan war. In *Odyssey*, Mentor serves as a teacher and oversees Telemachus (Emory, 2019). According to Formalized mentoring researchers Steven Wright and Daniel Smith (2000), this description of mentor in Homers *Odyssey* reflects to the traditional mentoring concept where an older and more experienced mentor is mentoring younger and less experienced mentee, with intention to help and guide the growth and development of the mentee (Wright & Smith, 2000, p. 202). In more idealistic way, Levinson, Darrow, Klein Levinson and McKee (1978) defined Mentor as a person who "assist and facilitate the realization of the dream." (Levinson, Darrow, Klein, Levinson, & McKee, 1978, p. 98)

2.2 Introduction to mentoring

Of the nature of mentoring John Groom (2015) Mindfulness mentoring researcher, underlined that the relationship in mentoring (and also in coaching) is more of a true partnership rather than dictatorship, noting that the quality of the relationship is about being centred,

open, present to the moment and committed to long term involvement (Groom, J., 2015, pp. 92-93).

According to Ragins and Cotton mentoring relationships can emerge informally and spontaneously or be formal in nature where the mentor and mentee are assigned to each other (Ragins & Cotton, 1999, p. 529). Formalized mentoring researchers Tammy Allen, Lilian Eby and Elizabeth Lentz (2006) noted, that unlike in informal mentoring, in formal mentoring mentee and mentor pairs are mostly set by a third party, (mentoring responsible organization) in most of the cases based on partial information why the mentor and mentee could be a match. Therefore, Allen et al. (2006) recommended that in formal mentoring programs, both mentees and mentors would enter to the program voluntarily or otherwise would be able to impact the matching process of mentee/mentor pairs (Allen, Eby, & Lentz, 2006, p. 568).

Mentoring has different models. According to mentoring researcher Simon Jenkins (2013), management and business mentoring are divided into two main models; US-Sponsorship based model, and European Development model (Jenkins, 2013, p. 139).

In the (U.S-) Sponsorship model, mentor is superior and uses all his or her assets and influence to help and smoothen the road for the mentee to succeed during the mentoring process. Mentoring researcher Nathalie Gehrke (1988), has a great description of the (U.S-) Sponsorship mentoring model:

“A mentor acts as a coach much like in sports, advising and teaching the political nuts and bolts, giving feedback and rehearsing the strategies. He or she provides you with exposure, visibility and sponsorship, helping open doors to promotions and help you to get assignments that will get you noticed. Mentors take the blame for your mistakes, acting as protectors you are established enough shoulder criticism on your own.” (Gehrke, 1988, p. 190)

The Second mentoring model mentioned earlier by Jenkins (2013), European Developmental based mentoring model, aims that the mentors experience and wisdom will help the mentee to become self-reliant and take ownership of their own personal and professional development (Jenkins, 2013, p. 139).

Whether mentoring is sponsorship based or development based, mentoring concludes two mentoring functions that mentor provides to mentee during mentoring; Career enhancing function and psychological function. Management mentoring researchers Kathy

Kram and Lynn Isabella (1985), state that Career enhancing function in mentoring includes range of career enhancing tools such as: coaching the mentee, sponsoring, increase their positive exposure and visibility, offering protection and challenging assignments, which help the mentee to develop in their career. In the psychological functioning, according to Kram and Isabella, mentor offers to mentee role modelling, counselling, confirmation and friendship, which will help the mentee to a sense of professional identity and competence (Kram & Isabella, 1985, pp. 110-111).

2.3 Formal vs Informal mentoring

Mentoring researchers Vincent Lyons and Donna Pastore (2016), described some of the qualities of informal mentoring as casual, opportune, and natural. According to Lyons and Pastore, the nature of the informal mentoring is a personal relationship, it has characteristics of being unstructured and ability to develop naturally over time (Lyons & Pastore, 2016, p. 10).

As an opposite of informal mentoring, Jenkins (2013) noted that formal mentoring is associated with note taking, formal agenda and written contracts. However, Jenkins (2013), notes the assumption that whatever the form of mentoring is formal or informal mentoring relationship will operate in high degree of informally (Jenkins, 2013, p. 143).

To formalize the mentoring relationship Wright and Smith (2000) recommended that there should be formalized agreement be made between the mentor and mentee where the ground rules, goals and expectations of mentoring relationship would be established in writing (Wright & Smith, 2000, p. 210).

Formal mentoring program researchers Lilian T. Eby and Angie Lockwood (2005) found in their empirical research to formalized mentoring several recommendations to be considered including; use of orientation programs before mentoring for both (mentees and mentors), clear clarification of the roles, considered matching of the mentees and mentors, the need for clear communication of the program goals, timeline, outcomes, interaction frequency and general guidance, monitoring of the program and the participants, opportunity to share mentoring experiences with all participants of the program (Eby & Lockwood, 2005, p. 456). Also, Australian-based coaching, mentoring and leadership development consultancy Art of Mentoring (Art of Mentoring, 2015) also recommends organizations who are establishing formal mentoring program to provide training for the mentors, but also for the mentees in subjects of communication-, listening-, and goal setting skills (Art of Mentoring, 2015). Indeed, Allen et al. (2006) agreed that by offering formal training for

mentors and mentees prior to the mentoring program participation, it may make formal mentorships more rewarding for the participants by identifying program goals, clarifying role obligations, and establishing mutually agreed-upon relationship expectations (Allen, Eby, & Lentz, 2006, p. 568).

2.4 Mentoring athletes

Mentoring pioneer David Clutterbuck notes of athlete mentoring:

“Top athletes may now have a mentor as well as a Coach, “Whereas the coach concentrates on technique and motivation, the mentor provides a very different kind of support – one based on reflective learning and something akin to pastoral care” (Clutterbuck, 2004, p. 4)

Athlete mentoring researchers Frank Perna, Gene Bocknek and Leonard Zaichkowsky (1996), found in their research that coach was most commonly the prime person to mentor athlete (Perna, Zaichkowsky, & Bocknek, 1996, p. 76). Bloom et al. (1998), noted that Coach-mentors not only taught to their athletes (and coaches they mentored) sport specific physical, technical and tactical skills but also talked about their philosophies, beliefs and values about coaching and dealing with people (Bloom, Durand-Bush, Salmela, & Schinke, 1998, p. 273). Also, coaches were in general concerned about the athletes general wellbeing and felt responsible for preparing the athlete also for life outside of the sport (Bloom, Durand-Bush, Salmela, & Schinke, 1998, pp. 275-276). Bloom et al. (1998), referred to Blooms earlier work and research of athlete mentoring with elite swimmers and tennis players (1985) in which Bloom found that athletes were mentored by their coaches at different stages of their development. According to Bloom et al. informal mentoring relationship were common between athletes and coaches, however, according to Bloom (1985) athletes didn't view the coach as a mentor at the time of the mentoring. Although, athletes didn't view the coaches as mentors during their athletic career, coaches who worked with the athletes on daily bases and were involved in all aspects of their lives were viewed later as key persons to help them to reach the top of their sport and having great impact on them on and off sports field. (Bloom, Durand-Bush, Salmela, & Schinke, 1998, p. 270; Bloom, 1985).

Athlete peer mentoring research team Matt Hoffmann, Gordon Bloom and Todd Loughead (2017) noted that the similarity of peers in terms of age, appearance, and life circumstances, is creating a setting in which experienced athletes are particularly well-suited to serve as mentors to their less experienced counterparts (i.e. to younger athletes) (Hoffmann, Loughead, & Bloom, 2017, p. 135).

Hoffmann et al. (2017), describes peer mentoring between the athletes as following: “A dynamic process in which a more experienced and knowledgeable athlete (i.e., mentor) serves as a trusted role model to another athlete (i.e., protégé), assists him/her in their pursuit of goal achievement and advancement in sport, and/or supports his/her personal growth and development. Athletes involved in the process have a nonfamilial and non-romantic relationship.” (Hoffmann, Loughhead, & Bloom, 2017, pp. 143-144)

Matt Hoffmann (2018), found in his individual research that athlete being peer mentored by another athlete has beneficial effects to both mentees athletic and personal development (Hoffmann, 2018, p. 2).

However, although Hoffman found that athlete mentee is benefiting in multiple level of mentoring, Sebastian Harenberg, Harold Riemer, Erwin Karreman and Kim Dorsch (2016) noted that one limitation for peer mentoring in sport setting is the unique competition setting in sports for playing time or team selection. This is a factor that could influence whether athlete/player is willing to provide quality support to a less experienced yet “up-and-coming” teammate (Harenberg, Riemer, Karreman, & Dorsch, 2016, pp. 61, 65).

2.5 Benefits of Mentoring

Mentoring Researchers Monica Higgins and Kathy Kram (2001), noted that mentoring relationship has benefits for an individual’s personal and professional development (Higgins & Kram, 2001, p. 285). More specifically, Belle R. Ragins (2016) suggest that high quality mentoring relationships are those in which there is reciprocal growth and learning. The relationship is formed with trust and vulnerability of a close emotional bond and where the needs of both mentees and mentors are met, which leads eventually to personal and professional development (Ragins, 2016, p.228).

Moreover, Donna Pastore (2003), from management perspective agreed that mentored professionals benefit of mentoring from gaining insight and wisdom into their profession and from building important relationships with significant others in the department or organization (Pastore, 2003, p. 4).

Eby and Lockwood (2005) reported of mentoring being especially beneficial for Mentee’s learning, career planning and psychosocial support (Eby & Lockwood, 2005, p. 441). Additionally, Eby and Lockwood reported mentors gaining from the mentoring relationship

learning, developing new perspective to the employing organization, gratification and professional fulfilment, and learning about their profession and personal self-reflection (Eby & Lockwood, 2005, p.441-447,449). Also, Bloom et al. (1998) suggested that mentor can drive learning from the mentoring and satisfaction from mentoring relationship (Bloom, Durand-Bush, Salmela, & Schinke, 1998, p. 276).

Moreover, Higgins and Kram (2001) referred to Kram's earlier work (1996) and multiple benefits of the mentoring including: increased clarity of personal values and strengths, increased clarity of professional identity, increased awareness of development needs, reactions and patterns of behaviour (Higgins & Kram, 2001, p. 278; Kram, 1996).

Indeed, Hoffmann et al. (2017) found that peer mentoring experience enhanced mentee participants' sport confidence and performance and increased their willingness to mentor their peers. Also, it was found that peer athlete mentors provided different mentoring functions including psychological support and instrumental mentoring and so, facilitated their mentees' personal growth and development on and off the sport by serving as positive role models, praising and accepting their mentees (as they are), attending to their mentees' personal concerns, and engaging socially with their mentees (Hoffmann, Loughhead, & Bloom, 2017, p. 143).

3 Self-awareness and sport performance

Self-awareness theoretical part will aim to open the theory behind self-awareness during sports performance and touch base with the subject of athlete/personal values and identity. TAP has emphasis on self-awareness of the sports performance (controllables, effort and attitude) and the awareness towards mentees self who they are as persons/athlete. The True Athlete Project, Holistic Mentoring Program curriculum first part Module 1: Performance is based on pure sport psychology and focuses on self-awareness in sports performance (controllables, effort and attitude). The Second part of the curriculum module 2: Values and Identity focuses on values as an athlete but also personal values.

3.1 Definition and Introduction of self-awareness from sport perspective

Researchers of athletes Psychological Skill Training (PST), Margaret Dupee, Tanya Forneris and Penny Werthner (2016) defined self-awareness as ability to engage in introspection and retrospection to understand one's thoughts, feelings, and behaviours (Dupee, Forneris, & Werthner, 2016, p. 340).

Self-awareness researcher Alain Morin (2011) defines, that Self-awareness entails knowing that one stays the same person across time and that one is separate from the environment (Morin, 2011, p. 370). Morin (2011), also notes that Self-awareness represents a state in which one actively identifies, processes, and stores information about the self. Moreover, Morin refers to the structure of self-awareness stating that it comprises of various self-domains (e.g., emotions, autobiographical retrieval, sense of agency, personality traits) and corollaries (e.g., self-esteem, self-regulation, death awareness, self-conscious emotions). Importantly Morin notes that, self-awareness includes a knowledge of one's own mental states (private self-aspects) such as thoughts, goals, sensations, attitudes; and visible characteristics (public self-aspects) like physical appearance, mannerisms, and behaviours (Morin, 2011, p. 369).

In Sport psychology perspective, according to Sport Philosophy researcher John Corlett (1996), self-awareness has been referred to a highly developed and immediate attentional focus on one's physical and mental states. Corlett notes that self-awareness is valuable as a means of asserting self-control in stressful performance situations (Corlett, 1996, p. 87). Interestingly Corlett (1996), states athletes have had plenty of experience developing mental skills, including the attentional focus that self-awareness demands, but they have not always had parallel experiences developing knowledge of self (Corlett, 1996, p. 87).

Of the importance of reflective practice in sport for self-awareness, Adam Nicholls, John Perry, Leigh Jones, Dave Morley and Fraser Carson (2013), found that an athlete may be able to engage in reflection practice only when he or she has established a certain level of cognitive maturity. Nicholls et al. (2013) noted that it has been suggested that cognitive maturational changes produce an increased awareness of coping that allows people to develop coping and judge how effective it will be. Additionally, this awareness, associated with cognitive maturity, is crucial for reflective practice regarding coping (Nicholls, Perry, Jones, Morley, & Carson, 2013, p. 230).

3.2 Knowing yourself

“Man Know thyself, and thou shalt know the Gods” (Kerr, 2013, p. 123).

Of the self-examination and enhancing the knowledge of one-self Corlett (1996), noted that the Socratic philosophical approach, encourage to rigorous personal examination to improve knowledge of self, as the only meaningful pathway to personal happiness (Corlett, 1996, p. 84). Moreover, according to Corlett (1996), Socrates believed that through self-knowledge and self-awareness, a more stable and profound insight could be achieved, individually and collectively. Corlett underlines, that according to Socratic view, knowledge of self and self-awareness cannot be received from others but can only come through rigorous self-examination and intellectual hard work (Corlett, 1996, p. 86).

Anton Oliver a former All Blacks Captain states, *“I want to live an authentic life”.* *“But of course, to do that you have to understand who you are first. To have a baseline to keep referring back to”* (Kerr, 2013, p. 125).

James Kerr the author of All Blacks Legacy book notes of self-awareness that if the persons values, thoughts, words and actions are aligned then one’s word is one’s world. In knowing oneself, according to Kerr, one can live one’s vision, by being one’s word one will make it happen (Kerr, 2013, p. 130). Similarly, According to Corlett (1996), self-knowledge is a broader and more general sense of self that reflects one's values and relationship to sport and to the meaning sport has to the performer (Corlett, 1996, p. 87).

Additionally, Psychological skills Training (PST) researchers in high intensity sports, Birrer and Morgan (2010) found in their research that enhancing self-awareness can help to explore one’s implicit interests and values and identify a possible mismatch with personal goals (Birrer & Morgan, 2010, p. 82).

Ken Hodge, Graham Henry and Wayne Smith (2014) noted coach can enhance the athlete's self-awareness by asking questions (Hodge, Henry, & Smith, 2014, p. 65). Similarly, to Hodge et al. (2014), Sport Psychologist Jim Taylor (1995), suggest in order to grow athletes' self-awareness that athlete analysis and assessments should be shared with the athlete. According to Taylor, this can give athlete better understanding about themselves (Taylor, 1995, p. 345).

3.3 Psychological Self-awareness in sport

According to Sport Psychology and optimal performance state researchers, Ruth Anderson, Stephanie Hanrahan and Clifford Mallett (2014), self-awareness is a crucial skill that allows athletes to recognize the necessary elements of the psychological state required for peak performance and prompt them to regulate relevant areas if they are not in the optimal state to perform at their best. Anderson et al. underline that without self-awareness, athletes are not able to effectively self-regulate cognitions, emotions, and behaviours when required. (Anderson, Hanrahan, & Mallett, 2014, pp. 329-330)

Sport Psychologists Robert Weinberg and Daniel Gould (2015), underline that the first step toward controlling arousal levels is to be more aware of them during practices and competitions. This involves self-monitoring and recognizing how emotional states affect performance (which leads to good performance and which to bad performance) (Weinberg & Gould, 2015, p. 274).

Similarly, to Anderson et al. (2014), Birrer and Morgan (2010), note that athletes must know their individual performance- facilitating state of arousal before and during the competition. Birrer and Morgan underline that, athletes must be aware of their current state of arousal and how they can influence it in the direction of the performance-facilitating state. Both of notions by Birrer and Morgan highlight the importance of self-awareness processes of athlete in arousal regulation process (Birrer & Morgan, 2010, p. 83).

Also, sport psychologist Rick Aberman and coach John Anderson (2007), wrote that for an athlete or player to sustain an optimal level of performance it requires conscious effort and continued self-awareness. To perform under pressure and at a very high level several critical competencies are necessary such as; moral competencies, emotional competencies and creative competencies. Aberman and Anderson underline that emotional intelligence is most important when it comes to sustained optimal performance. Aberman and Anderson highlight emotional intelligence as "The ability to stay focused on a goal in the face of competing emotions" (Aberman & Anderson, 2007, p. 53).

3.4 Awareness and knowledge of the sport and top performance

Motor behaviour researchers, Jerry Thomas, Karen French and Charlotte Humphries (1986) stated that Sport performance is a complex product of cognitive knowledge about the current situation and past events combined with a player's ability to produce the sport skill(s) required (Thomas, French & Humphries, 1986, p. 259).

