

My development as a coach mentor

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Degree programme Degree programme in sports and leisure management	
Report/thesis title My development as a coach mentor	Number of pages and appendix pages 55
<p>This thesis was created for the author to reflect on his personal development in mentoring in his work as a skills coach in Saimaan Pallo ry. Thesis was an ten week process of writing daily diaries and weekly analyses, to reflect on personal development through the framework of the thesis.</p> <p>Thesis included an introduction on the overall picture on the role of the author in the skill coach role. Framework on the working tasks and skill the author needed in the role of the skill coach. Analysis of the skills needed, and evaluation of the skills needed were emphasized towards mentoring and reflecting trough the framework of the coach developer's role. Framework had also an analysis interest groups at work and the interactions the author had in the role. Main part of the thesis included an eight-week diary with weekly analyses that focused on the development of the author as a mentor and a coach developer through the formal framework and references used in the thesis.</p> <p>The end conclusion of the thesis was that the author noticed that eight weeks was a short timeframe for developing mentoring but the author could get a noticeable development in mentoring and in the conversations the author had with the mentees. Reflecting on mentoring with a diary format works on developing mentoring especially when knowing the basic principles of the mentoring conversation. Looking forward after the thesis process the author could get new ways to mentor and could think of how the whole club could use mentoring more in a club setting.</p>	
Keywords Mentoring, Coach developing, Adult learning.	

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1 Introduction

My diary-based thesis is covering my professional development during my work as a skills coach at Saimaan Pallo ry. Main point for this 10-week period (20.08.-27.09.2020) is to develop and reflect on my mentoring and professional development. During the 10-week period I will be writing daily descriptions and weekly analyses on my experiences.

Saimaan Pallo ry (SaiPa ry) is a non-profit sports organization located in Lappeenranta Finland. Saimaan Pallo ry has teams from hockey school to U18, with 469 registered players (season 2019-2020). Liiga SaiPa Oy is the corporation side which has U20 and men's teams. Saimaan Pallo ry also has three collaboration clubs Imatran Ketterä ry (Ketterä ry), Luumäen Poja ry (LuPo) and Savitaipaleen urheilijat ry (STu).

In my work as the skills coach I will be working mainly with five age-groups from SaiPa U15 to U11, two age groups from Ketterä U11, U12 and two age groups from LuPo U11, U12. With SaiPa I oversee and develop sports operations from U11 to U15 with the head of coaching. In the collaboration clubs Ketterä and LuPo the role is a bit different. Role with the collaboration clubs is tailored to the needs of the clubs and coaches. Mainly my role is coaching coaches and overseeing sport operations.

Working as a skill coach in SaiPa I am in contact with around 300 players and 40 coaches. On that note, communication and interaction skills are the most essential skills of my work. I mostly work with parent coaches and young coaches all of them having a varying knowledge and background in ice hockey. That is why the process with every team is different and quite interesting. Mentoring and helping coaches in specific areas is the main part of my work. That is why I will be focusing on mentoring in this thesis.

First source for the thesis is *Mentorointi 4.0* by Päivi Kupias and Matti Salo (2014).

I chose this book as my first source because it was a practical book about mentoring. The book addresses the whole mentoring process from the start to the end while going through different generations and styles of mentoring. The book always reflected on the different topics in a practical way that eased the application to my work.

Second and third sources for my thesis are related to each other. Second source for my thesis is European Sports Coaching Framework (ESCF) written by Lara-Bercial et al., (2017). That source guided me towards the role of the coach developer which is the main thing I do as a skills coach is develop and educate the coaches that are working with the

age groups that I am working with. ESCF guided me towards the International Coach Developer Framework (ICDF) which is created by International Council for Coaching Excellence (ICCE). The ICDF written by Penny Crisfield et al., (2014), was my third source for my thesis.

2 Framework

2.1 Work tasks as a skills coach

Skill coaches job description in SaiPa is as followed: Skill coach is responsible for development and maintaining of sports operations for U11-U15 with the head of coaching. Camps and skill ice practices for SaiPa and collaboration clubs. Education of the parents for U11-U14. Junior high school hockey programme coach for 7th and 8th graders. Working together with the collaboration clubs to develop and maintain sports operations in specified age groups.

Working in my main job that is developing and maintaining sports operations in U11-U15 age groups. We have guidelines for the process, but we individualise to the head coach's needs. During the season we fit three to four larger meetings with topics summer training plan, seasonal plan, check-up, and reflections at the end of the season. Those meetings are the frame but during the weekly and monthly visits/meetings we go a bit more into mentoring the coaches on their needs. Weekly meetings usually consist of evaluating the practice, a demo practice, planning the practice together with the head coach or a meeting. Monthly meetings are held before a new cycle starts, on these meetings we go through key points for the month and development needs of the coach. The overall process goes that we make the framework together with the coaches for the season. From there we have monthly meetings to discuss on the key points and objectives for the month. Weekly check-ups depending on the need of the head coach. For all the head coaches the process is individualized. Because all the head coaches are father coaches, so their development needs and motivation differ quite a bit.