Self-awareness and bodily awareness in sports performance researchers John Toner and Aidan Moran (2014), suggest that self-awareness means paying attention to cues provided by movements, and make adjustments to ones' actions when something is incorrect. Athletes may use reflective bodily awareness to identify "weak" habits in the performance context and subsequently adjust problematic movements in the training or even in competition context. The skill-focused attention and conscious bodily awareness seems to be a key to continuous improvement at the elite level, depending on the athletes ability to utilize reflective modes of bodily awareness i.e. listening the body and how optimal performance should feel (Toner & Moran, 2014, pp. 2,3).

Taylor (1995) noted that different sports have different needs and requirements for mental and physical and logistical demands for training, preparation and sports performance. The knowledge and understanding of the sports performance demands by the athlete, coach or sport psychologist who is involved in preparing the athlete mentally for sports performance are crucial (Taylor, 1995, pp. 345-346).

Importantly, Thomas et al. (1986) note, that an individual who is highly knowledgeable about sport is better able to select the appropriate response for a situation within the context of the game's goal structure. Thomas et al. noted that this individual can select the appropriate response based on less information, and is also able to respond more quickly, than an individual with less knowledge (Thomas, French, & Humphries, 1986, p. 266).

According to Larry Lauer the director of coaching education and development at Michigan State's Youth Sport Institute (2019), great athletes have a clear understanding of their strengths and weaknesses and are able to adapt their strengths and weaknesses to the competition situations. Lauer notes that great athletes are also realistic and recognize their capabilities and limitations. Athletes work in practice with and on their limitations to overcome the limitations and enhance their performance, and during the competition capitalize their strengths and utilizing the weaknesses of the opponent. (Lauer, 2019).

More specifically according to Dupee et al. (2016), psychophysiological attributes and mental skills that researchers have identified as being related to the ability to self-regulate in highly successful athletes include: arousal/activation management, relaxation ability, focusing ability, distraction management, attentional control, automaticity, emotional control, and self-awareness including body awareness (Dupee, Forneris & Werthner, 2016, pp. 339-340).

Corlett (1996), noted that athletes with the potential for success do not avoid the tough going, physically or mentally, and are already Socratic in their awareness that there are no shortcuts to goals worth reaching, and so the athletes are prepared to work on what is needed and being aware of the development needs (Corlett, 1996, p. 89).

Sports Psychologist Gilbert Enoka, (2013) states that development of authentic self is hugely powerful to performance in high performance sport (Kerr, 2013, p. 123).

4 Mindfulness

This section of theoretical framework presents shortly the theory behind mindfulness which is one part of TAP's mentoring program curriculum (Module 3). More specifically, the theoretical work will focus on the mindfulness in sport approach and the need to practice mindfulness in sports. There are many different mindfulness approaches for sport in the literature, however, because Mindful Sport Performance Enhancement (MSPE) is the mindfulness training approach that TAP uses in their holistic mentoring program, only MSPE will be presented in this thesis. According to MSPE book authors Keith A. Kaufman, Carole R. Glass and Timothy R. Pineau (2018), for both athletes and coaches, Mindfulness Based Stress Reduction (MBSR) and Acceptance and Commitment Therapy (ACT) are considered as the corner stones of the mindfulness practice in sports. Additionally, according to Kaufman et al. (2018) these are also the corner stones to MSPE (Kaufman, Glass, & Pineau, 2018, p. 33).

4.1 Definition of mindfulness

There are many definitions for Mindfulness in the literature overall, all definitions having the same principal. Sharon Begley (2007), the author of the book *Train your Mind, Change your Brain*, wrote that Mindfulness or Mindful awareness is the practice of observation one's inner experiences (like one would observe the happening to other person) from outside perspective in a way that is fully aware but non-judgemental (Begley, 2007, p.139). Ellen J. Langer (2000), Mindfulness researcher and professor of Psychology, defined mindfulness as a flexible state of mind in which people are actively engaged in the present, noticing new things and being sensitive to context (Langer, 2000, p. 220). On more traditional view point to mindfulness, Jon Kabat-Zinn (1994), mindfulness researcher and pioneer in Mindfulness Based Stress Reduction (MBSR) program, noted that mindfulness roots in Buddhist philosophy, and involves "paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally" (Kabat-Zinn, 1994, p. 4).

4.2 Introduction of mindfulness

Kabat-Zinn stated that mindfulness is about the cultivation of moment to moment awareness through careful, systematic, and disciplined attending (Kabat-Zinn, 2012, p. 45). Interestingly Jean L. Kristeller Mindfulness based treatment and meditation researcher (2004), stated that in Buddhist psychology thoughts are considered as one of the

"senses," that are comparable to sight, hearing, touch, taste, and smell (Kristeller, 2004, p. 31). Similarly, Fresco et. al. (2007), concluded in their research of decentring and reflecting practices, that feelings and thoughts can be observed through decentring as temporary psychological events and not necessarily permanent state (Fresco, et al., 2007, pp. 234-235).

In his book *mindfulness for beginners* Jon Kabat-Zinn (2012) lists "seven corner stones of mindfulness", (attitudes what mindfulness is) that are considered the seven attitudes with ourselves and to others in mindfulness which are 1. non-judging (it is what it is), 2. Patience, 3. Beginners mind (open to learning and new things), 4. Trust, 5. non-striving, 6. Acceptance, and 7. Letting-go (ability to let go of past and feelings) (Kabat-Zinn, 2012, p. 123).

According to *Mindful Sports Performance Enhancement (MSPE)* researcher and developers Keith A. Kaufman, Carole R. Glass and Timothy R. Pineau (2018), mindfulness and mindfulness meditation is partly rooted to Vipassana, Shinkanza meditation practice, some to Chinese Zen Buddhism and some parts to Tibetan meditation practices (Kaufman, Glass & Pineau, 2018 p. 29).

Kaufman et al. (2018), underlined the importance to notice, that although many mindfulness-based interventions including *Mindful Sports Performance Enhancement (MSPE)*, habitually suggest and include formal meditation practice to strengthen mindfulness skill, mindfulness and meditation are not the synonyms and additionally note that mindfulness and relaxation are not the same thing (Kaufman, Glass, & Pineau, 2018 p. 29). Kaufman et al. (2018) cited Hayes and Shenk (2004) of the mindfulness interventions without meditation practice that in mindfulness interventions that do not rely on meditation practice can incorporate cognitive diffusion, informal practice of maintaining awareness, and an accepting attitude during daily activities (Kaufman, Glass, & Pineau, 2018, p. 29; Hayes & Shenk, 2004).

The author of the *Mindful Athlete*, George Mumford (2016) underlined that the awareness of breathing is one of the most fundamental techniques of mindfulness, to centre oneself through breathing to the present moment (Mumford, 2016, p. 102). Mumford cited Thich Nhat Hahn of the importance of breathing in mindfulness practice, "Conscious breathing is my anchor" (Mumford, 2016, p.103). Whether mindfulness practice is meditating or applying mindfulness to other moving practice or simply on daily living, Jon Kabat-Zinn stated that mindfulness is about being present in the here and now moment stating, "It just is, it is always now" (Kabat-Zinn, 2012, p. 115). However, Kaufman et al. (2018) suggested that

in order to have a full benefit of the mindfulness practice, one needs to commit to daily routine of practicing (Kaufman, Glass, & Pineau, 2018, p. 23).

Of the benefits of mindfulness Jon Kabat-Zinn states that mindfulness can nurture greater emotional balance and intelligence (Kabat-Zinn, 2012, p. 118). In earlier research Roger Walsh and Shauna L. Shapiro (2006) found that meditation can be considered as one of the tools for systematic cultivation of emotional calmness, and effect on an advanced level of stress tolerance (Walsh & Shapiro, 2006, p.237). Kristeller (2007), found that the development of stable attention and non-judgmental awareness facilitates much wider range of effects, including physical relaxation, emotional balance, behavioural regulation, and changes in self-judgment, self-awareness, and relationship to others (Kristeller, 2007 p.395).

4.3 Benefits of mindfulness in sports

Mindfulness and sports performance researchers Birrer Daniel, Röthlin Philipp and Morgan Gareth (2012), suggested nine mechanisms of mindfulness which might beneficially impact psychological adjustment and performance skills that can foster better peak performance in athletes practicing Mindfulness. These suggested nine mechanisms of mindfulness are (1) bare attention, (2) experiential acceptance, (3) values clarification, (4) self-regulation/negative emotion regulation, (5) clarity about one's internal life, (6) exposure, (7) flexibility, (8) non-attachment, and (9) less rumination (Birrer, Röthlin, & Morgan, 2012 p. 240-241).

MSPE researchers, Carol R. Glass, Claire A. Spears, Rokas Perskaudas, and Keith A. Kaufman found with their MSPE intervention to college student athletes, MSPE positive effects to sports performance and overall wellbeing including increases in flow, trait mindfulness, satisfaction with life, self-rated sport performance, and significant or moderate reductions in worry (Glass, Spears, Perskaudas, & Kaufman, 2017, p. 1).

Similarly, Mumford (2016) noted that mindfulness training helps to deal with the distractions or feelings with nonattachment, release them, and return the focus to present (Mumford, 2016, p. 76).

4.4 The need for Mindfulness training in sports

Marjorie Bernier, Emilie Thienot, Romain Gordon, and Jean Fournier (2009) research group of Mindfulness in Sports Performance noted that traditional PST cognitive-behavioural approach such as goal setting, imagery, arousal control, self-talk, and precompetitive routines have attempted to help athletes to achieve ideal performance state through self-control internal processes such as attention, emotions, self-confidence, bodily-states, and cognition (Bernier, Thienot, Codron, & Fournier, 2009, p. 325). Interestingly, according to D.M. Wegner's research (1994), avoidance strategies (guiding attention elsewhere), which aim to control or limit unpleasant or negative internal experiences such as emotions (example fear and anxiety) and sensations, have been shown to be ineffective and resulting the opposite, such as trying too hard (perfect performance, perfect shot) which will often lead to unwanted result (Wegner, 1994, pp. 34-35). Wegner suggest that to avoid these "ironic effects of mental control" and in order to achieve mental control it is necessary to lessen the need to monitor movement or mental states and to give in to automatic function (Wegner, 1994 pp. 48-49). Kaufman et al. (2018), also concluded that additional mental skills such as acceptance and awareness for mental training might be needed on top of already used familiar sport psychology tools such as self-talk and visualization (Kaufman, Glass, & Pineau, 2018, p. 22).

In earlier MSPE study, Keith A. Kaufman, Carole Glass R. and Diane B. Arnkoff (2009), found with MSPE approach (4-week intervention) positive effects and enhancement in athletes flow, mindfulness and aspects of sport confidence (Kaufman, Glass, & Arnkoff, 2009, p.347). In 2008, Ying Hwa Kee and C.K. John Wang, Mindfulness and Flow researcher pair, published an article which suggested that athletes who are more mindful are also more likely to experience the flow state (Kee & Wang, 2008, p. 406).

Also, Hölzel et al. (2011) underlined in their research the importance of the link between mindfulness and the executive attention. Hölzel et al. (2011), noted in their research that mindful individuals can maintain their attention on one object without being distracted by external or internal stimuli such as emotions, bodily sensations and thoughts (Hölzel, et al., 2011, p. 549). Similarly, research group of Marjorie Bernier, Emilie Thienot, Emilie Pelossa and Jean F. Fournier (2014) found in their research of mindfulness intervention with elite figure skaters, that an open, accepting attitude (the second component of mindfulness) can help athletes handle their thoughts, sensations and emotions while performing, without judging and so help to reach better performance in competition setting (Bernier, Thienot, Pelosse, & Fournier, 2014, p. 303).

MAC researcher Zelle E. Moore (2009) found that athletes who participated in MAC interventions enhanced their performance and wellbeing (Moore, 2009, p. 295). Similarly to Moore, Bernier et al. (2014) found promising results in sport with Mindfulness-based interventions in case study with elite junior figure skaters that Mindfulness based interventions do enhance sports performance and commitment to training when the mindfulness program is followed as intended (Bernier, Thienot, Pelosse, & Fournier, 2014, pp. 312-314).

However, Bernier et al. (2009), suggested that mindfulness and acceptance training may bring benefits to different areas in different sports based on the characteristics of the sport and required performance (technical, tactical, physical) (Bernier, Thienot, Codron & Fournier, 2009, p. 330).

4.5 MSPE Mindful Sport Performance Enhancement

Mindful Sport Performance Enhancement (MSPE) was developed by Keith A. Kaufman and Carol R. Glass in 2006 (Pineau, Glass & Kaufman, 2014, p. 1005). Kaufman et al. (2018) state MSPE, roots on Kabat-Zinn's Mindfulness Based Stress Reduction (MBSR) program, and was strongly influenced by Segal, Williams and Teadsdales work of Mindfulness based Cognitive Theory (MBCT) (Kaufman, Glass & Pineau, 2018, pp. 4,35). Kaufman et al. (2018) describe MBCT as an approach that involves learning to observe negative feelings and thoughts in a non-judgemental, decentred way as mental events rather than facts or reality (Kaufman, Glass & Pineau, 2018, p. 35).

In their MSPE book for athletes and coaches, 2018, Kaufman et al. stated that MSPE is about "allowing one to relate to discomfort, emotional and physical in a new way that introduces a sense of freedom and choice releasing one from the reflexive, reactions born of ones unrecognized expectations and attachments" (Kaufman, Glass, & Pineau, 2018, p. 246). Continuing the description of MSPE Timothy Pineau et al. 2014 stated that MSPE is one of the empirically supported Mindfulness based intervention programs specifically for athletes, additionally MSPE is structured to be adaptable to any sports of focus (Pineau, Glass & Kaufman, 2014, pp. 1005-1006).

According to Kaufman et al. (2009) MSPE emphasizes the development of mindfulness skills and through them, a degree of acceptance (Kaufman, Glass & Arnkoff, 2009, p. 337). Kaufman et al. (2009) stated that MSPE is conceptualized as a way of extending MBSR and MBCT to athletes, drawing on exercises from the MBSR and MBCT approaches that target the cultivation of mindfulness (e.g., sitting meditation, body scan,

mindful yoga, walking meditation) and adding sport specific meditation adapted to be specific to fundamental movements involved in the sport of focus and the unique component of walking meditation (Kaufman, Glass & Arnkoff, 2009, p. 340).

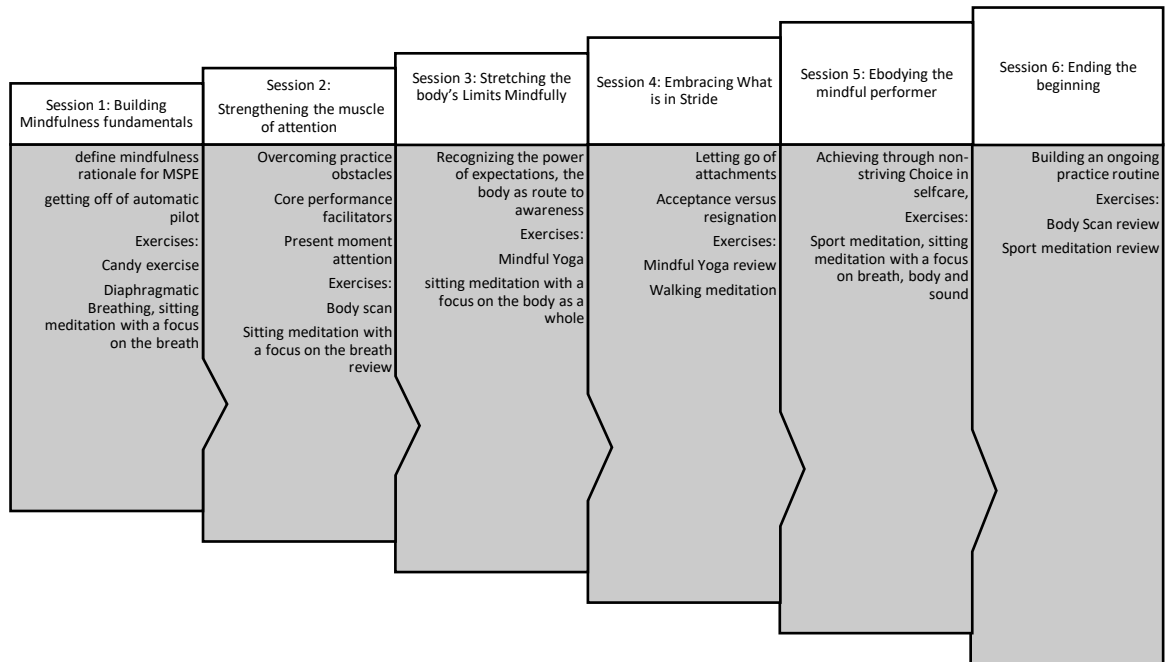
As already stated earlier, Kaufman et al. (2009) state that just like MAC, MSPE emphasizes the development of mindfulness skills, and through them a degree of acceptance, however, according to Kaufman et al. (2009) unlike MAC, MSPE does not include a focus on values, value-driven behaviour, or commitment (Kaufman, Glass & Arnkoff, 2009, p. 337).

4.5.1 Short opening of Mindful Sports Performance Enhancement (MSPE)

According to Kaufman et al. (2018), MSEP has 6 sessions that are building and progressing from each other. Each session of the MSPE includes educational (theory of mindfulness), experimental (trying out exercises), discussion (reflecting to the learned and exercises) and home practice components. Refer Figure 1. There is an overview of the Mindful sports performance enhancement (MSPE) protocol (Kaufman, Glass & Pineau, 2018, pp. 4-5) (Reprinted/modified).

The practice process of the six sessions of MSPE starts from sedentary practice sitting meditation and candy exercise and progresses to body scan exercise. After the first two weeks the program progresses to mindfulness in motion through yoga and mindful walk, culminating in the last two weeks to sport-specific exercise and applying the mindfulness techniques from MSPE to core sports skills, and ending with reflecting of mindfulness and mindfulness-based sport specific exercises. Additionally, practice and exercises are progressing adding each week a new layer to the MSPE sessions. In the six sessions of MSPE, the program special emphasis is also placed on incorporating mindfulness in more informally into workouts, practices, and competitions, as well as life beyond sport (Kaufman, Glass & Pineau, 2018, pp. 4-5).