Working with the collaboration clubs is a bit different because its tailored to the needs of the club. With Ketterä I am visiting them on a weekly basis. Ketterä also has full-time employees so that helps my visits with the teams. Most of the junior coaches in Ketterä have a background in hockey so they already bring a lot to the table in some areas. My visits with Ketterä are focused on demo practices that focus on modern skill acquisition principles. My role with Ketterä focuses more on bringing new ideas to the table and being a support person for the coaches. The visits with LuPo happen once every three weeks. The club wanted a support person for the coaches and help with practice planning and implementation. LuPo is a small club with a great amount of kids playing ice-hockey from the town. Most of the coaches do not have hockey background so the situation is completely different than Ketterä or SaiPa. My role with LuPo is to bring material for practices to the coaches on the topics at hand. Also doing a demo practice with the coaches and occasionally evaluating their practice.

Skills coaches responsibility is also to organize and implement camps during school holidays and skill ices/skating ices planned and held during the season. Two to three small camps during the year. Camp are focused on a selected area and they are open to the collaboration clubs as well. Skill ices and skating ices are more of a service for the teams, free to attend extra activities for the kids.

My role with the junior high school hockey programme is to plan and implement the on-ice practices for 7th and 8th grades. Players for this system are chosen from applicants who apply for it and it is mainly focused on developing individual skills on the ice and physical abilities off the ice.

Educating and communicating with the parents of the U11 to U15 teams is my responsibility. We educate the parents and players on physical activity, nutrition, and recovery. I also work as a helping hand for the head coaches if there are bigger problems with the parents.

2.2 Analysis of skill needed in my current work

In my line of work my main objective is to develop and maintain sport operations in assigned age groups. Everything I aim for is having better practice and better coaching in the clubs I work in. Coach development is the main part of my work, working with the coaches to develop them and the whole operations of the team. Coach development and using guidelines of mentoring is the main part of my work, with a lot on communicating with the coaches/teams on different subjects some more related to sports than others.

According to the International Coach Developer Framework (ICDF) created by the International Council for Coaching Excellence (ICCE) main skills required for coach developers is professional knowledge on the area of work, interpersonal skills, and intrapersonal skills. Being able to observe, commentate and report on-practice and having good conversating skills are crucial. (Crisfield et al., 2014)

ICDF summarises the coach developer standards and capabilities in chapter four of the ICDF. Skills are divided into five categories facilitating, assessing, leader/personal development, mentoring/supporting and programme designer/evaluator. Through these skills the coach developers were also categorized in four different roles coach developer, senior coach developer, master coach developer and trainers. Coach developer should be able

to facilitate adult learning with communication skills, using a variety of learning models, identify the coach's needs, and learning to deliver through communicating. (Crisfield et al., 2014)

Task analysis of coach developers: applications to the Football Association youth coach educator role study by Abraham et al., (2013). The study tries to understand the role of the coach developer in the development of coaches. Through theoretical framework the study categorises the skills in six broad domains of understanding.

1. Understanding club and association, environment, and strategy. Coach developers need an efficient situational awareness while gaining trust, respecting, and giving clear saleable messages for the coaches.
2. Understanding the coach. Understanding the coach's capabilities to set personal goals for development and reacting to the skills and development of the coach. Developer has a clear vision and can connect the theories to the practice.
3. Competencies in Adult development and learning. Monitor and develop learning in varying pedagogical ways while knowing learning theories and their applications.
4. Knowing the coaching curriculum. Design and develop coaching curriculum that is aligned with the association's guidelines. Can critique coach development plans and can adjust them according to the skill level of the coach.
5. Self-understanding. Going towards professional development and self-improvement. Conducting of evidence-based self-reflecting, to analyse and develop plans made for coach development.
6. Practice and process of coach development. Understanding the big picture of coaching to make effective and efficient decisions on coach development. Using the in-depth knowledge in different areas to develop efficient plans while using the available resources. (Abraham et al., 2013)

2.3 Evaluation and personal development

My own professional skills as a skills coach are at a competent level. Academically I am competent for this job with my sports medicine studies at the open university and now finishing my degree in sports coaching and management. Along with the studies and seminars provided by Finnish ice hockey association (FIHA) for skills coaches. Interpersonal skills I developed a lot during my first year as a skills coach through practical work and gaining knowledge on it. Communicating and especially how can I create learning experiences with the coaches is one of my main development needs for this thesis. Intrapersonal skills I have on a high level because I reflect naturally a great amount on my work and have a few working ways of reflecting that I have gained through studies. In coaching there is always a need to be better and a willingness to develop but reflecting on my own work and using my own personality to my advantage in my current role are my strengths at this point.

Reflecting on the ICDF I recognize myself as a senior coach developer. I am also working on tasks that relate to the master coach developer role, but I feel like I still need a lot more

practical knowledge and more years of working and developing. Communication skills can always be developed but I feel like that is my main strength in my role. Also, when identifying the coach's needs I feel like I can pick them up easily through conversations, evaluating the practices and learning from the coach's behaviour. My main development needs are with creating more varying learning experiences and facilitating adult learning in my role. Through more years and practical work, I think I can develop my reacting and situational awareness the most and gaining more knowledge and practical experience in a coach developer role.

Reflecting on my skill through (Task analysis of coach developers: applications to the Football Associations youth coach educator role study by Abraham et al., 2013). Reflecting on the six domains of understanding from the study I have similar development needs compared to the ICDF. Competencies in adult development, I still need to gain more knowledge to use varying pedagogical ways with the coaches I am working with. Our club still must develop a stronger culture and strategy while using the guidelines of FIHA. My main strengths from the six domains are the skills to understand the coach's strengths and limitations and understanding the practice and process of coach development.