Figure 1. Overview of the Mindful sports performance enhancement (MSPE) protocol
 Keith A. Kaufman, Carol R. Glass and Timothy R. Pineau (2018)



(Kaufman, Glass & Pineau, 2018, pp. 4-5) Reprinted/modified

5 Role modelling

The 4th Module: Community and Responsibility, in the True Athlete Project (TAP) holistic mentoring program curriculum is aiming to grow athlete's recognition, responsibility and their attitude to be positive role models in their sports and in their community. The purpose of the role modelling theoretical part is to open what the literature says of role modelling and athlete role models in society.

5.1 Definition of a role model

Researcher in sports participation and role modelling, John Lyle stated that Role models provide examples of behaviour and values and reinforce or sanction behaviour and values (Lyle, 2013, p. 33).

5.2 Introduction of role model

Researcher Warren Payne (2014) stated that people who may be considered as role models are people like teachers (coaches), spouses, parents, and peers. Additionally, according to Payne, mentors and sporting heroes go under the same umbrella of role modelling (Payne, 2014, p. 4). As stated earlier, Ragins and Cotton (1999), noted that mentor serves as a role model to mentee, while guiding his/her development (Ragins & Cotton, 1999, p. 529).

Additionally, In the research of peer mentoring Hoffman et al., (2017), found that peer athlete mentors served as positive role models to their peer mentees, praising and accepting their mentees (as they are), which indicates that also peers serve as important role models to teammates (Hoffmann, Loughhead & Bloom, 2017, p. 143).

Moreover, Payne (2014) noted about the role model development of a child to adolescence and to adult, that the younger the child is, the more child is looking for the role models from close environment such as parents and other adults in close contact. After this in school age role models expand to peers and teachers (coaches). During the adolescence more distant role models like athletes and other celebrities will occur to the picture as role models, although according to Payne, friends, teachers, parents and others close contact role models might also be influential during the adolescence and adult years (Payne, 2014, p. 9). Interestingly, Lyle (2013) stated sports stars are held to be role models, particularly by young people, and that exposure to such persons can positively influence their behaviour (Lyle, 2013, p. 27).

In Tracy Giuliano, Kelly Turner, James Lundquist and Jennifer Knight (2007) research of Gender and selection of a role model, the term “public athletic role models” was used of athletes who potentially influence the attitudes, behaviours, and values of individuals who admire them (Giuliano, Turner, Lundquist, & Knight, 2007, p. 163). Lyle (2013) noted some characteristics for effective role models: attractiveness, social power, status, competence, nurturing, interaction and similarity. According to Lyle, it should be noted that these characteristics are variously appropriate in the context of a range of interpretations of what it means to be a role model (Lyle, 2013, p. 29).

Much like parents, teachers, and other athletes’, coaches are also seen as role models to athletes and moral leaders setting the example. JoAnne Graf (2005), a college softball coach, underlined that coaches should be role models to young people and athletes by demonstrating correct ethical behaviour (Graf, 2005, p. 26). Also, Jan Harville (2005), college champion rowing coach stated that as a coach, the coach is a role model to the athletes and given a choice, what kind of role model the coach is going to be. Harville emphasized, that personal decisions affect the credibility of coaching decisions and advises. The coaches need to be reliable, consistent and accountable, and in this way be a good role model to her athletes (Harville, 2005, p. 84).

5.3 Athlete Role model within society

In modern society, with media attention and social media athletes are more exposed to public than ever. Through different channels athletes can present themselves and be a role model either in positive or in negative way. Athletes have the power to increase awareness of the public to different social and other important issues that are important to the athlete and make impact to the society as athlete “activists”.

Payne (2014), stated that athletes can provide positive or negative influences depending on either the behaviours or utterances which they display to the public (Payne, 2014, p. 11). Similarly to Payne above (2014), also role modelling researchers Andrew Guest and Stephanie Cox (2009), found in their research that in public discourse there is an expectation that athletes should serve as role models not just with sport abilities but also as a good personal character (Guest & Cox, 2009, p. 577).

Guest and Cox (2009) found that athletes are positioned as role models not only for sport skills and talents, but also for a comprehensive set of personal characteristics such as morality, citizenship, and wisdom. According to Guest and Cox, for elite athletes, immersion in intense competition may promote winning at any cost, and the demands of sport-

specific training may actually limit opportunities to reflect upon and engage with broader social issues from diverse perspectives beyond competitive sports (Guest & Cox, 2009, p. 568). However, Guest and Cox (2009) suggest that based on their research it seems that the public considers elite athletes more as iconic reference points rather than active influences on their lives (Guest & Cox, 2009, p. 569).

5.3.1 Positive role modelling

“Better People Make Better All Blacks” (Kerr, 2013, p. 33)

Kerr (2013), quoted the All Blacks motto “Better People Make Better All Blacks”, reflects to the importance to note that athletes are in role modelling position, and have social responsibility to be leaders, and set example on and off their sport field (Kerr, 2013, p. 33).

Athlete role model researcher Gill Lines (2001) wrote that traditionally sports stars are still associated with image of male sporting heroes who are admired because of their high morals and exemplary sporting behaviour, displaying courage, loyalty and bravery (Lines, 2001, p. 286).

Similar to Guest and Cox (2009), Danielle Sarver Coombs and David Cassilo (2017) noted that star athletes are expected not just to excel on the court; rather, they are expected to be positive brand ambassadors across multiple fronts on and off sports (Sarver Coombs & Cassilo, 2017, p. 430).

On a more commercial point of view how athletes can impact the public opinion of a brand, Ali Hasaan, Katri Kerem, Rui Biscaia, and Kwame J.A. Agyemang (2016), suggested that sponsors of high profile athlete can benefit of the athletes influence to his/her fan base purchase decisions in favour of their sponsor and create more positive image for the sponsor in the eyes of the fans (Hasaan, Kerem, Biscaia & Agyemang, 2016, p. 68).

Athletes can also be seen “athlete role models” in their sport who can generate bigger sports participation grow the sport and inspire to better athletic performances. Lyle (2013) pointed the possibility to use role modelling to generate greater sports participation and sports development by promoting high-achieving sportsperson to community (Lyle, 2013, p.27). According to Lyle, one of the aspects of the London 2012 Olympic games bid was to use the games and athletes associated with the Olympics to promote, inspire and increase the sports participation through positive role modelling (Lyle, 2013, p. 26).

Similarly to Lyle (2013), Daniel Coyle the author of *The Talent Code*, state that athletes get their motivational fuel and kick start to success by example of exceptional sports person that inspires and brings the believe to others from similar circumstances that reaching the pinnacle of the sport is possible (Coyle, 2009, pp. 98-99). However, Cole notes that the key of the role model to be affective is that the role model is similar (or similar circumstances) regarding to the developing athlete, generating the thought “*if s/he can do it why can't I*” (Coyle, 2009, pp. 101-102). Also, Coyle (2009), underlines the importance of having athlete role models of pushing the sports performance to the next level. Coyle uses Roger Bannister as an example, who ran as the first person in the world a mile in under 4 minutes, in May 1954, which gave other athletes the ignition that 4minute barrier was possible to brake, generating other athletes to improve their results (Coyle, 2009, p. 101).

5.3.2 Negative role modelling, how should athlete be viewed as a role model?

Basketball star and NBA player Charles Barkley stated in Nike commercial;

“I am not a role model. I am not paid to be a role model. I am paid to wreak the havoc on the basketball court. Parents should be role models. Just because I dunk a basketball doesn't mean I should raise your kids” (Shropshire, 2002, p. 135).

Sports Philosophy researcher, Randolph Feezell (2005) refers to Barkley's statement, that parents are primarily responsible for the moral education of their children. Feezell argues that according to Barkley, it is silly to think that celebrated athletes have any special responsibilities to serve as moral role models (Feezell, 2005, p. 22).

According to Lines (2001), there are two sides to the coin in sports. On the other side; sport as promoting fair play, courage and bravery. On the other side; stories of drug taking, rule breaking, commercial profit and ‘win at all costs’ in sport (Lines, 2001, p. 291). Lines (2001) notes that media has a big part how social and cultural side are constructing the idea of sports star or role model (Lines, 2001, p. 300). According to Lines (2001), the modern media paints rather a picture of sport stars (especially male) that appear to be flawed or damaged, with negative publicity related to drugs, alcohol or domestic violence or other that is not in line with expected good character (Lines, 2001, p. 286). In contrast, Lines (2001) states that female athlete and sport heroine are often presented for mostly male dominant sport audience in sexist light rather than in admiration and highlighting to their sport achievements by mostly male dominant sport presenters (Lines, 2001, p. 291).

Interestingly, Feezell (2005) noted the paradox that athlete who is behaving to perfection and performs to perfection in their sport will behave badly outside of the sport context (with an excuse of sport). This indicates assumption that athlete is aiming to excellence in sports context rather than in life in general (Feezell, 2005, p. 26).

Guest and Cox (2009), suggested that maybe athletes should be viewed only as athletic role models as elite performer in their specific sport, based on that having the pressure to act and behave according to society standards could be too much for mostly young sports stars. The focus on just to perform and be viewed as athletic role model could be more realistic than the expectation of being exceptional public/ private character as well (Guest & Cox, 2009, p. 577).

5.3.3 Athletes Influence to people and athlete activism

Athletes can utilize their celebrity or public figure status and draw attention to social issues or things that matter personally to them. This is utilized by athletes themselves raising awareness of different social matters but also utilized by sponsors using athletes as brand ambassadors.

In 1967, Muhammed Ali, refused arms service in the Vietnam war, and by doing so became one of the public athlete figures speaking against the war. Although, Ali may have acted because of his personal reasons Ali's refusal was viewed as an act that could strengthen black opposition to the Vietnam war. At the time Times Editorial stated: *"when a negro heavyweight boxing champion is punished for his principles by a white court his personal failings can easily get overlooked. The symbol obscures the person."* (Editorial, 2012, p. 150)

Similarly, Sport Sociologist, Nancy E. Spencer (2000) noted that Billie Jean King has been seen to have a symbolic role in women's liberation (Spencer N., 2000, p. 399). The Battle of the Sexes, in 1973, between Billie Jean King and Bobby Riggs, is a match, that has been credited of enhancing the status of girls and women in sports (Spencer, 2000, p. 386). In 1973, Billie Jean King also argued (and won) equal prize money for women in US Open, an act that made impression that King was feminist (Spencer, 2000, p. 389)

However, at the time, in 1973, King didn't see herself as a feminist; Spencer cites King in her article; *"we were fighting our own cause for fairness, recognition, and the right to control our own destinies, not some greater principles of women's rights in society"* (Spencer,

2000, p. 399; King & Starr, 1988, p.120). Later though, according to Spencer, King has acknowledged her role as an activist for women's causes (Spencer, 2000, p. 399).

Brendan Schwab (2018) stated that modern Athlete activism now includes the extent of internationally recognized human and labour rights, both within and through sport.

“Individual athletes demand the right to compete free of discrimination, as well as the right to organize collectively to address abuse, appalling conditions of work, or entrenched gender discrimination and pay inequity” (Schwab, 2018, pp. 171-172).

In the Journal of Sport and social issues, Danielle Sarver Coombs and David Cassilo (2017) analysed the brand LeBron James. Saver Coombs and Cassilo noted that James is widely recognized as one of the greatest basketball players of all time. In their analysis Saver Coombs and Cassilo conclude that James is influencing to people and his fans on multiple levels, and not just on athletic and commercial/branding point of view but also raising awareness of injustice, and important social issues, and so utilizing his celebrity athlete status to speak his mind and make impact (Sarver Coombs & Cassilo, 2017, pp. 430, 433).

6 The True Athlete Project (TAP) mentoring program

The True Athlete Project (TAP) mentoring program is scheduled to last one year. Both mentees and mentors are committing to mentoring program for that time. TAP leadership team matches athletes and mentors based on their profiles, and individual interviews with each mentor and mentee. After the profiling and interviews TAP leadership evaluates based on the results of profiles and interviews, which mentees and mentors would work best together. Although mentees and mentors are not involved in the matching process mentees and mentors do poses a choice as Allen et al. (2006), suggested by applying through a selection process to the program (Allen, Eby, & Lentz, 2006, p. 568). TAP Leadership works with mentors to help to engage with mentees and nurture the relationship with formal and informal mentoring and leverage coaching techniques to work through things like goal-setting and problem-solving.

After matching the mentee/mentor pairs, as suggested in mentoring theoretical part earlier, the mentees and mentors are forming a formal agreement of mentoring ground rules: i.e. agreed regular schedule of the meetings (weekly or monthly meetings), approximate duration of the meetings (based on the time schedules of mentee and mentors) and contact methods (Wright & Smith, 2000, p. 210). In the case of minor mentee (under 18 years of age) also parent/caregiver participates in the first meeting to agree the schedules and mentee's responsibilities. Additionally, since the program is structured and formal, both mentees and mentors are agreeing to follow TAPs values, rules and guidelines of the mentoring program and responsibility of reporting on regular bases (mentees to mentors, and mentors to TAP leadership) (Jenkins, 2013, p. 143).

TAP Holistic mentoring program has its own unique curriculum which has 5 modules: Performance, identity and Values, Mindfulness, Community and Responsibility, and Nature and connectedness. Mentors are expected to cover all modules during the mentoring year with their mentee. TAP is providing guidelines of the modules, information and exercises for mentors to utilize while covering the topic with the mentee. The modules of TAP mentoring program are opened below:

Module 1 Performance: Module 1 is based on pure Sport Psychology and focuses on: Controllables; Preparation, Effort and Attitude. The aim is that mentors guide mentees on how to approach these topics, using informal conversation, goal setting, zooming-in and specific exercises to help mentees gain a better understanding of precisely what they can control around their sports performance, thereby leading them to explore best practices. Mentors will guide their mentees describe their very best effort and attitude, and then will

introduce a system that allows their mentee to draw their focus to getting as close as possible to these ideal descriptions.

Module 2 Identity and Values: Module 2 is about helping a mentee discover what it is that they most value about sport, and about themselves when they are doing their sport. Knowing their own values and core values can help with motivation, as mentees begin to do things because of who they are, and not just because it's what they've been told they should do. The mentor will also discuss with their mentee, as part of this module, the importance for wellbeing of drawing values from multiple aspects of their lives, and not just from being an athlete (but also discovery who they are as a person).

Module 3 Mindfulness: Module 3 consists primarily of a 6-week 'Mindful Sport Performance Enhancement' course, led by Dr Keith A. Kaufman. There is an expectation that mentors and mentees take part in this course together, learning together, and that they will continue a mindfulness practice throughout their year together.

Module 4 Community and Responsibility: TAP has in its core vision, the idea that sport has the power to make a positive impact in the world. Therefore, module 4 is to raise awareness about key issues around the Sport for Social Change movement and to encourage mentors and mentees to see themselves as pivotal actors in this process, both as athletes in their sporting communities and as citizens of their society. Mentors will discuss with mentee about possibilities of making change and athlete activism. Also, mentor will help the mentee to discover how s/he can be a positive influence in their sport and society (or in local community).

Module 5 Nature and Connectedness: Module 5 is acknowledgement of the responsibility towards nature, and all living creatures, underlining the specific part that young people and athlete role models have to play. During this module mentors help the mentees to discover appreciation towards nature and all living creatures, and how to connect better with nature people and other living things. Exercises on this module include gratitude practices developed by a leading researcher on the association between gratitude and performance, TAP team member Dr Nicole Gabana. TAP's philosophy of a more compassionate sport culture purposefully swells to embrace compassion for the natural environment. Many outdoor sports rely on particular natural conditions which are increasingly threatened by a changing global climate.

6.1 The objective of the case study

This Case study was commissioned in December 2018 by The True Athlete Project leadership group Sam Parfitt (Founder/CEO), Pam Boteler (Co-Director of TAP Mentoring Program), and Laurence Halsted (Co-Director of TAP Mentoring Program). The Objective was to get an insight of the TAP holistic mentoring program from the mentors and mentees perspective and get anonymous feedback and pointers that would allow TAP to develop their holistic mentoring program further. Since the mentee/mentor class 2018-19 was the first class with TAP mentoring curriculum, there was an interest to take a closer look of the perception of mentees and mentors about the program within the curriculum and how mentors executed mentoring within the curriculum. Also, there was an interest to get insight to what level the mentors and mentees met the TAP mentoring program learning outcomes. The aim was that all nine mentee and mentor pairs of class 2018-19 would participate to case study to get maximum data available.

6.2 Research questions

Since the TAP's mentoring program is holistic, the research questions aimed to cover as much as possible of the mentoring program targeting different areas, including benefits of the mentoring program for both mentees and mentors, athletes healthier/ more positive approach towards their sport (mentees), and perception of being an athlete role model in the society (both mentees and mentors). To ensure that the research questions and the topic of the thesis were in line with the TAP mentoring program, and in line with values and vision of the TAP, the final research questions were discussed with TAP leadership and the research questions were accepted by the TAP leadership group in December 2018. The following were the final accepted research questions.

1. Do athletes perceive their approach to sport as healthier/ more positive after a year of holistic mentoring?

With this question the aim was to map, will the athletes' approach towards the sport change or develop to more positive or healthier compared to before the mentoring.

2. What are the benefits of the TAP mentoring to mentees and mentors?

Mapping the benefits of the program for both; what do mentees get out of the TAP holistic mentoring approach and the mentoring year but also what do mentors get out of being mentors in the program and what do they see as benefits of the program.

3. How do athletes perceive their role as an athlete role model within society?

Finally, with this question the aim is to look more closely the social responsibility and how athletes (both mentees and mentors) perceive themselves as athlete role models, within the society to other people.

6.3 Collecting material

To collect the information of the TAP holistic mentoring program, it was decided to use surveys to get an insight to mentees and mentors' perception of The TAP mentoring program. Due to the international group of participants the survey language was English. Separate online surveys of the TAP mentoring program were created for mentees and mentors to Webropol 3.0 survey website.

Additionally, it was decided to measure mentees mindfulness and self-awareness development during the mentoring year, since increasing mentees mindfulness and self-awareness are goals of TAP mentoring curriculum. It was decided that TAP would share the pre-mentoring mindfulness and self-awareness surveys anonymously and mentee participants would repeat the same surveys after their mentoring year. Mentees would be named under a code name (example M1) to protect their identity in the case study and to be able to match the post and pre-program survey results.

All participants, mentees and mentors were informed in between December 2018-March 2019 of the case study depending of the time frame of their mentoring program ending date, by The TAP Founder/CEO Sam Parfitt via e-mail. In the e-mail participants received information letter of the case study, and minor mentees (under 18 years old at the time of the case study) also received parental/caregiver consent form, which was requested to be returned to Sam Parfitt (Appendix1.).

The mentee/mentor pairs had started the TAP mentoring program at different times of the year. Due to the different starting times for mentoring also the ending times of the mentoring varied. The participants were instructed to answer to surveys (mentees to all surveys) within one week after their last mentoring session. Exception was made with mentees/mentor pairs who were finishing the project after March 2019. These mentee/mentor pairs were requested to fill out the surveys by March 20th, 2019. However, due to low number of returned surveys before March 20th, TAP leadership group requested extra time to return the surveys. All mentees and mentors who participated to the

case study answered to the surveys in between December 2018- March 24th, 2019. A reminder e-mails to answer to the surveys were sent via Webropol 3.0 survey website to participants who didn't answer to the surveys within the instructed time (within one week after the last mentoring session or before 20th of March). The reminders were sent four days-, and two days before mentoring survey links were closed.

6.4 TAP post-mentoring program survey

To ensure that the TAP Mentoring survey was in line with TAP curriculum, learning objectives and TAP values, the surveys for both mentees and mentors were created in cooperation with TAP leadership group Sam Parfitt, Pam Boteler, and Laurence Halsted during October- December 2018. Two online surveys (one for mentors and one for mentees) were created in Webropol 3.0. and the links to the surveys were shared with 9 mentee/mentor pairs. Mentees and Mentors answered to their own surveys (mentors questionnaire see Appendix 2., Mentees questioner see Appendix 3.).

The Link to the Webropol mentoring survey was sent to the participants by e-mail via Webropol 3.0 survey website on the day of their last mentoring session, except mentees and mentors finishing the program after March 2019 who all received link to the survey on March 13th, 2019. E-mail addresses of mentees and mentors and program finishing schedule were provided by the TAP Founder/CEO Sam Parfitt.

6.4.1 Mentors post-mentoring program survey

In the mentors' anonymous post mentoring survey, participants answered to 13 open questions, 25 closed questions (on scale 1-5), and 3 multichoice or thick a box question. Mentors answered first to basic information questions such as age, gender, sport (individual or team), and where did the mentor hear about TAP for the first time.

After basic information mentors answered Mentoring background questions: years of experience in mentoring, how mentor became a mentor for TAP, personal motives to become a mentor for TAP, and personal goals and expectations around mentoring. After this the mentoring process was mapped with questions about mentees sport (individual or team), average duration and frequency of the meetings with mentee, contact methods with mentee, mindfulness practice during the mentoring year with mentee, and mentor's participation to TAP workshops. After these, survey had 25 Closed questions on scale 1-5 (1: Disagree, 2: Somewhat Disagree, 3: Neutral, 4: Somewhat Agree, 5: Strongly Agree)

regarding to support and education received from TAP during the mentoring year, personal perception of Personal and Professional development, TAP curriculum, and connection with mentee and reached goals with mentee.

Finally, mentors had open questions in which mentors wrote their own reflection of their personal and professional development, general thoughts about TAP mentoring program, challenges during the mentoring year and how they found solution, their perception of benefits participating in TAP mentoring and perception of being athlete role models within society. In the last question, mentors were given an opportunity to write open and free comments to TAP about the mentoring program (Survey: See Appendix 2.).

6.4.2 Mentees post-mentoring program survey

In Mentees anonymous post-mentoring program survey, Mentees answered to 7 open questions, 27 closed questions (on a scale 1-5), and 5 multichoice or thick a box question. The survey started with basic information questions of the mentee such as age, gender, and team or individual sport, where did mentee got the information of TAP, Mentees openness about the participation to TAP mentoring program towards their personal coaches, and mentees personal expectations and goals around mentoring before the program started. Of the mentoring process mentees were asked their participation to TAP organized events and their mindfulness practice during the mentoring year.

In the 27 closed questions on the scale 1-5 (1: Disagree, 2: Somewhat Disagree, 3: Neutral, 4: Somewhat Agree, 5: Strongly Agree) the questions were relating to support received from the mentor and TAP, clearness of the mentoring structure, mentoring and exercises in TAP curriculum, usefulness of mentoring/TAP organized events, general perception of the effects of mentoring, mentoring effects to awareness of sport/sport performance, self and well-being and being an athlete/role model in society.

Finally, mentees answered open questions by writing their thoughts about the TAP mentoring program and reflecting to their mentoring year, what was best part for them, what was most challenging and how mentees found the solution to overcome the problems, and how do the mentees see themselves as athlete role models within society after the TAP mentoring year. Additionally, mentees were given an opportunity to write open and free comments about the mentoring program to TAP. (survey, see Appendix 3.)

6.4.3 Mentee Mindfulness pre- and post-mentoring program survey

To measure Mindfulness before the mentoring program started TAP used two surveys: The Freiburg Mindfulness Inventory (FMI) and Mindfulness Inventory for Sport (Thienot, et al., 2014). The Freiburg Mindfulness Inventory (FMI): in this survey mentees answer to 14 mindfulness measurement questions based on their perception on scale 1-4 (1: Rarely, 2: Occasionally, 3: Fairly often and 4: Almost always) (see Appendix 4.).

The second survey that TAP used to measure pre-program mindfulness was Mindfulness Inventory for Sport (Thienot, et al., 2014). In this survey mentees answered to 15 questions on a scale of 1-6 (1: not at all, -6: very much) based on athletes' perception. The questions were grouped in three subscales (5 statements per subscale) of Awareness, Non-judgemental-, and Refocusing subscales (Survey: see Appendix 5.).

To measure the development of the Mindfulness during the mentoring year it was agreed to use the results of the pre-mentoring mindfulness surveys (FMI and Mindfulness Inventory for Sport) and repeat the same surveys at the end of the mentoring year and compare the results of the same surveys before and after answers. The results were dealt anonymously, and names of the mentees were agreed to be changed with the TAP leadership to code names (example M1) to protect the participants identity.

6.4.4 Mentee TAP Self-awareness pre- and post-mentoring questionnaire

The same method was used to measure TAP holistic mentoring program effects to Self-awareness as was used to measure mindfulness. TAP had created their own pre-mentoring survey to measure self-awareness. Also, some of the questions were also related to TAP mentoring curriculum.

In TAP's own self-awareness questionnaire mentees answered in 15 questions based on their own personal perception by rating on the scale 1-5 (1: strongly disagree, 2: Disagree, 3: Neither agree or disagree, 4: Agree, 5: Strongly Agree).

To measure the development of the Self-awareness during the mentoring year, it was decided to use the results of the pre-mentoring self-awareness survey and repeat the same surveys at the end of the mentoring year, and compare the results of the same surveys before and after answers, whether or not there were any changes in athletes perception of self-awareness after the mentoring year (survey: see Appendix 6.).

7 Results

Pre- and post- TAP mentoring program results are presented in this section of the thesis. The presentation of the results starts with Mentors and Mentees post-mentoring program survey and their reflection to TAP holistic mentoring approach and the program. After presenting the results of post mentoring surveys, the results of mentees Mindfulness and Self- Awareness pre-and post-mentoring program surveys will be presented to see the development of mindfulness and self-awareness during the mentoring year (The Freiburg Mindfulness Inventory (FMI), Mindfulness Inventory for Sport surveys (Thienot, et al., 2014) and TAP self-awareness survey).

7.1 Mentors results

Seven out of nine mentors of TAP answered to the mentoring survey and gave their reflection and feedback of the TAP mentoring year with their mentee. The results are divided into subcategories based on the themes of each section in the survey.

7.1.1 Basic information

The mentors were in between 24-38 years of age. Average age of mentor was 32 years old. Of the mentors who participated to the 2018-19 TAP mentoring program case study 5/7 were female and 2/7 were male. Of the seven participants, 3/7 mentors represented individual sports and 4/7 represented team sports. The mentors reported that they heard first time about TAP through, social media (1), from a friend (3) and other (3). Mentors who answered other, reported the other source being; "already TAP team member" (1), Sam Parfitt Founder/CEO of TAP (1) and Educational institution where studying (1).

7.1.2 Mentoring Background

Previous mentoring experience varied between no experience to 1 year of mentoring experience before the mentoring year. 3/7 mentors reported having 1 year of mentoring experience before the mentoring program started with TAP and 4/7 mentors reported having no previous experience before the program started.

In asked how they became TAP mentors, the participants reported that they were approached by TAP to be mentors or applied themselves to be mentors in TAP. Additionally, mentors told that they were suggested to take part to the program through their teams and

education institutions. One mentor reported being already part in TAP leadership team and wanted to try mentoring at the early stages of the program.

Moreover, of the motives of becoming a mentor in TAP, the mentors reported three types of reasons as their motives to become a mentor including, shared values with TAP.

1. *“Give back motives”*: To pass on learned lessons from their athletic career and to pay mentoring forward i.e. give an opportunity of being mentored to young athlete.
2. *“Professional motives”*: To have an opportunity to use mentoring skills with young people and become more focused on working with athletes, an interest towards the TAP curriculum, and wanting to try mentoring and the hands-on practical work with athletes.
3. *“Develop the person motives”*: wanting to help a youth athlete to develop the mental skills needed to reach high level sport

One Mentor stated:

“I wanted to become a mentor in order to mentor somebody younger and that hopefully will have a successful athletic and private career.”

Finally, before focusing on the mentoring process itself, the goals and expectations around mentoring before the program started were mapped. The mentors reported expecting that mentoring would be a reciprocal benefit scheme, fun but challenging, and two types of goals;

1. *Goals in mentoring*; to build trust and a relaxed relationship with athlete, to deliver the curriculum and support mentee to become a better overall athlete. Pass on the learned lessons from high performance level to mentee.
2. *Self-development goals*: Gain expertise as well as access to some quality training through the mentoring program. To grow as a mentor and learn to communicate important subjects clearly, passionately and helpfully. To learn more about the program from the perspective of a mentor, and to improve coaching skills.

One mentor stated:

“I wanted to build a strong relationship with a young person, so they knew they had someone to turn to - something which I have personally found to be incredibly valuable in my life, especially when I was going through hard times some years ago. Being able to turn to someone saved my life, and I wanted to give that support system to someone else who also no doubt faces challenges, as we all do as athletes and as humans!”

7.1.3 Mentoring process

Of the mentees sport background (individual or team sport athlete), 3/7 mentors reported that Mentees sport background would match to their own sport background (both being

individual or team sport athletes). 4/7 of the mentors reported mentee being from different sport background than themselves.

Of the contact methods during the mentoring year, mentors reported using multiple contacting methods; Video chat; Skype/Zoom/WhatsApp or other similar program 5/7, Social media 4/7, Face to face meeting 4/7, Audio-/ phone call 2/7, Text-/ or other messenger services 4/7, E-mail 5/7, Google drive/Dropbox with shared files 2/7.

The average frequency of mentoring sessions reported by the mentors varied in between once a week and once a month. The most reported frequency (and the group average) for mentoring sessions was every 2-3 weeks or every 2 weeks.

The average duration of mentoring sessions was reported by the mentors between 30-90min. 2/7 mentors reported the mentoring sessions being on average 90min, 2/7 60min, 2/7 45min, and 1/7 30-60min.

During the mentoring year TAP organized different events to interact and educate mentors. The mentors reported their participation to TAP organized events the following; Mindful Sport Performance Enhancement (MSPE) Course of 6 weeks, (6/7), Compassionate Communication (6/7), Peer to Peer Interaction/Group Call (6/7), Other informal interactions with the TAP team (3/7). Also, 2/7 mentors reported also other activity and that was specified as Emotional Intelligence workshop (1) and Email with another mentor (1).

6/7 mentors participated in MSPE course that was deemed as part of the curriculum and five out of six mentors completed the whole course 6/6 sessions. One mentor completed 5/6 MSPE course sessions.

Of Mindfulness practice during the mentoring year with the mentee the mentors reported the following; 3/7 reported talking about learnings together and recommending, guiding, suggesting or assigning mindfulness practice to their mentee. 2/7 reported practicing mindfulness together with their mentee. 4/7 reported their mentee continuing the mindfulness practice during the mentoring year but no necessarily always together with mentor. 4/7 mentors reported that they continued mindfulness practice during the mentoring year. 1/7 reported mentee having weekly goals with mindfulness during competitive season.

7.1.4 Closed questions group results

Mentors answered to 25 closed questions in their survey. In Table 1. Mentors collective results have been presented how mentors perceived the statements on the scale 1-5 (1 Disagree, 2 Somewhat Disagree, 3 Neutral, 4 Somewhat Agree, 5 Strongly Agree). In the Table 1. the numbers in columns represent how many out of 7 mentors agreed or disagreed with the statements. Averages have been calculated to the right-side column. (See questions on Appendix 2.)

Table 1. Mentors results of the closed questions participants perception 7 participants (n=7)

Question	1 Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Strongly Agree	Average
1.				1	6	4,86
2.			1	2	4	4,43
3		1		1	5	4,43
4.					7	5
5.		1			6	4,57
6.		1		2	4	4,29
7.		1		3	3	4,14
8.			2		5	4,43
9.		2			5	4,14
10.				2	5	4,71
11		1		1	5	4,43
12.			1	1	5	4,57
13.			2		5	4,43
14.				1	6	4,86
15.					7	5
16.				3	4	4,57
17.		1		1	5	4,43
18.			1	2	4	4,43
19.			1	1	5	4,57
20.			1	2	4	4,43
21.				1	6	4,86
22			1	1	5	4,57
23.			1	2	4	4,43
24.			1	3	3	4,29
25.	1			1	5	4,29
Total scores:	1	8	12	31	123	4,53

In closed questions group results mentors overall averaged 4,53 out of possible 5 points (all 25 questions). The questions were relating to four categories Benefits of mentoring, role modelling, mentoring process/outcome and support, and mentoring program/curriculum and its support to mentees healthier and more positive approach towards sport. Of

the Benefits of mentoring 9 questions (nr. 1-3, 5, 10-13, 25), the mentors averaged 4,52. Of the mentoring program/ curriculum and mentoring supporting mentees healthier and more positive approach to sport in 7 question (nr. 14, 15, 16,19, 20, 22, 23) mentors averaged 4,63. In mentoring process, support and outcome 8 questions (nr. 4, 6, 7, 8, 9, 17,18, 21) the mentors averaged 4,46. Mentors had one question (nr.24) related to role modelling, in this one mentors averaged 4,29.

7.1.5 Open questions collective results

In this section of the survey mentors were asked to write their perception of the mentoring program and its effects, challenges, benefits and how they perceive themselves as role models.

Reflecting on your own development during The TAP Mentoring year: how did the year develop or change you both personally and professionally?

Majority of mentors reflected TAP mentoring year being transformational both personally and professionally. Mentors reported feelings of belongingness (to TAP) and satisfaction that they got from the mentoring process and acting as mentors. Mentors reflect on development of their mentoring skills and on deeper understanding that mentoring process is about the mentee and their role of support and empower the mentee to create their own change through mentoring, and not to lead or guide too much as mentors.

Similarly, mentors reflected on their growing understanding of the importance of adapting the mentoring and mentoring curriculum to suit mentees needs such as age and context.

Majority of the mentors reported further developed in communication and listening skill, and developmental mentoring skills i.e. encouraging the mentee to take the lead in the process. Additionally, couple mentors reported increased professional or mentoring confidence after the program. One mentor expressed that TAP mentoring program helped to find passion for mentoring and turning this new-found passion into a professional career. Also, TAP workshops especially, Compassionate communication were found within mentors hugely helpful in developing communication skills (personally and professionally) and emphatic skills towards others and in mentoring. Additionally, mentors reported TAP mentoring helping to develop better understanding of mindfulness and emotional intelligence.

One mentor reflected: *“Professionally: mentoring with TAP further developed my understanding and practice of mindfulness. It really taught me a lot about communication through the Compassionate Communication module. It introduced me to Emotional Intelligence concept and toolkit.*

Personally: mentoring helped me personally to build my self-confidence after retiring, knowing that my skills are still useful and helping boost my morale by feeling that I belonged to something (TAP and specifically the group of mentors) that I believed in and was excited about engaging with and helping to disseminate the TAP message.”

a) “Please describe your general thoughts about the TAP Mentoring Program

In general thoughts about the program, mentors felt that TAPs mentoring program has values spot on and the program initiative will help to prepare athletes for their future careers.