My main development needs during this thesis is how to educate the coaches more efficiently and creating meaningful learning experiences with mentoring. Mentoring felt like a great main topic for my thesis because it is spoken a lot as a great tool for coach developing and due to my personal interest. Also, it ties together all the needs for development that I want to focus on during this thesis.

2.4 Interest groups at work

Internal interest groups of my work are marked and given a subjective value based on amount of contacts during a season (Table 1). My main internal interest group is with the employers of SaiPa ry head of coaching, executive director, and chief of juniors. In this group I am more of an actor asking for help and opinions because of their experience in different fields of sport. Head of coaching being my closest superior and executive director being my boss. Mentor coach, executive director and chairman of the board are a part of the board of directors at Saimaan Pallo ry. Mentor coach's role is to help U11-U14 age groups in specified areas. From FIHA I also have a mentor the regional coach who is my closest superior from FIHA. The regional chief of our region is more in contact with the club management side and the regional coach is involved in the sport operations. Hockey class teachers work with me in the hockey class on-ice practices and they are responsible

for the hockey class operations. These are interest groups where I usually gain knowledge and most of them are mentoring me

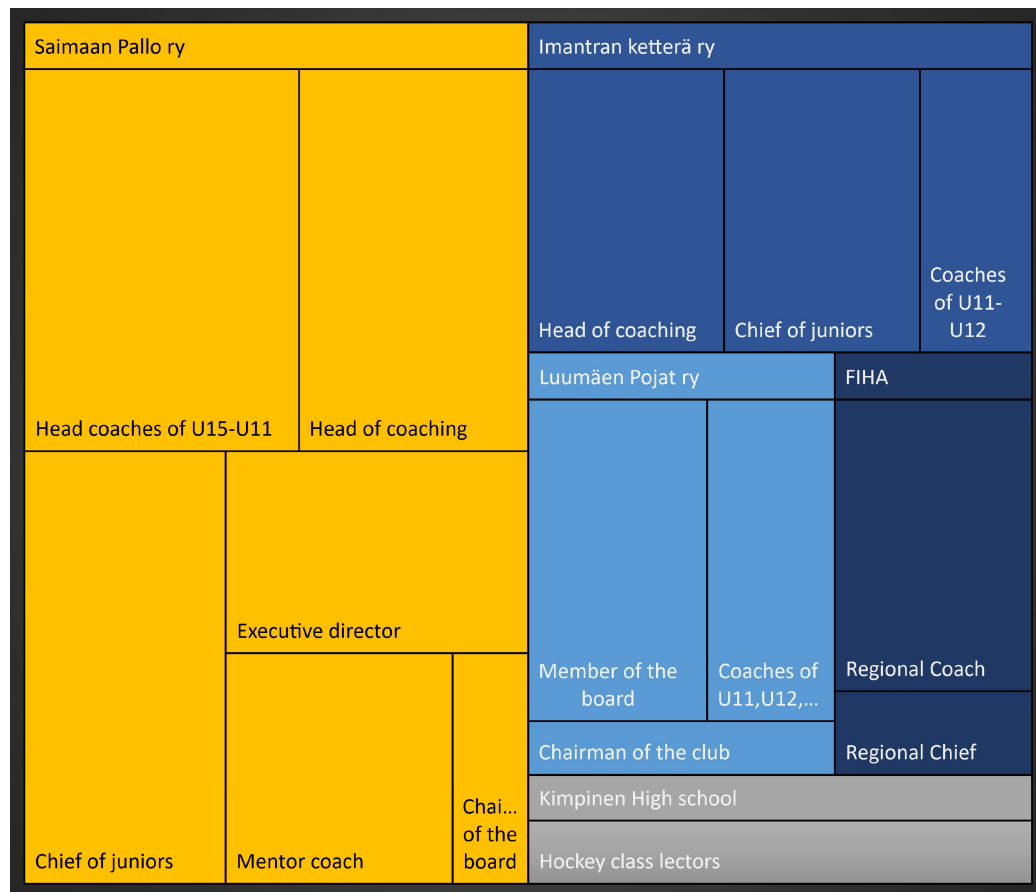


Figure 1, Internal interest group

My main job is to oversee the sports operations of U14-U11 so the coaches from those age groups are also an internal part of my work. Main part of this is passing on knowledge and passing through our guidelines of sport operations and mentoring those individuals who are motivated. With Collaboration clubs LuPo and Ketterä we work together to develop the sport operations of the whole area in my age groups. I am mostly in contact with the persons who oversee the sport operations at those age groups and then we pass ideas down to the coaches in those age groups.

External interest groups (Figure 2). In my work external interest groups monitor, evaluate, and employ. FIHA is behind with funding and Saimaan Pallo ry is employer. The club together with FIHA chooses the skills coach from the participants. With SaiPa everything goes through the head of coaching and executive director, so I get the messages from the board through my internal interest group. FIHA is behind skill coach funding so they get

informed of the plan of operation, evaluation of the season and with working hours. Regional coach is also responsible for reporting my work for FIHA. For the collaboration clubs board of directors know my work and cost. Everything else is discussed and agreed with head of coaching and chief of juniors.

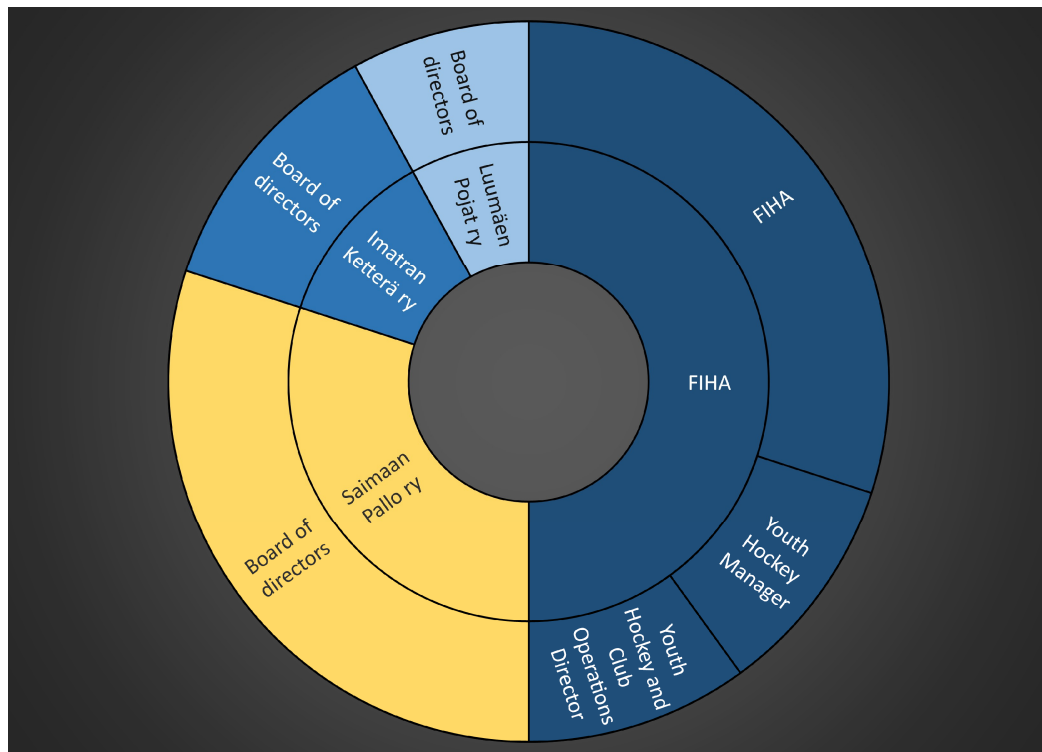


Figure 2, External interest groups

2.5 Interaction skills at work

My work-related conversations are mostly with the coaches of U11 to U15 age groups, other employees of SaiPa ry or with the collaboration clubs. Most of my interactions with peer employees either from SaiPa or Ketterä is focused on problem solving and discussing day to day things. During formal meetings we throw around ideas of development and talk about the tasks at hand.

With the head coaches' interactions consist of three different basic ideas giving constructive feedback, mentoring/coaching the coach, and developing new ideas together. During my first year as a skills coach I feel like I gained quite a bit of trust from the coaches so going on with my second year I feel a lot more comfortable. Domain of trust is important in a healthy mentoring relationship. Key factors of the domain of trust are ability, openness, keeping your word and intent (Kupias & Salo 2014). Most of the conversations and feedback I try to base on an open dialog where coaches feel like their opinion matters and the

mentor and the actor are at an equal level. I try to create dialogs that leads to both of us learning and getting new ideas.

The challenges that I face in my interactions usually from my eagerness because I usually want to tell my thought of an answer right away. Second challenge is myself being an extrovert communication skill are not my best set of assets. Asking questions and listening is something I focus my conversations on because those are my strengths in communications skills. During this thesis, my main development areas are giving feedback and reflecting on it and focusing on creating a good open atmosphere where the coaches want to develop and reflect on their own doing.

3 Diary entries

3.1 Observation week 1

Monday 20 July 2020

My main job for this day was to work with the U15 age group for their two-day camp. We had two ice practices, two off-ices, team meeting and lunch. For this camp, our objectives were to get the players back on the ice after a long break and start thinking about core values for the team. My own objectives were to help the coaches with the values and in involving the players in the process. Main goal for the two-day camps was to start things out well and get the process going with the coaches.

During the first ice the boys and coaches were excited to get back on the ice. Ice was not the best the coaches could do but it worked for the cause. My main objectives during the camp was to get the coaches thinking about the core values and the way a team should act. The players did a group work that focused on core values and how you see them during day to day activities. The group work gave me and the coaches good insight on what the players think. We had good conversations with the coaches about those values what the players suggested.

Reflecting on my mentoring and communicating during the day. I was a bit too quick to give my own opinions and did not really get the coaches to think and reflect on their own. Achieving the goals of a dialog is crucial in mentoring and those goals I did not reach at all during this day. I think it was also because I got on the ice after a long break and was a bit too eager with the coaches. Otherwise the objectives with the team were a success this first day of camp hit the objectives well.

Tuesday 21 July 2020

Today was the second day of the U15 camp, same amount of practices but now we had a bit more time to talk with the players and see how they feel at the start of the season. Objective for the day was to practice hard and now combine our thoughts and talk about the core values and rules for the team with the players. My own objectives were to give the coaches more time to reflect and think on their own.

Second day was better if looking at the practices and the enthusiasm was high. Players started to get a bit tired during the day but the attitude staid for the day. Through those core value talks and rule talks with the players we established the start for the culture of

the team because now they know what they are expected on but it will take time and work to keep it alive. There were players who took values seriously and started leading others so that is a good start.