One mentor stated *“A fantastic program, which needs to be further expanded and with improved structure will be a huge benefit to many people. This is what I wish I had experienced as an 18-year-old.”*

Moreover, in general thoughts of the program, mentoring curriculum and mentors’ handbook that TAP provided was found by mentors as useful tool for mentoring and forming a mentoring relationship. According to mentor’s the Mentor Handbook had great and relevant exercises, which were good to follow in order to structure the mentoring sessions before more trusting and genuine relationship with mentee was formed. After the genuine and trusting relationship had formed mentors reported of more informal mentoring using curriculum as guide.

Mentors noted TAP providing support and supervision for mentoring during the mentoring year. Program was found to be two-way benefit scheme with mentor training and workshops, also mentors stated that group interactions (all mentors), mindfulness calls and check-ins made mentoring in TAP feel like team like environment. Another mentor stated:

“The True Athlete Project is a team united not by sport or background or nationality, but by a philosophy. It was fantastic to be part of a family of athletes all trying to help each other and advance sport as a tool for social impact and empowerment of individuals”.

b) What was most challenging part of your TAP Mentoring year, and how did you try to overcome the challenge?

Mentors reported some challenges during the year. These challenges included time management issues (find the right time for the meetings), picking the mentoring up after travelling, how to get the mentee to lead the process, how to deal with mentee who was constantly late from the meetings or cancelling in the last minute, and having the mentee

open-up honestly about their challenges to carry through the learnings away from mentoring sessions. Mentors came through these challenges by consulting fellow mentors, and underlining punctuality and integrity to their mentee.

Other reported challenges were; Adapting to structured mentoring style, not having a clear understanding at the beginning how much work mentoring with curriculum and how structured mentoring program was. These were reported to led to challenge to prepare properly with relevant questions and examples for the mentoring session. Writing feedback, notes and summaries from the mentoring sessions that were deep and complex conversations was also found challenging. The mentors didn't report specifically how they overcame these difficulties other than providing feedback to TAP leadership of their challenges and thoughts.

Mentors had also couple regrets during their mentoring year such as not being able to meet face to face and mentoring year ending after one year. One mentor stated that second year would have complimented the first year and resulted further development of the mentee.

What were the benefits of participating in the TAP Mentoring Program for you?

Of the benefits of the program, mentors reported both professional and psychological/personal benefits that they gained during the year.

Professional benefits included; Learning about mentoring strategies, structured mentoring exercise system and increased understanding of human aspect in athlete development. Education opportunities such as mindfulness and compassionate communication workshops were seen one of the biggest benefits of the program. Similarly, mentors reported understanding now better different sports and cultures (after being part of the international group) which increased their professional confidence and believe that they can work with other sports and culture too not just with their own. Additionally, mentors reported developed and increased professional skills in coaching and mentoring, people and communication skills. Also, one of the benefits rose as increased professional network.

One mentor stated *"Learning about myself. Learning about mentoring - especially the benefit of the structured exercises. Developing a relationship with a young person which I think has helped them in life and their development not just sport. The 'expert' courses – compassionate communication. Feeling a part of a shared project - and that is important and significant. I enjoyed being a part of the mentor group call and helping each other with our individual challenges."*

Personal/ Psychological benefits: Mentors reported that they learned a lot about themselves during their mentoring year. Mentors also reported sense of feeling of belonging and purpose of being part of the shared project in a team. The Opportunities to share mentoring experiences with other mentors in group sessions and personalized support were seen huge benefits.

Mentors also gained personal satisfaction and wellbeing from being a mentor and being able to share their experiences from a long career in sport with their mentee and being valued as former athletes. Mentors also felt that they were able to make a difference with use of their expertise and them. Additionally, mentors reported a sense of satisfaction of developing a relationship and mutual respect with a young person and feeling of pride seeing the mentee to succeed and develop during the mentoring year. Overall, mentors reported mentoring to feel good to give back. Also, mentoring inspiring them to be more involved with their local communities.

Another mentor stated:

“Huge sense of satisfaction. developing a new relationship with a young person and hearing about his totally different perspective. Feeling like I was making a difference, and able to make use of my experience. I got to feel pride in how my mentee coped with different problems in his life and enjoyed his many successes throughout the year. I feel I made a close connection with someone that I have a great amount of respect for.”

After the TAP Mentoring year, how do you perceive your role as an “athlete role model”

a) *within society:* After the mentoring year, mentors reported understanding their role as role models more clearly than before and paying attention more now what and how they acted, did things and presented themselves. Interestingly, one mentor stated not necessarily seeing oneself as “athlete role model” but rather being just a person who sets a good example and is a positive person to be around and being the same person for everyone. Also, mentors wanted to inspire through their own example people to participate in sports. During the mentoring year mentors also reported that they themselves were inspired to give more back to their communities (and this way hopefully inspire mentee to give back to the community).

b) *for your mentee?* For their mentee (and everyone else) mentors reported wanting to set a good example by working hard and support others in all areas. Mentors hoped to inspire the mentee of being a good athlete and a good person. Mentors noted their role as being

a role models to their mentee and the importance of their own actions during the mentoring year. One mentor stated that hopefully mentee sees that athletes are normal people who struggle with stuff (personal, mental, physical, training) all the time. Also, mentors, noted that hopefully mentee through mentoring and role modelling of mentor would be able to navigate through the world of sport.

C)within your sport community? In this one especially mentor's, who worked professionally in their sport/ sports community noticed an increase of feel of being a role model and the need setting a good example for everyone in their sport and act professionally. Mentors also reflected on willingness to share the learnings and passing them on to the future athletes and keep developing themselves.

Finally, Mentors were given an opportunity to give any additional comments to TAP. Comments included wishes to continue mentoring with TAP, development ideas how to improve the curriculum and handbook, and praises for professionalism at the closing process of the mentoring year. Mentors also took the opportunity to thank other mentors of TAP for the mentoring year.

One mentor stated:

"I would like to thank all my other fellow mentors for making the group sessions such fantastic, sharing experiences. It was great to explore some deep themes with them."

7.2 Mentees results

For the mentees mentoring survey five mentees out of possible nine participated. The results are presented inside of this group of 5 TAP mentees (n=5).

7.2.1 Basic information of the mentees collective

Of the 5 mentees participants 2 were female and 3 were male. Mentees were in between 13 to 21 of age. The average age of mentees was 18 years old. 3/5 of mentees categorized their main sport as individual sport and 2/5 of mentees deemed their main sport as team sport.

The five participants reported that they got the information of TAP from Social media (1), sports club/coach (2), and through their university (2).

The Mentees were also asked if they had informed their coach of their participation in TAP mentoring program. 4/5 mentees reported that they had informed their coach/club coach

who they train with about their participation in TAP. One mentee had not informed the coach about the participation to the TAP mentoring program. Although asked why (if not informed the coach) the mentee in question didn't provide a reason.

Of their goals and expectations around mentoring before the program started the mentees stated; wanting to clear personal goals around their sport, improve sport psychology skills, gain advice on how to balance training and other life demands from experienced athlete (from a person who has been there), how to train and what not to train (do and don't during overtraining or injury), help to cope with mental demands at high performance sport, and to improve during the mentoring year as a person as well as an athlete.

Similarly, to the mentors TAP organized workshops for mentees. 1 out of the 5 mentees reported of non-participation in any of the TAP organized events. 4 of the mentees participated in 6 week, MSPE course. Of these 4 mentees one reported participation in all 6 sessions of the course, and the other 3 reported participation in 4 out of 6 sessions. 2 of the mentees reported also participation in whole group call with all mentors and mentees.

The mentees were asked to describe their Mindfulness practice during the mentoring year; in this question the answers varied. First Mentee stated that s/he had done some meditation. Second mentee reported of doing daily meditation. Third mentee reported regular mindfulness practice and participation to follow up mindfulness program. Fourth mentee did once a week meditation and applied mindfulness to sports performance. The fifth mentee stated applying mindfulness to daily living and sport.

7.2.2 Closed questions summary collective results

Mentees answered to 27 closed questions on the scale 1-5, (1 Disagree, 2 Somewhat Disagree, 3 Neutral, 4 Somewhat Agree, 5 Strongly Agree). The collective answers are presented below. The numbers are telling how many mentees out of 5 participants agreed or disagreed with the statements. Averages of the group has been calculated to the right-side column. In Table 2. there are the collective results of the group (to see the questions see appendix 3).

The closed questions in Table 2. are relating to four categories mentoring process, support and outcome, relating to healthier and more positive approach to sport, benefits of mentoring, and role modelling. In mentoring process, support and outcome mentees had 10 questions (nr. 1-8, 11, 21) the mentees averaged in this category 4,06 out of possible 5 points. In healthier and more positive approach to sport related questions mentees had 8 questions (nr. 10, 12, 13, 17, 18,19, 20, 27), in this mentees group average was 4,4. Of

mentoring benefits mentees had 10 questions (nr. 9, 12, 13, 17, 18, 19, 21, 23, 24, 26), in these mentees averaged 4,4 points. In role modelling questions (nr. 14-16) mentees averaged 3,86.

Table 2. Mentees results of the closed questions participants perception (n=5)

Question	1. Disagree	2. Somewhat Disagree	3. Neutral	4. Somewhat Agree	5. Strongly Agree	Average
1.			1		4	4,6
2.				1	4	4,8
3.			1	1	3	4,4
4. #	2	1			2	2,8
5.				2	3	4,6
6.				1	4	4,8
7.			2	2	1	3,8
8. #		1	2	2		3,2
9.				1	4	4,8
10.			1		4	4,6
11.			3	2		3,4
12.			1	2	2	4,2
13.				2	3	4,6
14.			1	4		3,8
15.			2	2	1	3,8
16.			1	3	1	4
17.				3	2	4,4
18.			1	3	1	4
19.				3	2	4,4
20.				4	1	4,2
21.			2	1	2	4
22.			1	2	2	4,2
23.				3	2	4,4
24.				1	4	4,8
25.				1	4	4,8
26.			1	1	3	4,4
27.				2	3	4,6
Total scores	2	2	20	49	62	4,24
<i>#Note: questions 4 & 8 were reverse asked questions that measured if mentees felt that they had enough mentoring sessions and education opportunities with TAP.</i>						

7.2.3 Open questions

Like mentors, mentees wrote their thoughts about their mentoring year, its challenges, best parts and how they perceived them-selves as role models.

Overall, how was the TAP mentoring year for you, from the beginning of becoming a) TAP mentee to the last mentoring session?

Mentees described their overall experience with TAP mentoring as being good, transformational, overwhelmingly positive, and enjoyable. One mentee stated that TAP mentoring program supported personal and athlete development beyond the expectations. Four mentees reported learning and personal growth during the mentoring year. Mentees also reported learning on how to deal and cope with elite sport mental demands, clarification of their goals and motives in sport (why do I do my sport). Mentees also described mentoring having positive influence in their lives with guided lifestyle modifications and learning coping mechanisms for competition etc.

b) What was the most challenging part of the TAP Mentoring Program for you, and how did you overcome the challenge?

Mentees faced all different challenges; first mentee had a trouble with making time for regular mindfulness practice. Mentee overcome the time issue by making the mindfulness practice priority and making it a daily routine. Second mentee stated that it was a challenge to accept 100% responsibility for one's life and decision. Third mentee had a challenge with TAP homework and preparation work outside of scheduled sessions. Mentee found a solution by designating specific chunks of time to do the work. Fourth and Fifth mentee had very similar challenges; How to link the TAP curriculum and learned new theory to their sport and training. First this was deemed confusing, but both mentees reported that they found a way to apply the learnings to their lifestyle and training (more specific description was not provided).

One mentee stated:

“My experience of the TAP mentoring year has been transformational. From not knowing my goals and reasons for doing my sport to eventually making life changing progress has been down to my support and growth process with my mentor. The most challenging thing was accepting 100% responsibility for my life and my decisions and I overcame this by just doing what I'm supposed to do.”

What was the best part of the TAP Mentoring Program for you?

In the answers to this question all mentees brought up their relationship and mentoring sessions with their mentor. The relationships with mentors were described being genuine,

and the discussions with mentors were described hugely valuable. One mentee noted that each discussion with mentor was equally important whether the discussion was about training, mindfulness or competition preparation. Mentees reported the best part being able to connect and ability to relate with their mentor and knowing that the mentor was there for them. Additionally, advices from the mentors, introductions to performance reviews, training and competition diaries were considered as the best part of the mentoring program.

One mentor wrote:

“Being able to connect with a mentor. I was able to relate to my mentor very easily because our experiences were relatively similar at times, meaning the mentor would be able to support me mentally throughout my year, providing me with advice that my coach or anyone else would have been able to come up with.”

After your year of being mentored, how do you see your role as an athlete role model? a) In your club/ sports community, b) As an athlete in society

(Explanation: How has TAP Mentoring helped you to realize how you can set an example with your own behaviour and actions).

To the A-part of the question mentees reported, seeing their role more clearly as role models in their sports clubs/communities. Mentees wanted to be seen as persons that were approachable, motivating and supportive by looking after people, and inspiring and welcoming new people to their sport. Mentees also reported that after TAP mentoring year they had a new concept of what it means of being a role model in a good way.

This awareness of being a role model was described as a driving force which inspires to work harder and support, as well as motivate others when being at his/her sports club. Mentees also wished being able to pass on values and their learnings from TAP mentoring year to younger athletes such as information about mental health in sport and how it effects to performance. Also, mentees believed now to be able to help other and younger athletes and people.

To the B-part Mentees reported growing awareness of role modelling within society. One mentee stated seeing now the responsibility to voice social and political views that are positive and progressive in society especially matters that effected on oneself. Other mentee stated wanting to set an example to other girls and women in sports and speak more about important issues such as gender inequality in sports. A third mentee noted

how as athlete role models they can grow and promote their sports and promote active and healthy lifestyles in general to people.

One mentee stated of TAP mentoring program and seeing oneself as role model:

"I think it has given me an overall new concept on what it means to be a role model. My perspective of this has definitely changed throughout the year, in a good way! This means so much more to me now, particularly when I am at my club, as it really drives me to work harder as well as support and motivate others at my club."

Finally, mentees were given an opportunity to write their open comments about the mentoring year and to TAP. Mentees used this opportunity to Thank TAP and mentors. Mentees also stated recommending TAP mentoring program to other athletes who are looking at taking their sport to the next level. In the comments there was also brought up the willingness to pass on the learnings to others. Additionally, one mentee noted the benefit of having a mentor who is not from the same sport. According to the mentee it gave a better idea of how sport as a whole can impact people and society.

One mentee wrote:

"Thank you very much for the whole process, it has been a great influence on my life and there's lots of important things surrounding the topic of sport that I'd never considered before, that hopefully I can now pass on to others!"

7.3 Freiburg Mindfulness Inventory Mentee pre- and post-program surveys

7/9 mentees completed both pre-and post-program surveys, these results are presented below. In the following questionnaire (Table 3.) all participant mentees results have been gathered of pre-and post FMI surveys. In FMI mentees names are changed and mentees are presented under code names (Example: M1). However, in the questionnaire scale (table1) with all mentees together each mentee is presented only with a number of the code name (Example: 1).

In the Table 3. Red colour represents pre-program score and black colour represents post-program score. The scores of each mentee have been calculated together before and after result and presented in Table 4.

Table 3. FMI Mentees collected results pre- and post-mentoring program (n=7)

Please respond to each item by marking one box per row		Rarely 1	Occasionally 2	Fairly often 3	Almost Always 4
FMI1	I am open to the experience of the present moment	7		1 2 3 4 5 6 1 2 3 4 7	5 6
FMI2	I sense my body, whether eating, cooking, cleaning, or talking	1 4 7	2 5 1 4 7	6 3 2 5	3
FMI3	When I notice an absence of mind, I gently return to the experience of the here and now.	7	1 2 3 4 5 1 4	6 2 3 5 6 7	
FMI4	I am able to appreciate myself.		4 7 4	1 2 3 5 1 3 7	6 2 5 6
FMI5	I pay attention to what's behind my actions.		5 7	2 3 4	1 6 1 2 3 4 5 6
FMI6	I see my mistakes and difficulties without judging them.	1 4	2 3 5 7 1 2 4 7	3 6	6 5
FMI7	I feel connected to my experience in the here-and-now	7	1	2 3 4 5 6 1 2 3 4	5 6 7
FMI8	I accept unpleasant experiences.		1 4 5 7 7	3 1 2 3 4 6	2 6 5
FMI9	I am friendly to myself when things go wrong.	6 7 7	3 4 5 4	2 1 2 3 6	5
FMI10	I watch my feelings without getting lost in them.		2 3 4 6 7 1 2 3 4	1 5 3 5 7	6
FMI11	In difficult situations, I can pause without immediately reacting.		1 4 5 7 1 2	3 6 3 4	2 2 5 6
FMI12	I experience moments of inner peace and ease, even when things get hectic and stressful.	1	1 4 5 6 7 6	3 2 3 4 5	2 7
FMI13	I am impatient with myself and with others. (R) 4,3,2,1	1 2 1 5 6	3 4 6 7 2 3 4	5 7	
FMI14	I am able to smile when I notice how I sometimes make life difficult.	6	4 4 6	2 7 2	3 1 1 3 5 7

Table 4. FMI Mentees collective points pre- and post-program

n=7	FMI Pre-Program score		FMI Post-Program score		Difference	
Results	Points out of	%	Points out of	%	Points	%
Mentee	max 56		max 56			
M1	33 # FMI9	58%	38	68%	+5	+10%
M2	42	75%	43	77%	+1	+2%
M3	39	70%	44	79%	+5	+9%
M4	29	52%	36	64%	+5	+12%
M5	31 # FMI14	55%	52	93%	+21	+38%
M6	40	71%	44 # FMI2	79%	+4	+7%
M7	25	45%	35 # FMI5	63%	+10	+ 18%
Total Average score and percentages of the whole group					+7,3	+14%
#Notes	#M1 didn't answer to Q. FMI9 pre-mentoring survey #M5 didn't answer to Q. FMI14 pre-mentoring survey #M6 didn't answer to Q. FMI 2 post-mentoring survey #M7 didn't answer to Q. FMI5 post-mentoring survey					

Collective results of the whole group: In the FMI survey the bigger the mindfulness score is the more mindful the participant is (according to this survey; relying on the participants perception). In all questions the best score was 4. Question number 13 was reversed question which meant that the scale was turned around but 4 still remaining as the best and highest score.

The Maximum score available in this survey was 56 points. Mentees increased their mindfulness during the mentoring year in between +1 - +21 points, and +2% - +38%. Mentees averaged an increase of 14% which was + 7,3 points increase in the FMI Mindfulness scores.

7.4 Mindfulness Inventory for Sport (Thienot, et al., 2014) Mentee, pre- and post-program survey

7/9 mentees completed the pre- and post-mentoring program surveys of Mindfulness Inventory for Sport. The survey is divided to 3 independent subcategories Awareness, Non-judgemental and Refocusing. The results can be seen in following Table 5. and Table 6.

In here the mentees have been put under the code names (example M1), all results of the mentees will be presented as number of code name in Table 5. with the questions. Red colour is pre-mentoring result and black is the post mentoring result. The points of before and after results of each mentee and the group averages have been calculated and compared in the Table 6.

In the Awareness subscale the best possible score is 30 points. In the Non-judgemental subscale the scale is reversed from 6-1 (6= not at all and 1 very much). Also, in this category the best possible score is 30 points. In the last subcategory of Refocusing the best possible score is 30 points. The survey scale in awareness and refocus subscales is 1: Not at all - 6: Very much.

Table 5. Mindfulness Inventory for Sport results (n=7)

Awareness subscale	1 not at all	2	3	4	5	6 Very much
1. I am aware of the thoughts that are passing through my mind.		4	7	1 2 2 4	3 5 1 5 7	6 3 6
2. I am able to notice the intensity of nervousness in my body.			5 7	2 4 2	1 3 4 5 7	6 1 3 6
3. I am able to notice the sensations of excitement in my body.		7	2 4	4 5 2	5	1 3 6 1 3 6 7
4. I am able to notice the location of physical discomfort when I experience it.		7	2	2 4	3 5 6 4	1 1 3 5 6 7
5. I pay attention to the type of emotions I am feeling.		7	2 1 7	1 4 5 6 4	3 2	3 5 6
Non-Judgemental subscale	6 Not at all	5	4	3	2	1 Very Much
1. When I become aware that I am thinking about a past performance, I criticise myself for not being focused on my current performance.	1 4 5 1 5	2 4 6	3 6 7 2 3 7	3		
2. When I become aware that I am angry at myself for making a mistake, I criticise myself for having this reaction.	1 5 1	4 4 5 6 7	2 7 2	3 3 4	6	
3. When I become aware that I am not focusing on my own performance, I blame myself for being distracted.	1 5 1 6	4 5 7	2 4 2 3	3 7	6	
4. When I become aware that I am thinking of the final result, I blame myself for not being focused on relevant cues for my performance.	1 1 5	7	5 6 6 3	2 7 4 2	3 4	
5. When I become aware that I am really upset because I am losing, I criticise myself for reacting this way	1 6 1 6	4 4	2 5 7	2 3 5	7 3	
Refocus Subscale	1 Not at all	2	3	4	5	6 Very much
1. When I become aware that some of my muscles are sore, I quickly refocus on what I have to do.		7	1 2 2	3 5 1 4	4 3 5 7	6 6
2. When I become aware that I am thinking about how tired I am, I quickly bring my attention back to what I should focus on.		1 2 7 1	5 2	3 4 7	3 4 5	6 6
3. When I become aware that I am really excited because I am winning, I stay focused on what I have to do		7	1 4 1 7	2 3 6 3	2 4	5 5 6
4. When I become aware that I am tense, I am able to quickly bring my attention back to what I should focus on.		1 4 1	2 3 7 2 4	5 3 7	5	6 6
5. When I become aware that I am not focusing on my own performance, I am able to quickly refocus my attention on things that help me to perform well.		1 2 1	3 4 7 2	5 3 4 7	6 5	6

Table 6. Mindfulness Inventory for Sport Mentees Subscale and collective results pre-and post-mentoring

Pre-and post-mentoring results (n=7)									
Subscale	Awareness (Best Score 30=100%)		Non-Judgemental (Best Score 30=100%)		Refocusing (Best Score 30=100%)		Difference		
Scores	Pre	Post	Pre	Post	Pre	Post	Score & %		
Mentee							A	N-J	R
M1	25	26	30	30	12	13	+1	-	+1
%	83%	87%	100%	100%	40%	43%	+4%	-	+3%
M2	16	20	19	19	14	17	+4	-	+3
%	53%	67%	63%	63%	47%	57%	+14%	-	+10%
M3	26	30	15	16	18	22	+ 4	+1	+4
%	87%	100%	50%	53%	60%	73%	+13%	3%	+13%
M4	18	20	22	23	17	21	+2	+1	+4
%	60%	67%	73%	77%	57%	70%	+7%	+4%	+13%
M5	21	26	25	26	21	26	+5	+1	+5
%	70%	87%	83%	87%	70%	87%	+17%	4%	17%
M6	27	30	18	26	27	30	+3	+8	+3
%	90%	100%	60%	87%	90%	100%	+10%	+27%	+10%
M7	12	25	16	23	12	20	+ 13	+7	+8
%	40%	83%	53%	77%	40%	67%	43%	+24%	+27%
Total Average Score of the whole group (change)							+4,6	+2,6	+ 4
Total Average percentage of the whole group (change)							+15%	+9%	+13%

Collective results of the whole group: In the Mindfulness Inventory for Sport (Thienot, et al., 2014), in this TAP case study and to analyse the results, in all subscale the bigger the score is the better the result is (person being more mindful). In the all subscales the best score was 30 points.

Collectively mentees increased their mindfulness during the mentoring year in Awareness subscale in between +1- +13 points and in percentages in between +4%- +43%. Average increase of mindfulness was for the whole group +4,6 points i.e. +15%.

In the Non-Judgemental thinking mentees increased their non-judgemental thinking in between 0 - +27% and by 0- +8 points, two of the mentees score stayed the same during the mentoring year. On average mentees increased their non-judgemental thinking with +2,6 points i.e. +9%.

On refocusing subscale mentees increased their mindfulness and refocusing in between +1 - +8 points, i.e. between +3 - +27%. On average as the whole group mentees increased their refocus and mindfulness by +4 points i.e. +13%.

7.5 TAP Awareness Mentee pre- and post-program survey

7/9 mentees completed the pre- and post-mentoring TAP awareness surveys. The results are presented all in the same Table 7., with survey questions and pre- and post-mentoring score. Results are presented under code name numbers, red colour representing pre-mentoring result and black post-mentoring results. Collective results of the mentees and calculated total points of both pre- and post-mentoring are presented in the Table 8. below the survey. In the table red colour will be the pre-mentoring result and black is the post mentoring result.

Table 7. TAP Awareness Pre- and Post-Mentoring (n=7)

Please state the extent to which you agree or disagree with the statements below, using the scale provided		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
		1	2	3	4	5
1	I have a clear understanding of exactly which aspects of my performance I have control over			1	2 3 4 5 6 7 1 3 4 7	2 5 6
2	I am aware of the mental processes that affect my performance and know which are helpful and which are unhelpful.		1 5 7		2 4 6 2 4	3 1 3 5 6 7
3	I have well thought-out routines leading up to and during performance.		5	1 2 3 7 2	4 1 3 5 7	6 4 6
4	I have a number of techniques and tools in my arsenal for dealing with the pressure or stress of competition.	7	2	1 3 4 2	5 6 1 3	4 5 6 7
5	I know how to improve my level of focus when I perform		1 2 7	4 5 6 2 3	3 1 4	5 6 7
6	I have a clear understanding of <i>why</i> I do my sport.	7		4	2 4	1 3 5 6 1 2 3 5 6 7
7	I can describe clearly what I value about myself when I am taking part in my sport.		4 5 7 7	2 3 6	1 3 4	1 2 5 6
8	I understand how I can use my personal values to benefit my sporting life.		5	1 2 3 4 7	6 1 2 4	3 5 6 7
9	I feel my relationship with sport is an entirely positive force in my life.		4	2 4 1 2	3 7 3	1 5 6 5 6 7
10	I believe that achieving the best possible results is the most important part of elite sport.	5	2	7 1 4 5	1 3 4 3 6 7	6 2
11	I believe I have a responsibility to give something back to my community / society			5 7	1 2 3 4 1 2 3 4 5	6 6 7
12	It generally helps you perform better if you are an egocentric person		4 2	2 5 7 1 5 7	1 3 2 4 6	6
13	Protecting our natural environment is a cause that is close to my heart		2	4 7 4	3 5 2 7	1 6 1 3 5 6
14	Spending time in and around nature is something very important to me		2 6 7 4	4 2	3 5 7	1 1 3 5 6
15	I feel grateful for what I have in my life		2	6	4 1 2	1 3 5 3 4 5 6 7

Table 8. TAP Awareness Mentees collective points pre- and Post-mentoring

N=7	Pre-Program score		Post-Program score		Difference	
	Score out of max 75	%	Score out of max 75	%	Score	%
Mentee						
M1	57	76%	62	83%	+5	+7%
M2	41	54%	64	85%	+23	+31%
M3	59	78%	63	84%	+4	+6%
M4	49	65%	57	76%	+8	+11%
M5	49	65%	69	92%	+20	+27%
M6	62	83%	73	97%	+11	+14%
M7	36 # Q.15	48%	65	87%	+29	+39%
Total change Average Score and percentages of the whole group					+14	+19%
# Notes	#M7 didn't answer to Q.15 Pre-mentoring survey					

Collective results of TAP awareness survey: In TAP awareness survey, awareness was measured with aim to highest score possible. In this survey 75 points was the maximum points available and the best possible score. According to the survey mentees had increase of awareness in between +4 - +29 points, i.e. +6- +39%. On average the whole group increased their awareness score by +14 points during the year and so increased their awareness by +19% during the mentoring year.

8 Discussion

The purpose of this study was to provide TAP an insight of the mentoring program on mentees and mentors' perspective and give TAP tools to develop their mentoring program further.

Some limitations to this case study was the small poll of mentors and mentees total of 9 pairs in the program. Of the possible 9 mentee/mentor pairs, 5 mentees and 7 mentors participated to the case study by answering to the mentoring survey. Additionally, 7/9 mentees completed the pre- and post-mentoring mindfulness-, and awareness-surveys. However, it must be noted that the participation percentage of the possible participants was with mentees 55,5% in mentoring survey, 77,7% of mentees participated in mindfulness and awareness surveys, and 77,7% of mentors participated in mentoring survey, which is a good response in closed group of 9 mentee/mentor pairs.

It must be noted that mentees who answered to the mentoring survey (post mentoring program reflection) are not necessarily the same mentees who participated to the pre-and post-mentoring surveys (mindfulness and awareness surveys), since all surveys were done anonymously. The identity of mentees was not connected between the mindfulness/awareness surveys and mentoring surveys, since all these were done separately. However, the mentees who answered to the pre-and post-mentoring mindfulness- and awareness surveys were connected under a code name in order to be able to compare the before and after results.

Arguably now afterwards it can be said that connecting the mentees mentoring survey result answers, pre-and post-mentoring awareness and mindfulness-surveys would have been beneficial, because in mentoring survey the mentees mindfulness practice during the mentoring year was asked. This could have provided a useful information of how practicing mindfulness and what type of practice helps the mentee to increase their mindfulness. More research could be done on this area in the future.

In some of the results, in mentees mentoring surveys results, mentees were named with numbers (first, second, third and so on). This was based in the order of the answers in Webropol 3.0. Naming with numbers was used to protect mentees anonymous status. In the mindfulness and awareness surveys mentees were named under code names to be able to connect the pre- and post-mentoring awareness and mindfulness surveys. The surveys were collected and provided by TAP for the case-study use. The names of the

mentees were changed in order to protect the mentees identity (example M1). Again, in this one Mentees were named in the order of returned surveys.

Of the mentors who answered to the mentoring survey, two mentors were part of the TAP leadership team which may have resulted some bias answers in the survey having the dual role within TAP. Other limitation to the case study is the use of surveys that is relying on the mentees and mentors' perception as a measurement. This relies on mentees and mentors' honesty, perception and interpretation of the question.

Additionally, in the mentees survey results mentees age may have played a role within understanding the questions and ability to answer to the questions, although mentees survey was aimed to be suitable for the age category of +14 years of age.

Reflecting to my own learning during this case study, I can say that I have learned to evaluate and analyse my own work and what could be improved. Also, I increased my knowledge in the theory of mentoring-, mindfulness-, awareness-, and role modelling in sports, and in practice how to execute a case study.

8.1 Question one; Do athletes (mentees) perceive their approach to sport as healthier/ more positive after a year of mentoring?

The surveys didn't provide straight answer to this question. It was noted only after the surveys were returned that the survey didn't ask directly; do you perceive your approach to sport now after the mentoring year more positive or healthier? This can be seen as one of the limitations. However, answers can be drawn indirectly from other questions and mindfulness and awareness results in aiming to answer to this question.

From the mentees open question number 10. How was the mentoring year for you; mentees stated that mentoring and guiding of the mentor had positive influence in their lives. In the same question mentees reported that they got clarification to their goals and motives of their sport.

The closed questions that related to the first research question of athletes' perception to sport as healthier/ more positive after the year of mentoring are presented in Table 9. In the closed 8 questions which were related to healthy and positive approach to sport by clarification of personal- and sport goals, values (Q. 12, 19, 20), personal- and athlete identity (Q. 13), valuing of sport experience and different aspects of competing (Q. 17, 18) and overall well-being (Q. 10, 27). The mentees on average rated between 4 and 4,6

points out of possible 5 points (best score). In average overall for these selected closed questions related to research question one mentees rated 4,4 average out of possible 5 points.

Table 9. Questions from mentoring surveys relating to athletes' perception of feeling positive or healthier after one year of mentoring (n=5)

Nr.	Question	Group Average Score
10.	The TAP Mentoring Program was helpful for me in general	4,6
12.	The TAP Mentoring Program made me more aware of my own values as an athlete and as a person	4,2
13.	The TAP Mentoring Program has helped me to increase my awareness of my identity, who I am as an athlete, and as a person.	4,6
17.	The TAP Mentoring Program has helped me get a greater perspective of the different aspects of sport.	4,4
18.	The TAP Mentoring Program has helped me to feel calmer about my sporting performance and other aspects of competing	4
19.	After the TAP mentoring year, I have a better understanding of why I do my sport	4,4
20.	The TAP Mentoring Program has helped me to value my sporting experience more fully	4,2
27.	The TAP Mentoring Program has improved my overall well-being	4,6
Score Average		4,4

It can be suggested that clarification of goals and identity can increase the healthy and positive approach to sport and development of authentic self is hugely powerful to performance in high performance sport (Kerr, 2013, p.123). Similarly, as stated already before, broader self-awareness of one's values and relationship to sport reflect to the meaning that sport has to the performer (Corlett, 1996, p. 87). Mentees reported in closed questions 12 and 13 increased awareness in ones' values and goals. It could be proposed based on this that more positive and healthier approach to sport can be achieved through self-awareness of goals, personal and athlete identity and values, and valuing of the sport experience (Corlett, 1996, p.86).

Arguably it could be suggested that some support and answers can be drawn from the mentors survey and the mentors perception of the mentoring curriculum, mentoring curriculum exercises, mentoring materials, mentoring program and how mentoring supported mentees holistic development, and healthy development in competitive sport, and mentoring program helping the mentee to gain healthier and more well-rounded view of life as an athlete and as a person.

In Table 10: Mentors rated on 4,43-4,86 out of possible 5 points (score for the whole group) to seven closed questions relating to TAP mentoring program, curriculum and mentoring within the program. The average score of these seven questions was 4,63 (for the whole group), which could support the suggestion that TAP one-year holistic mentoring program and the curriculum supports and aids mentees approach towards their sport healthier/ more positive.

Table 10. Mentors perception to athletes healthier and positive development (n=7)

Nr.	Question	Average score
14.	TAP Mentoring materials supported the holistic development of my mentee	4,86
15.	The TAP Mentoring Curriculum supported the message of a holistic approach to healthy development in competitive sport	5
16.	The TAP Mentoring Curriculum exercises and training modules helped me to create a holistic mentoring journey for my mentee	4,57
19.	I am confident that the structured, TAP Mentoring Program has helped my mentee	4,57
20.	I feel that being a part of the TAP Mentoring Program has helped my mentee to gain a healthier, more well-rounded view of life as an athlete and as a person.	4,43
22.	I feel that I helped my mentee develop a more positive and holistic outlook on sport through the TAP Mentoring Program	4,52
23.	The TAP Mentoring Program helped to increase my mentee's enjoyment of sport	4,43
Score average of the whole group		4,63

It could also be suggested that improvements in mindfulness and self-awareness promote more positive and healthier approach to sport. In the theoretical part it was stated that mindfulness practice improves emotional calmness, and advances the stress tolerance (Walsh & Shapiro, 2006, p.237). Additionally, Kristeller (2007), also reported mindfulness improving physical relaxation, emotional balance, behaviour regulation, changes in self-judgement, self-awareness and relationships to others (Kristeller, 2007, p. 395). All these aspects could be seen as keys to healthier/ more positive approach to sport. Additionally, also Birrer et al. (2012) noted that mindfulness practice improves value clarification, experience acceptance and clarity of ones' internal life (Birrer, Röthlin, & Morgan, 2012, pp. 240-241).