Reflecting on my own work today. During the value talks I wanted to let the coaches do their own thing but still help them if needed and it went well. After the longer break off the ice I think we were all a bit rusty and reacting to problems was not that fast. During this day I was able to give the coaches more time to think and reflect more and even letting some problems open for the coaches that they could solve them or ask for help if needed.

Wednesday 22 July 2020

Today we started the season with a different age group, the U14 team started their two-day camp today and my main duties for today was working with the U14 age group. U14 had two ice practices and two off-ice practices and a group work on team values. U13 also had an optional ice practice that was held by me and our chief of juniors. Main objectives for the day was like the U15, getting back on the ice and remembering acts and habits while practicing. My objectives were to start the whole process with the coaches and see how they were doing.

The first day of the camp was mostly run by me and all the ice sessions were designed beforehand with the feedback of the coaches of the U14 team. Our focus for the day was showing the demand level and we wanted simple ice practices where we could demand the key points easily. Ices worked out well with the objectives because we didn't need to teach the drills, we could actually focus on how they are doing the tasks. Effort level was amazing during the day and it felt like everyone was happy to be back on the ice.

My own communicating today was a bit difficult today because I felt tired after two long working days and got hurt during my own ice practice. I think those notices really tell me that especially in the line of work I do managing life skills and the workload is crucial. For my work interactions with the coaches are important and if they feel the interactions in a negative way that affects the relationship negatively. I still feel like the day went well especially for the players but for the coaches we could have had more time to discuss and talk about the start of the season. My own communicating was bad but the way the ice practices were planned opened a few great conversations on a few development ideas that we had also during last season with the age group.

Thursday 23 July 2020

The second day of the U14 camp was today. The main objectives of the day were to keep up with the good start we had yesterday and keep the intensity as high as possible. I wanted to talk with the coaches on creating a team culture and what kinds of things they should focus on while creating it.

For the second day U14 coaches oversaw designing the activities for the morning and we planned the evening ice together with the coaches. Morning ice did not go completely as planned but I think the head coach handled the situation well and could change the plan on the fly easily. I focused more on the implementation of the practice during the morning and we had a good dialog about leading a practice with the head coach and one assistant coach. Evening practice we planned together with the coaches due to more free time during the day compared to yesterday. During the planning I wanted to focus on the key points of the practice and why are we doing the drills that we chose.

Planning practices together with the coaches is a method I should use more and with these camps it has been nice to have good amounts of time with the coaches to talk about things during the day. I'll have to come up with ways to use this method more because the coaches are usually really busy with their actual jobs and families. During this day I think the interactions I had with the coaches were good because we had conversations where we both could get new ideas.

Friday 24 July 2020

For my final workday of the week I had an easy day due to the number of hours worked on the camps. My only tasks for today is to sort out final things for next week, mainly U11 and U12 camps that are during next week. In the evening I also went to the ice with U15 age groups to evaluate the practice and discuss about the camp we had this week.

I sorted out the schedule for the U11 and U12 camps for next week due to small change in ice times. With some e-mails and a few calls, the camps were completely set for next week. My other duty for the day was to work with the U15 age group, the coaches wanted a game/competition type practice. We made two teams that competed in the off-ice practice and on the ice in different small area games. We changed the plan a bit after discussions on how we could make the games as variable as possible. The practice worked well, and we got good feedback from the players. After practice we changed a few thoughts on the camp, how they felt about it and what was good what could we do better.

This day was light, and it helped a lot that everything was clear on what my tasks were during the day. Something that I had in my mind for the whole week was how to create better conversations and focus on how I can get the opinion of the coach first and go forward from there. I think with the U15 coaches the discussions about the camp worked out well and I got a lot of new ideas.

Weekly analysis

The whole week was mostly just getting used to being back on the ice for everyone myself, the coaches, and the players. To be completely honest I think that was my main development during the week that I just got used to my job. Other small development that I noticed during the week was on mentoring and communication skills. Through the books and material that I have read on mentoring I am noticing that I am thinking about those things after conversations and I can analyse my conversations already a bit better. I noticed it through my first days that I felt too much in charge of the conversations and did not get that many ideas or challenges from the coaches. Then during the week, I changed my conversating a bit and focused on getting the coaches opinion first or getting to reflect by asking questions. During the camps with the U15 and U14 age groups most of the talk was obviously small talk just because we were all excited to be back on the ice. The formal conversations were aimed towards the objectives of the week. Objective we had during the camps was to start building the team culture. That clear objective helped to keep the formal talking on point for those days and we accomplished starting the culture during those days.

Like I said in the last paragraph that my main problem was overpowering the coaches while having conversations at the start of the week. I felt like I understand my role now a bit more. I usually see my role as a helping hand for the coaches and guiding them inside our club's guidelines and I usually try to be close to the team and the coaches almost like a coach inside the coaching staff. But I must understand that they still see me as an employee of SaiPa and FIHA and it is difficult for them to challenge my views. That is something that I will focus on that I can encourage the coaches to also challenge my opinions and of course through developing my own communication skills.

My tasks during the week did not focus that much on mentoring the coaches. Even though the camps were mostly held by the teams I was still in charge of scheduling and arranging that took quite an amount of time. These training camps could be great for coach education at the start of the season but as a club we need to take the idea a bit further. For my objectives I think the camp worked out well, but it still could be improved especially for

coach development. I will have to try out different concepts for next week's camp with the U11 and U12 age groups. Especially focus on having one on one time with the head coach and go in depth on how they are planning practices.

Dialog in a mentoring setting means that the actor and the mentor are both developing new views for the question at hand. In a dialog the setting should be more equal compared to a more coaching type of communication where the mentor is more distant to the actors' message. In good mentoring the actor is guided to discover and learn on their own while using the knowledge and experience of the mentor. Dialogs special nature is portrayed more clearly when compared to normal conversation in six different aspects. (Kupias & Salo 2014, 163-168)

	"Normal" Conversation	Dialog
Basis	One solution	Many solutions
Objective	Selling own views	Understanding
Approach	Critical, on defensive	Curious, open, exploratory
Focus	More talk	More listening
Layout	One wins	Both win
Result	Strengthen one view	Develop new views

Figure 3, Dialog and normal conversation (modified from Kupias & Salo 2014, 165)

3.2 Observation week 2

Monday 27 July 2020

Today I had a bit of a different working day compared to a normal working day. My main tasks for today were to run the physical tests for U17 and U15 age groups in the morning. In the afternoon U15 and U14 went on the ice and my main task was with the U14 age group evaluating and giving feedback on their practice session. During the day I was also preparing for the U11 camp that starts on Tuesday. My objective for the week was to get the coaches talking more in the mentoring setting with the principles of a dialog.

In the afternoon U15 and U14 went on the ice to practice and I watched the U15 practice from the stands and I was on the ice with the U14 age group. U15 age group had an interesting practice that stirred up some ideas for new drills and new modifications for old drills. After the ice I talked a bit with the U15 coaches, and we had similar ideas on what could be modified and developed a bit further. With the U14 a younger assistant coach was running the practice and I was on the ice to help and evaluate the practice. Practice was planned well but the implementation lacked a bit, also players did not give their best. The coach was a bit too hard on himself and I tried to focus on positive feedback.

Today doing my normal work was really refreshing in the middle of a few camp focused weeks. Today I also felt that I managed my feedbacks well and I felt like I accomplished to produce a good dialog. U15 brief feedback session felt good and I think we all gave each other new ideas. After the U14 ice we had a group conversation with the coaches that worked well especially with the young coach who was a bit too hard on himself. I think the whole group gave good positive feedback and giving some small improvements to focus on. Overall, I accomplished all the tasks that I had today, and I felt like with the feedback that I gave today was much better than last week.

Tuesday 28 July 2020

Today I went back to working on a camp format. Today with a completely new age group for me this seasons U11 age group. All the other age groups that I am working with in SaiPa are familiar to me from last years. My main tasks for today was working with the U11 coaches for their two-day camp. Main goals were to get to know the coaches. I also wanted to see how the team acted and what kind of structure they have, while practising.

I have been talking a lot with the chief of juniors because he was with the age group last season. With those discussions I have some knowledge on the age group, so I don't have to start from zero. I feel like I got to a good start with getting to know the coaches and I got to see a bit on how the practices were like. Especially in this situation where I need to get acquainted with a new age group this camp day worked well. Tomorrow we will focus a bit more on the actual practice and think of some key point for the start of the season with the head coach. Especially focusing on implementation and on what kind of culture we want to create with kids this age.

This day I didn't really have any big objectives to work on. The day was focused on getting to know the new age group. Thinking about the objectives I had for today I felt like I accomplished those but didn't quite see the practice culture well enough. Still I feel like we have enough time tomorrow and during the upcoming weeks.

Wednesday 29 July 2020

Today my main tasks were with the U11 camp and a meeting we had about girl's hockey in the afternoon. My main objectives I had today with the U11 was to get to know the coaches better and start thinking about the rules and principals of the team. Other objective was to see a bit how the head coach plans the practices and what kind of ideas he has. Personal goals that I had during the day was to reflect on my ability to create a dialog.

Today was a bit busy and there were a few changes that I did not plan for during the day and that made my schedule tight. During the camp we transitioned more to their own coaches planning the practices. We had a brief discussion on team rules, and the coaches had good plans on how they are going to get the players involved. The coaches had good atmosphere going on for both days and it was nice to see that there were several coaches getting involved in planning the practices. Overall, I liked the vibe with the age group, and it is fun going forward with them.

With a camp setting my objectives were easy because the coaches are having their summer holiday and are participating in the camp. My main objective was to get to know the coaches better during the two-day camp and that was easily achieved. I am starting to get a bit better on using the principals of dialog in my work but during the camp we didn't have that much formal talk. The head coach was really motivated and interested in coaching so that helped me with the conversations. I did not have to force anything with the conversations.

Thursday 30 July 2020

Today we had a camp day with the U12 age group and that was my main task during the day. In the evening I had skill ice with the U13 age group. My objectives for the day was to start with the rules of the U12 age groups and see what kind of improvements the coaches think the age group needs. Personal objectives for the day was to not overpower my conversations at all and keeping everything as mutual as possible.

With the U12 age group they have planned everything well and have prepared for the start of the season. They had a clear plan for this camp especially on what they wanted to do when they had time with the team. Today they created the rules with the team and talked about the culture of the team. I was really surprised how well they had prepared for the conversation with the boys. I got a positive feeling about the talk but still it needs a lot of work to turn around. The day with the U12 went ok on the ice they behaved well but the off ices were difficult. The skill ice was an optional ice session for the U13 age group which was held by me and the chief of juniors. It was really refreshing to try something a bit different and reflect on them with the chief of juniors.