FMI score results (see table 3 & 4):

Collective results of the whole group: Mentees increased their mindfulness during the mentoring year in between +1 - +21 points, and +2% - +38%. Mentees averaged an increase of mindfulness was +14% which was +7,3 points increase on FMI score.

Some limitations were found to the scores of FMI and the results of this survey was that mentees 1 and 5 didn't answer to one question in their pre-mentoring FMI surveys (M1 (FMI9) M5 (FMI14)). The pre-mentoring survey shows up to 4 points worse result with these mentees than if the mentee would have answered to all questions. This also means that potentially M1 and M5 show greater development in their FMI score in the post mentoring survey than had they answered to all questions in pre-mentoring survey.

Similarly, in post-mentoring survey Mentees M6 and M7 didn't answer to one question. M6, didn't answer to the FMI2 and M7 didn't answer to FMI5. This means that Mentees 6 and 7 got up to 4 points worse result from the post mentoring survey and showing possibly less development than had the mentees answered to all questions.

Mindfulness Inventory for Sport (Thienot, et al., 2014): (See the Tables 5 & 6)

Awareness Subscale: Collectively mentees increased their mindfulness during the mentoring year in Awareness subscale in between +1- +13 points and in percentages in between +3%- +43%. Average increase of mindfulness was for the whole group +4,6 points i.e. +15%. It can be suggested based on the results of this subscale that all mentees improved their mindfulness awareness. Improvements were moderate to clear improvements, M7 had significant improvement of 43%.

Non-Judgemental Subscale: The Non-Judgemental thinking mentees increased their non-judgemental thinking between 0 - +27% and by 0 - +8 points, two of the mentees score stayed the same during the mentoring year. On average mentees increased their non-judgemental thinking by +2,6 points i.e. +9% (when related to the best score 30 points). The subscale of non-judgement was modified for analysis from the original 1 (not at all) - 6 (very much) by changing the score scale to 6 (not at all) - 1 (very much). This resulted that the best score was the same as in the other subscales. It must be noted that the score scale was changed/turned around only at the analysis stage of the results. This was after the participants had answered to the survey in the original scale. However, since it is only the number scale that is reversed it should not change the results or the original answers of the participants.

Of the non-judgemental subscale, it can be said that 2/7 mentees non-judgmental thinking stayed the same, 3/7 mentees increased their non-judgemental thinking and 2/7 mentees increased the score significantly. This would support statement of mindfulness training improving non-judgemental behaviour (Birrer, Röthlin, & Morgan, 2012, pp. 240-241).

Refocusing Subscale: On refocusing subscale mentees increased their mindfulness and refocusing between +1 - +8 points, i.e. between +3 - +27%. On average as the whole group mentees increased their refocus and mindfulness by +4 points i.e. +13%. Based on the results presented it can be said that all mentees improved their refocus slightly or clearly. From the theoretical part Birrer et al. Support mindfulness practicing developing

mindfulness components that are related to the refocusing such as bare attention, flexibility, non-attachment, and decreased rumination (Birrer, Röthlin, & Morgan, 2012, pp. 240-241).

Overall, from the FMI and Mindfulness Inventory for Sport scales can be concluded that mentees had either slight or clear development in different mindfulness aspects. Glass et al. (2017, p.1) confirmed mindfulness having improvements in overall well-being, sports performance, satisfaction with life and self-rated sports performance. Based on the Glass et al. (2017, p.1) it can be suggested that mentees increased mindfulness should promote mentees healthier and more positive approach to sport.

TAP awareness survey results

As stated earlier according to the TAP awareness survey results (see Table: 7 & 8) mentees had increase of their awareness in between +4 - +29 points, i.e. +6- +39%. On average the whole group increased their awareness points by +14 points during the year and so increased their awareness by +19% during the mentoring year.

From these results it can be concluded that all mentees who participated to the survey increased their awareness during the mentoring year. In the results of Mentee 7 there was a limitation and change factor when mentee forgot to answer to Q.15 on pre-mentoring survey, resulting that mentee has lost up to 5 points on the pre-mentoring survey result and so indicates greater development in the post-mentoring survey than in reality (had the mentee answered to all questions in pre-mentoring survey). Based on the literature, it could be suggested that mentees could gain healthier/ more positive approach to their sport (and life) also from increased self-awareness (Corlett, 1996, p.84).

Note of the research question one. During the process of writing the thesis, the research questions changed couple times before finding the right questions that were relative to the TAP mentoring program and underlined the benefits of the whole program. Since the final research questions were discussed and finalized in December, the survey for the case study was already formed and was ready for the first mentees and mentors to complete. The survey was more targeting the "old" research question one which was related to positive effects of mindfulness to mentees sport. Also, during the same timeline (November-December 2018), the topic of the thesis was changed from mindfulness-based mentoring to holistic mentoring. These changes were made to the topic and to the question one because they didn't reflect to the holistic mentoring program of TAP fully.

After the research question one was changed, I as a researcher forgot to make relevant changes to the mentoring survey so it would more directly answer to the research question one. Based on this it can be argued that the thesis is answering to research question one only partly and is able to say that there is a potential that after one year of holistic mentoring athletes perceive their approach to sport more positive and healthier.

8.2 Research question two; What are the benefits of the TAP mentoring program to mentees and mentors?

Also, with this research question there was a short coming and limitation in mentees survey by not specifically asking the question; what are the benefits of the mentoring program to the mentees? This short coming was due to the original idea of just record the mentors benefits of the program. However, it was decided to look at the benefits for both mentees and mentors. Although the straightforward question of the benefits was missing from the survey mentees reported multiple benefits of the mentoring program in the other answers.

The mentees reported mentoring benefits in answers of the open questions 10, and 11. Mentees stated that mentoring benefited their personal and athletic development (Hoffmann, 2018, p. 2). Four mentees reported learning and personal growth during the mentoring year and learning how to deal and cope with elite sport mental demands (Pastore, 2003, p. 4). Additionally, from the open comments it was reported that it was a benefit/ advantage that mentor was from different sport background than mentee. Overall, this can be deemed as personal and professional development (Higgins & Kram, 2001, p. 285). Mentees also reported clarification of their goals and motives in sport (why do I do my sport) and personal values (Higgins & Kram, 2001, p. 278).

Mentees saw mentoring having positive influence in their lives with guided lifestyle modifications and learning coping mechanisms for competition etc. The discussions with mentors were found hugely valuable and enhancing mentees personal and athlete development with increased knowledge in training and competition technics and tactics (Hoffmann, Loughhead, & Bloom, 2017, p. 143; Kram & Isabella, 1985, pp. 110-111).

Additionally, mentees reported mentors support, the relationship with mentor and mentoring sessions as one of the best parts of the program which could be seen as a benefit. The relationships with mentors were described being genuine, and mentors were there for support when needed (Hoffmann, Loughhead & Bloom, 2017, p. 143; Ragins, 2016, p. 228).

In Table 11. from the closed questions of mentees mentoring survey 10 questions were related to the benefits in mentoring. Two questions were related to Learning (Q. 9 & 17) (Higgins and Kram 2001, p. 285), two for performance tools (Q. 18 & 23) (Pastore, 2003, p.4; Hoffmann et al. 2017, p.143; Kram and Isabella, 1985, p.110-111), four to awareness of values, identity and goals (Q. 12, 13, 19, 21) (Higgins and Kram, 2001, p.278; Kram and Isabella, 1985 p.110-111), one for personal growth (Q. 26) (Hoffmann, 2018, p.2), and one for mentors' support (Q.24) (Ragins, 2016, p.228). In these closed questions mentees as a group averaged to each question between 4 and 4,8 points out of possible 5 points. The average of the whole group for these ten questions 4,4 points out of the possible 5 points.

Table 11. Closed questions related to mentoring benefits for mentees (n=5)

Nr.	Questions	Average score
9.	I learned new things from my mentor	4,8
12.	The TAP Mentoring Program made me more aware of my own values as an athlete and as a person	4,2
13.	The TAP Mentoring Program has helped me to increase my awareness of my identity, who I am as an athlete, and as a person	4,6
17.	The TAP Mentoring Program has helped me get a greater perspective of the different aspects of sport	4,4
18.	The TAP Mentoring Program has helped me to feel calmer about my sporting performance and other aspects of competing	4
19.	After the TAP mentoring year, I have a better understanding of why I do my sport	4,4
21.	The TAP Mentoring Program has helped me to understand what I want to get out of being an athlete and from my sport (what I want to focus on, and what I want to achieve)	4
23.	I got a better understanding through the TAP Mentoring Program of what I can and can't control	4,4
24.	I felt supported throughout the TAP mentoring year by my mentor and by TAP	4,8
26.	I feel that I have grown as a person during the TAP mentoring year	4,4
Score Average		4,4

Mentors benefits

In mentors survey mentors reported both personal and professional benefits of participating to TAP mentoring program. Professional benefits that mentors reported included; Learning about mentoring strategies, structured mentoring exercise system and increased understanding of human aspect in athlete development (Higgins & Kram, 2001, p. 285).

TAP Workshops i.e. education/ quality training especially mindfulness and compassionate communication workshops, were seen as one of the biggest benefits of the program, giving tools to mentoring and enhancing professional development (Art of Mentoring, 2015; Allen, Eby, & Lentz, 2006, p. 568). Similarly, mentors reported understanding now better different sports and cultures (after being part of the international group with people from different sports) which increased their professional confidence and believe that they can work with other sports and cultures too not just in their own. Mentoring provided new perspective to things, and enhanced learning about professional and personal self-reflection.

Also, mentors reported developed and increased professional skills in coaching and mentoring, people and communication skills. Also, as one of benefits rose the increased professional network and opportunities came from the program already during the mentoring year (Eby & Lockwood, 2005, pp. 441, 447, 449).

Of the personal and psychological benefits mentors reported that they learned a lot about themselves during their mentoring year (Higgins & Kram, 2001, p. 285). Additionally, there was noted a sense and feeling of belonging and purpose of being part of the shared project in TAP team which can be deemed as strong feeling of relatedness to the program. Mentors also felt a sense of satisfaction and that they were able to make a difference with the use of their expertise and being valued as former athletes (Bloom, Durand-Bush, Salmela, & Schinke, 1998, p. 276). Also, the opportunity that TAP offered to the mentors to share mentoring experiences with other mentors in group sessions get personalized support, was reported as a benefit of the program by mentors (Eby & Lockwood, 2005, p. 456).

Overall the mentoring relationship/mentoring partnership and mutual respect with a young person and feeling of pride seeing the mentee to succeed and develop during the mentoring year was reposted as one of the benefits and best part of the program (Bloom, Durand-Bush, Salmela, & Schinke, 1998, p. 276; Groom, 2015, pp. 92-93). Overall, mentors reported mentoring to feel good to give back and mentoring inspiring them to be more involved with their local communities (Regins, 2016, p.228; Bloom et al., 1998, p.276).

Additionally, in Table 12. the closed questions of the mentoring survey, mentors had nine closed questions that related to the mentoring benefits in four categories. These categories were Professional learning and development (Q. 1, 2, 5, 12 & 25) (Higgins & Kram, 2001, p.285; Ragins, 2016, p.228), Personal learning and development (Q. 10, 11 & 12) (Eby & Lockwood, 2005, p. 441, 447,449; Ragins, 2016, p.228; Higgins & Kram, 2001, p.285) Support in mentoring (Q. 3 & 5) (Eby & Lockwood, 2005, p.456; Art of mentoring, 2015) and Personal satisfaction of mentoring (Q.13) (Bloom et al., 1998, p.276). Mentors rated in these question averages in between 4,29-4,86 out of possible 5 points. Total average of nine questions was 4,52 points out of possible 5 points.

Table 12. Mentors benefits closed questions (n=7)

Nr.	Question	Score average
1.	The TAP Mentoring Program has helped me to improve my mentoring skills	4,86
2.	The TAP Mentoring Program has helped me to improve my coaching skills	4,43
3.	I received sufficient support from TAP during the mentoring year	4,43
5.	The TAP workshops supported my learning and work as a mentor	4,57
10.	I learned new things about myself during the TAP Mentoring year	4,71
11.	I feel more mindful and self-aware after participating in the TAP Mentoring Program	4,43
12.	I learned new things from my mentee during the TAP mentoring year	4,57
13.	The TAP mentoring year increased my personal satisfaction regarding giving back to sport	4,43
25.	TAP has provided me with mentor career enhancing development opportunities	4,29
Total score average		4,52

8.3 Research question three How do athletes perceive their role as an athlete role model within society?

Since both mentees and mentors are active or former elite athletes' questions of being an athlete role model in their local communities (i.e. sports clubs) and in their sport/ in society were asked. Also, both mentees and mentors were asked how they saw their position as athlete role models in society after one year of mentoring. Additionally, mentors were also asked how they saw their role being a role model to their mentee.

Mentees reported, seeing their role more clearly after one year of mentoring as role models in their sports clubs/communities. Mentees wanted to be seen as persons (Role models) who were approachable, motivating, supportive and looking after people (team mates), and inspiring and welcoming new people to their sports (Lyle., 2013, pp. 26-27; Guest. & Cox, 2009, p. 577).

Additionally, after the mentoring year, mentees perceived the awareness of being a role model as a driving force, which inspires them to work harder and support, as well as motivate others at their local sports clubs (Coyle, 2009, pp. 98-99, 101-102).

Mentees also wished being able to pass on values and what they had learned during TAP mentoring year to younger athletes such as information about mental health in sport and how it effects to performance. Also, mentees believed now to be able to help other younger athletes and pay the mentoring forward (Hoffmann, Loughhead, & Bloom, 2017, pp. 135, 143).

Mentees also reported growing awareness of role modelling within society. Mentees stated seeing now the responsibility to voice social and political views that are positive and progressive in society especially matters that effected on oneself (Schwab, 2018, pp. 171-172). Mentees also noted how as athlete role models, they can grow and promote their sports and promote active and healthy lifestyles in general to people (Lyle, 2013, pp. 26-27)

In closed questions for mentees of the mentoring survey; mentees answered to three role modelling related questions. Table 13. Presents the questions regarding to the role modelling and the whole group averages. Question 14, values of society (Lines, 2001, p. 286), question 15. awareness of what it is to be a citizen in today's society (Lines, 2001, p. 286), and question 16. awareness of what it means to be an athlete role model within society (Kerr, 2013, p. 33; Sarver Coombs & Cassilo, 2017, p. 430). Mentees average score in all questions was in between 3,8 and 4 out of possible 5 points. Total average score of mentoring related closed questions was 3,86. Arguably it can be said based on the average score, that mentees have clear understanding of being athlete role model in society.

Table 13. Mentees closed questions relating to role modelling (n=5)

Nr.	Question	Score average
14.	The TAP Mentoring Program has helped me to be more aware what are the values of society	3,8
15.	I have a clear picture now of what it is to be a citizen in today's society	3,8
16.	After the TAP mentoring year, I have a clear picture of what it means to be an athlete role model within society	4
Total score average		3,86

Mentors perception of being a role model

Mentors were asked in their closed questions one question related of being a role model, question 24. The TAP Mentoring Program helped my mentee and me to be more aware of what it is to be an athlete "role model" in today's society (Lines, 2001, p. 286; Kerr, 2013, p. 33).

Mentors hoped to inspire the mentee by being a good athlete and a good person (Kerr, 2013, p. 33). Also, Mentors wanted to inspire through their own example people to participate in sports and being inspired to give more back to their communities (Lyle, 2013, pp. 26-27).

During the mentoring year, mentors noted their important role as being a role models to their mentee and the importance of their own actions (setting example) during the mentoring year (Ragins & Cotton, 1999, p. 529). For their mentee (and everyone else) mentors reported wanting to set a good example by working hard and support others (Guest & Cox, 2009, p. 577).

Mentors noted that after the mentoring year, they understood their role as role models more clearly than before and paying attention more now what and how they acted, did things and presented themselves (Harville, 2005, p. 84). Especially mentor's, who worked professionally in their sport/ sport community noticed an increase of feel of being a role model and the need setting a good example for everyone in their sport and act professionally (Graf, 2005, p. 26). Additionally, Mentors also reflected on willingness to share their learnings and passing them on to the future athletes (i.e. continue mentoring) (Hoffmann, Loughead, & Bloom, 2017, p. 143).

9 Conclusions

Mentees survey failed to answer directly whether mentees feel that their approach to sport is healthier or more positive after one year of mentoring. However, from the other answers from both mentees and mentors' surveys it was concluded that there is a potential that mentee-athletes do feel that their approach towards their sport is healthier and more positive. Mentors rated in their closed questions of TAP mentoring curriculum and mentoring program that it supports mentees holistic and healthy development in competitive sport. In open answers mentees reported mentoring having positive effects to their life and sport (competition preparation, training and performance tools). Mentees also reported personal growth and goal and identity clarification during the mentoring year. Additionally, all mentees improved their mindfulness and awareness scores slightly or clearly and the whole group on average had clear improvement. Also, based on the answers in mentoring surveys it seems that all mentees met their own goals and expectations during the mentoring year that they had prior to mentoring. With these results it can be concluded that athletes could perceive their approach to sport as healthier/more positive after one year of mentoring. However, more research needs to be done with this question.

Of the benefits of the TAP mentoring program both mentees and mentors saw mentoring to benefit on their personal and professional development. Athlete-mentees reflected mentoring being especially beneficial for their athletic development. Additionally, mentees stated that mentoring helped with goal, identity and value clarification. Mentoring relationship was brought up as one of the biggest benefits reported by both mentees and mentors. Mentees valued greatly the mentors support during the mentoring year. Also, mentors valued the opportunity to share mentoring experience with other mentors and education opportunities and workshops that TAP offered to them. Additionally, based on the answers of both surveys, it can be concluded that mentors succeeded to form genuine, trusting and relaxed relationship with mentees which was the goal to majority (if not all) of mentors before the mentoring started. Of the mentoring benefits it can be concluded that TAP mentoring program is beneficial for both mentees and mentors personal and professional development.