With the U12 I think we got to the objectives due to the preparation of the coaches of the U12. Because the coaches were really prepared, I could really focus on my role with the team that is mentoring and developing the sports operations. During the day we mostly focused on talking about the behaving and the culture of the team because that really needed development. In the conversation I could keep the conversating in a dialog with patience and listening while helping and giving my views when needed. I still feel like my views were a bit too overpowering because we did not always get all the opinions when we had the discussions.

Friday 31 July 2020

Today was my last working day of the week and final day of the U12 camp. U12 camp was my main task for the day. Objectives for the day was to held ice practices where the kids would get excited and focus on the demand level when playing small area games. This topic was also something we talked with the coaches quite much during the camp intensity was bit of a problem with the age group. My personal objectives where to get the coaches talking more and getting to know their opinions on the development needs.

Camp day went well with the U12 age group the boys behaved and the ices worked out great. In the morning you could see they were a bit tired, but they still gave good effort. During this day it was the first time the age group could do unstructured practice so something from their yesterday's talk was still on their mind. Today for myself I think I got a better connection with the assistant coaches because during last season most of my communication went through the head coach. That is a something during this season I want to change a bit so I'm in contact more with the assistant coaches as well.

Today's objectives I reached partially because I think the ice practices worked out quite well, but I think most of the coaches did not quite understand the reasoning of a more fun

and unstructured practice. Reflecting on my own doing I think I need a bit more structure on my visits with the teams. Especially focusing on my normal visits, I should always have objectives and plans for the visits. Most of the objectives should start from the own interests of the coaches.

Weekly analysis

Last week my focus was on creating dialog with the coaches that would help them to discover and learn on their own. By asking the right questions I felt like I could provoke thoughts and challenge their ideas in a positive way. This week the situation was a bit different working with coaches that I have not worked with that much. This week my tasks were more focused on getting to know the coaches especially with the U11 coaches. U12 coaches I knew from last season but still wanted to be more of a listener. The main reason for this was that the head coach had a work-related injury for about half of the season while me and the mentor coach were planning and running most of the practices for that half of the season.

My objective for this week was to focus on getting information about how the coaches behave, act, and think. My main role was to get some idea on how I should work with the head coaches and how the coaching staff acts together. I feel like this is important in my line of work because all the coaches are different, and I want to make the mentoring process as individualized as possible. I developed in being a good listener during this week and I got a lot of information on the coaches through the camps and through miscellaneous conversations we had at the rink. In my opinion the most important places are when the coaching staff plans a practice how do the head coach and assistant coaches act during planning and during the practice what kind of things they focus on and teach during practices. With dialogs you can get a lot about their values and coaching philosophies but most of the coaches at least in my age groups do not really have a clear vision on coaching. Noticing different things through conversations and through behaviour is one of my main sources of gathering information about the coaches.

Productive conversations happen when the mentor can engage the mentee and keep the conversation flowing in a positive manner with the conversation having endless possibilities. The flow of the conversation is built on a good balance of asking and telling. When telling or asking too much the conversation can have a negative effect on the mentee. After a productive mentoring conversation, the mentee should feel motivated, enlightened, and confident. (Emelo 2015, chapter 6)

In mentoring the mentor's role is not only to give feedback and evaluate. Mentor should support and help the coach through confidential interaction relationship. Mentor coaches can only evaluate and give feedback when there is enough information on the coaches' behaviour and actions. The mentor needs to know the coaches as human being first and there should be enough time for creating the mentoring relationship. In the beginning it is crucial to focus on establishing motivation and the mentor should remove obstacles from learning. (Tiikkaja 2015, 24-25)

Main problems that I faced during the week were with coaches who really do not understand the aims of sports for kids. When talking about kids aged 9-11 main point still should be keeping the kids in sports but still starting to prepare for competitive sports. I feel like the U11 and U12 phase is difficult because most of the coaches go over the top with practices and forget that it should be fun but still challenging for the kids. Through these problems I clearly notice that our club still has a long way to go. The vision on what we want to accomplish with each age group should be clear and what is the main aim of the whole club should be clear to all.

Last week I wanted to clarify the role of the camps at the start of the season and this week I started to think the ideas a bit further. This year these camps were held because of the current situation with the pandemic and we happened to have a lot of ice time that we needed to use. For future use we could plan the whole camp with the team on what we want to develop during the start of the season. We would have a great place to start building team culture and learn different structures for the training sessions. We would have a mentoring meeting where we would go through guidelines for mentoring. Through that discussion I would get a bit info on what the coaches feel they need help on, and I could clarify my role with them.

3.3 Observation week 3

Monday 10 August 2020

Today I started my week with a completely normal working day. One meeting and two practice sessions were my tasks for today. My main objectives for the week was creating a constructive mentoring conversation. With my conversations I wanted to focus on creating a dialog.

My day started in the morning with a group meeting about coach education. We selected dates and times for the upcoming lectures and talked about what we want to accomplish with the lectures. After the meeting we planned the practices for tomorrow's camp with the

chief of juniors. It was a small task that we did that we do not need to stress about things in the morning. For the practices I started with the U12 age group. Practice didn't go really well, and I started thinking about the feedback quite early. Main question was how I can give constructive feedback. After the practice we had a discussion with the coach, but I don't really know did the discussion accomplish anything. I felt like the coach had very strong views and was not ready to make compromises. Ill must came up with ideas on how we can develop the whole practices sessions together with the coaches. Second practice of the day was with the U15 age group. They had a full day tournament on Sunday so there were a few boys absent and it was an easy skill-based practice. My main job was to introduce a new coach to the team and help them with the practice. U15 practice didn't have anything special we talked quite much about the tournament since it was this age groups first games co-joint with Ketterä.