Of how athletes perceive their role as an athlete role model within society after the year of mentoring, from the results it can be concluded that TAP mentoring year developed (and possibly changed both) mentees and mentors' perception how they view themselves as an athlete role models. Majority of mentees and mentors reported being more aware of the role model status and there was a grown interest to promote to others healthy lifestyle, being active and increase sports participation. Additionally, mentees reported of being

more aware now of the social issues and importance to voice issues that effected/ mattered to them. Both mentees and mentors reported wanting to continue or pay the mentoring forward to younger athletes. Mentees also reported wanting to be seen through their own example hard working athlete, yet motivating and supportive to others. Overall it can be concluded that athletes and mentors wanted to be viewed as an athlete role models from the positive view and set an example by “circling the good of sport”. It could also be concluded that mentees and mentors had adopted TAP values, and the mentoring year had a significant change to most mentees and mentors how they perceived their role as athlete role model in society.

Finally, all five surveys in this case study provided to TAP interesting and valuable information of TAP holistic mentoring approach. This will hopefully help TAP to further develop the program in the future. Additionally, repeating of the pre-mentoring surveys provided information about mentees mindfulness and awareness development during the mentoring year.

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Appendices

Appendix 1. The True Athlete Project 2018-19 Case Study information letter to participants

Dear Mentors, Mentees (and Parents/Caregivers of Minors).

My name is Nina Riosa, I am a Student of Haaga-Helia Applied Science University in Finland. I am in my third year of studying a Bachelor Degree Program in Sport and Leisure Management. I have approached The True Athlete Project (TAP) to be my thesis partner and they are the commissioning party of a Case Study for my Bachelor thesis, which will be the final part of my degree.

The aim is to conduct a case study of The True Athlete Project: What are the effects of The True Athlete Project's holistic mentoring approach on athletes' awareness of self, sport and society? This case study will be used by TAP to evaluate the current mentoring program and learn and improve the mentoring process in future years. *We hope that all current Mentors and Mentees will participate in order to get the best possible data for the study!*

There is a separate questionnaire for Mentees and Mentors. The questionnaire will take up to 30 minutes. There will be closed questions (responding on a scale of 1-5) and open questions (writing your own opinion).

The links to the questionnaires will be sent to Mentees and Mentors in separate group emails, from the Webropol platform by Nina Riosa. The TAP leadership team will provide your email addresses to me in order to send the links to you.

Note: Email will come from non-reply webropol email address with subject TAP Case Study 18-19. Your email may categorize this email as promotions or spam, with this information in mind please check your other email folders as well not just your inbox. You should receive the email on the same week as your mentoring sessions will end. (Exception to mentees and mentors finishing after March 15th.)

Timetable: Please answer the surveys by 20th of March.

Parents-Caregivers of Mentees under the age of 18, you are welcome to review the questions with the Mentee.

For your integrity: You will fill in the mentoring survey in Webropol anonymously, and your answers to the questions will be dealt with anonymously in the case study results and in the thesis (and in any other instance). There is a feature within the survey platform Webropol that will delete

the email address from the answers. In the survey, we will collect basic information of the participants for statistics - like age, gender, and individual or team sport athlete.

For mentees only: In addition to this mentoring survey, the case study will include the same questionnaires that you completed before starting the mentoring process. The results will be compared in order to measure the development of mindfulness and self-awareness during the mentoring process. **For your integrity, TAP will delete all names and personal information before I get access to the surveys.**

Publication of the thesis; *A thesis is a public document in Finland.* Your anonymous answers to the open questions will be published as part of the survey results in the thesis. The thesis will be published on the Finnish Applied Science Universities Research and Thesis Publishing website www.theseus.fi

Below you can find the Parental/Caregiver consent for (U18) Minor Mentees to participate. If you do not wish for your child to participate, please inform TAP leadership. Please return this by 12th of March, to Sam Parfitt by email: sam@thetrueathleteproject.org

Thank you for your participation and effort for making this Case Study possible!

Sincerely,
Nina Riosa

Minor Mentees Parental/Caregiver Consent form (U18)

I _____ allow my child to take part in The True Athlete Project 2018-19 Case Study. I also consent TAP to release the anonymous information of my child to Case Study use. I have read and understood the information on the information letter, which my child has received regarding the Case Study and participants integrity.

Parent/Caregiver signature _____

U18 Mentee signature _____

Appendix 2. The True Athlete Project (TAP) Case Study 18-19, Mentor Survey

Mentor basic and background information

1. Identify your main sport as one of the following:

Individual sport

Team sport

2. Gender

Female

Male

Other

3. Age

What is your age now, at the end of the mentoring year?

4. Mentoring experience, before the TAP Mentoring Program (in years)

Write a number in the box: years of experience in mentoring (Example 0-1 or 15)

5. Where did you hear about the TAP Mentoring Program for the first time?

check a box, if "other" please specify.

Social media

Internet search

The True Athlete Project Website

From a friend

From my coach/ sports club

From other athletes

From my family members

Newspaper

Other (Please specify)

TAP Mentoring Year basic information:

The following questions 6-13, are open and multi option questions regarding background and basic information of the mentoring program

6. Briefly, in your own words,

a) How did you become a TAP mentor?

b) Why did you want to become a mentor for The True Athlete Project?

7. In your own words, what were your expectations and goals around mentoring with TAP before the program started?

8. Identify your TAP mentee as individual or team sport athlete by selecting one of the options

Individual Sport

Team Sport

9. Which communication methods did you use with your mentee during the mentoring sessions

Check the boxes from the list with the methods that you used.

Video chat (Skype/Zoom/Whatsapp or other similar program)

Social media

Face to face meeting

Audio-/ phone call

Text-/ or other messenger services

E-mail

Google drive/Dropbox with shared files

Other (please specify)

10. Frequency of the mentoring sessions: How often did you have a mentoring session with your mentee? (Example: once a week, every 2-3 weeks)

11. Duration of the mentoring sessions: What was the average time (in minutes) spent for each mentoring session? (Excluding workshops and other TAP organized activities)

12. Which TAP organized workshops and other education sessions (formal and informal) during the mentoring year did you participate in? Select the TAP organized activities you participated. Check on each box that applies to make your selection(s)

Mindful Sport Performance Enhancement (MSPE) Course - 6 weeks (# of sessions participated out of 6)

Compassionate Communication

Peer to Peer Interaction/Group Call

Other, please specify

Other informal interactions with the TAP team

I did not participate in any education activities, (please explain why)

13. After the TAP-organized MSPE course, did you continue mindfulness practice with your mentee? (Please describe whether you reflected on mindfulness practice, did formal practice together, encouraged informal practice (such as the STOP practice), or none of the above - and tell us a bit more about this).

Closed questions

14. These questions are about the mentoring program. Answer the questions on the scale 1-5 (1 Disagree, 2 Somewhat Disagree, 3 Neutral, 4 Somewhat Agree, 5 Strongly Agree)

1. The TAP Mentoring Program has helped me to improve my mentoring skills
2. The TAP Mentoring Program has helped me to improve my coaching skills
3. I received sufficient support from TAP during the mentoring year
4. "I felt like I could reach out to Sam Parfitt, Pam Boteler or Laurence Halsted if necessary
5. The TAP workshops supported my learning and work as a mentor
6. TAP gave me sufficient information about the mentoring and structured mentoring using the TAP Curriculum
7. TAP provided me with sufficient information about mental training: i.e., methods and tools, and how to teach it to others during the TAP mentoring year
8. During the TAP mentoring year I was informed about other related aspects of sport, such as, the importance of positive mental health for athletes in sports.
9. I had enough time to go through all the TAP Curriculum Modules with my mentee
10. I learned new things about myself during the TAP Mentoring year
11. I feel more mindful and self-aware after participating in the TAP Mentoring Program.
12. I learned new things from my mentee during the TAP mentoring year
13. The TAP mentoring year increased my personal satisfaction regarding giving back to sport
14. TAP Mentoring materials supported the holistic development of my mentee
15. The TAP Mentoring Curriculum supported the message of a holistic approach to healthy development in competitive sport.
16. The TAP Mentoring Curriculum exercises and training modules helped me to create a holistic mentoring journey for my mentee
17. TAP Mentoring Program materials were clear and easy to apply to the mentoring program.
18. It was easy for me to connect with my mentee
19. I am confident that the structured, TAP Mentoring Program has helped my mentee
20. I feel that being a part of the TAP Mentoring Program has helped my mentee to gain a healthier, more well-rounded view of life as an athlete and as a person.
21. I helped my mentee achieve, or make progress toward, goals that were set during the TAP Mentoring Program
22. I feel that I helped my mentee develop a more positive and holistic outlook on sport through the TAP Mentoring Program
23. The TAP Mentoring Program helped to increase my mentee's enjoyment of sport
24. The TAP Mentoring Program helped my mentee and me to be more aware of what it is to be an athlete "role model" in today's society.

In this section, you will answer “open questions” with your own words. Questions number 15-18 are mandatory. In question number 19 you have the chance to write additional comments.

15. Reflecting on your own development during The TAP Mentoring year: how did the year develop or change you both personally and professionally?

**16. a) “Please describe your general thoughts about the TAP Mentoring Program
b) What was most challenging part of your TAP Mentoring year, and how did you try to overcome the challenge?**

17. What were the benefits of participating in the TAP Mentoring Program for you?

**18. After the TAP Mentoring year, how do you perceive your role as an “athlete role model”
a) within society?
b) for your mentee?
C)within your sport community?**

19. Please write any additional comments and thoughts about your experience with The True Athlete Project?

Appendix 3. The True Athlete Project (TAP) Case Study 18-19: Mentee Survey

Mentee basic and background information

1. Gender

Female

Male

Other

2. Age: your age now, at the end of the mentoring year?

3. Identify your main sport as one of the following:

Individual Sport

Team Sport

4. Where did you hear about the TAP Mentoring Program for the first time?

Check a box, if "other" please specify.

Social media

Internet-search

The True Athlete Project Website

From a friend

From my coach/ sports club

From my parent/caregiver

From other athletes

Newspaper

Other (Please specify)

5. Have you spoken with your coach, or has your coach been informed, that you are taking part in the TAP Mentoring Program?"

Yes (Personal coach)

Yes (Club coach, whose group/team I train with)

No (Please write shortly in the box why not?)

I do not have a coach

6. What were your expectations and goals for the TAP Mentoring Program before it started?

7. Participation in the TAP organized events, alone and-/or with your mentor

Check the boxes of the TAP organized events you took part in,

Mindful Sport Performance Enhancement (MSPE) course - 6 weeks (box how many times out of 6)

("Whole") Group call (remove the date)

Other please specify

I did not participate in any of the workshops or events

8. After the TAP organized Mindfulness course, how did you continue your Mindfulness practice throughout the mentoring year?

On this part of the Survey you will be answering closed questions on a 1-5 Scale (1 Disagree, 2 Somewhat Disagree, 3 Neutral, 4 Somewhat Agree, 5 Strongly Agree).

9. Answer the questions by selecting the option that is the closest to your personal feelings about your year of mentoring

1. The TAP Mentoring Program and ground rules of mentoring were clearly explained to me
2. It was easy to connect with my mentor
3. I felt that I had enough mentoring sessions during the mentoring year
4. I would have liked to have more mentoring sessions with my mentor
5. The subjects and exercises that we went through during the TAP Mentoring Program were clear and easily understandable
6. My mentor explained to me why we were doing certain exercises, and how to do them
7. I found the workshops/group meetings with TAP useful
8. I would have liked to have more workshops and other similar events
9. I learned new things from my mentor
10. The TAP Mentoring Program was helpful for me in general
11. The TAP Mentoring Program was what I expected at the beginning

12. The TAP Mentoring Program made me more aware of my own values as an athlete and as a person
13. The TAP Mentoring Program has helped me to increase my awareness of my identity, who I am as an athlete, and as a person
14. The TAP Mentoring Program has helped me to be more aware what are the values of society?
15. I have a clear picture now of what it is to be a citizen in today's society
16. After the TAP mentoring year, I have a clear picture of what it means to be an athlete role model within society
17. The TAP Mentoring Program has helped me get a greater perspective of the different aspects of sport.
18. The TAP Mentoring Program has helped me to feel calmer about my sporting performance and other aspects of competing.
19. After the TAP mentoring year I have a better understanding of why I do my sport
20. The TAP Mentoring Program has helped me to value my sporting experience more fully
21. The TAP Mentoring Program has helped me to understand what I want to get out of being an athlete and from my sport (what I want to focus on, and what I want to achieve)
22. I achieved the goals that I had for the TAP Mentoring Program
23. I got a better understanding through the TAP Mentoring Program of what I can and can't control
24. I felt supported throughout the TAP mentoring year by my mentor and by TAP
25. "I felt like I could reach out to Sam Parfitt, Pam Boteler or Laurence Halsted if necessary
26. I feel that I have grown as a person during the TAP mentoring year
27. The TAP Mentoring Program has improved my overall well-being

On this part of the survey please answer the open questions in your own words

10. a) Overall, how was the TAP mentoring year for you, from the beginning of becoming a TAP mentee to the last mentoring session?

b) What was the most challenging part of the TAP Mentoring Program for you, and how did you overcome the challenge?

11. What was the best part of the TAP Mentoring Program for you?

12. After your year of being mentored, how do you see your role as an athlete role model?

a) In your club/ sports community

b) As an athlete in society

(Explanation: How has TAP Mentoring helped you to realize how you can set an example with your own behaviour and actions).

13. Please write any additional comments and thoughts about your experience with The True Athlete Project?

Appendix 4. The Freiburg Mindfulness Inventory (mentee Pre-program survey)

Please respond to each item by marking one box per row		Rarely	Occasionally	Fairly often	Almost Always
FMI1	I am open to the experience of the present moment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
FMI2	I sense my body, whether eating, cooking, cleaning, or talking	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
FMI3	When I notice an absence of mind, I gently return to the experience of the here and now.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
FMI4	I am able to appreciate myself.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
FMI5	I pay attention to what's behind my actions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
FMI6	I see my mistakes and difficulties without judging them.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
FMI7	I feel connected to my experience in the here-and-now	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
FMI8	I accept unpleasant experiences.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
FMI9	I am friendly to myself when things go wrong.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
FMI10	I watch my feelings without getting lost in them.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
FMI11	In difficult situations, I can pause without immediately reacting.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
FMI12	I experience moments of inner peace and ease, even when things get hectic and stressful.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
FMI13	I am impatient with myself and with others. (R)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
FMI14	I am able to smile when I notice how I sometimes make life difficult.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Appendix 5. Mindfulness Inventory for Sport (Thienot et al. 2014) (Mentee, pre-program survey)

Please place an "X" in the appropriate box for each item.

1 = Not at all

6 = Very much

<i>Awareness subscale</i>	1	2	3	4	5	6
1. I am aware of the thoughts that are passing through my mind.						
2. I am able to notice the intensity of nervousness in my body.						
3. I am able to notice the sensations of excitement in my body.						
4. I am able to notice the location of physical discomfort when I experience it.						
5. I pay attention to the type of emotions I am feeling.						

<i>Non-judgmental subscale</i>	1	2	3	4	5	6
1. When I become aware that I am thinking about a past performance, I criticise myself for not being focused on my current performance.						
2. When I become aware that I am angry at myself for making a mistake, I criticise myself for having this reaction.						
3. When I become aware that I am not focusing on my own performance, I blame myself for being distracted.						
4. When I become aware that I am thinking of the final result, I blame myself for not being focused on relevant cues for my performance.						
5. When I become aware that I am really upset because I am losing, I criticise myself for reacting this way.						

<i>Refocusing subscale</i>	1	2	3	4	5	6
1. When I become aware that some of my muscles are sore, I quickly refocus on what I have to do.						
2. When I become aware that I am thinking about how tired I am, I quickly bring my attention back to what I should focus on.						
3. When I become aware that I am really excited because I am winning, I stay focused on what I have to do.						
4. When I become aware that I am tense, I am able to quickly bring my attention back to what I should focus on.						
5. When I become aware that I am not focusing on my own performance, I am able to quickly refocus my attention on things that help me to perform well.						

Appendix 6. TAP Self-Awareness Survey (Mentee Pre-Program Survey)

Please state the extent to which you agree or disagree with the statements below, using the scale provided		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	I have a clear understanding of exactly which aspects of my performance I have control over	1	2	3	4	5
2	I am aware of the mental processes that affect my performance and know which are helpful and which are unhelpful.	1	2	3	4	5
3	I have well thought-out routines leading up to and during performance.	1	2	3	4	5
4	I have a number of techniques and tools in my arsenal for dealing with the pressure or stress of competition.	1	2	3	4	5
5	I know how to improve my level of focus when I perform	1	2	3	4	5
6	I have a clear understanding of <i>why</i> I do my sport.	1	2	3	4	5
7	I can describe clearly what I value about myself when I am taking part in my sport.	1	2	3	4	5
8	I understand how I can use my personal values to benefit my sporting life.	1	2	3	4	5
9	I feel my relationship with sport is an entirely positive force in my life.	1	2	3	4	5
10	I believe that achieving the best possible results is the most important part of elite sport.	1	2	3	4	5
11	I believe I have a responsibility to give something back to my community / society	1	2	3	4	5
12	It generally helps you perform better if you are an egocentric person	1	2	3	4	5
13	Protecting our natural environment is a cause that is close to my heart	1	2	3	4	5
14	Spending time in and around nature is something very important to me	1	2	3	4	5
15	I feel grateful for what I have in my life	1	2	3	4	5