With the U12 practice I did not really accomplish a great atmosphere with the conversation, and it went the wrong way right from the start. With this situation I must take a completely new angle and be patient. I must try to widen the coach's perspective with questions and facts on practising. On the coach's behaviour I can also notice a lot of positive things that a mentee should show. He talks about how he sees the topics and is an open communicator. I think I need to try to awaken a growth mindset that the coach can also question his own views. My first mission with this coach is to question is he willing to learn or are there some other constraints for his lack of effort. Can we get a clear view together on the development needs and how can we get the practicing closer to what we want as a club? With the U15 the situation is so different with two young coaches that want to learn a lot and are willing to invest in their own learning a lot. They both are great mentees, and they make my job easy.

Tuesday 11 August 2020

Today my main task was working for U13 camp, which was the final camp for the start of the season. In the evening I went to see the physical testing of U14 and went on the ice with the U14 age group. Objectives for the day was creating a constructive mentoring conversation.

First day of U13 camp went well. We had a lot of activities during the day two ice practices two off-ices and 30m testing. The day was a bit too busy, but we got everything done during the day. With the U14 it was nice to see development on the test results and we could see that the off-ice plan has been working correctly. U14 ice turned into planning and implementing the whole ice practice due to the head coach being busy with work. We

planned the ice with a younger assistant coach, and it was a good learning experience for both of us.

During the camp we did not have any formal mentoring going on. Of course, when there was the chief of juniors, me and two young coaches from other age groups we talked quite much about hockey and tossed around different ideas. During the camp most of the conversation was with an open and equal dialog with the whole group and that is something that I really enjoy as a learning environment. Today I think I reached my objectives for the day and we got a lot of constructive mentoring in a group setting during the day with the camp. My main development for constructive mentoring is with reflecting together with a group on different topics is a great way of getting the mentee active and not only copying the mentor's ideas. For example today I planned a drill that I firstly reflected myself with the mentee and then the mentee reflected on the drill, especially after my own reflecting the mentee felt comfortable giving his own opinion and from those opinions we could reflect our own ideas further.

Wednesday 12 August 2020

Today my main task was working with the second day of U13 camp, which was my final camp day for a while. After the day we had a conversation with one of the head coaches of the U13 on how the camp went and checked their seasonal plan. Objectives for the day was to focus on my dialog skills.

In the practices we tried a few new things with different coloured pucks in goal scoring drills and I was surprised on how well the boys reacted to those drills, the boys gave similar feedback. They really liked that it was an easy drill which was easy to do but still had something new that challenged them especially with decision making. After the camp day we had a meeting with one of the head coaches about the camp and on the start of the season. U13 age group has everything planned and the whole group is already a group which behaves well and the whole team staff has everything well and knows why they are at the rink.

Meeting we had with the coach was something that showed me that I have developed especially compared to last season. Mostly where I feel development is that I can accomplish my own objectives with a conversation better. Like for today I wanted to know how the season has started and could there be any problems with the parents because it is the first season when the age group is playing officially with two levels. In the conversation I

also wanted to hear thoughts from planning the seasonal plan because you don't get everything from the written file. Through using only, a mindset that I want to accomplish these things with this meeting while still trying to keep the conversation fluid and with a good atmosphere has helped me a lot in formal meetings or conversations. Main thing that I feel like helped me was curiosity because I was interested how the coaches created the seasonal plan because it looked well planned and they put a lot of effort in it.

Thursday 13 August 2020

This day I had mainly two tasks to visit the U11 practice and the U15 practice during the day. In the morning I also had quite a lot of e-mails and arranging to do. U11 practice I wanted to see their normal practice planned and implemented by their own coaches. U15 age group I was more of a coach with the team on the ice. Objectives for the day was focusing on giving feedback and creating a constructive mentoring conversation.

In the afternoon I went on the ice with the U11 age group it was my first time seeing their normal practice session and during the ice me and the head coach didn't have a station so we could go around and discuss together about the whole practice during the ice. After the ice we had a small discussion with the head coach about the whole practice. With the U15 I am working more as a coach on the team and helping with small details and making sure they are on the right tracks.

Today I felt like I really accomplished my objectives and could see development in my mentoring. The mentoring during the U11 practice went well. It was a really working way of doing it when we could go around the stations with the head coach and reflect on the drills while they were running. During the whole practice I think I gave the coach good tips in a questions format that he can discover and solve on his own while giving some guidance. The result I will see in a longer time, but I felt like giving questions could work well especially with the motivated coaches that are willing to invest some time and effort. During next week, the amount of positive feedback compared to constructive is something I need to work on a bit because my own mindset is always thinking about things we can do better.

Friday 14 August 2020

In the morning we had a meeting with Ketterä that went smoothly, and we discussed about my task and objectives in Ketterä. During this meeting I noticed how important a

plan is for a meeting the whole group went off topic a lot during the meeting and the discussions we had about the actual reason we were there wasn't discussed that much. In the evening I went to watch our U14 and U15 age group play against each other. Today's theme was to reflect on my mentoring in a game setting, how can I help the coaches during games.

The game was not reasonable, but the coaches wanted to play against each other, and we happened to have good amount of ice time during today. My first idea was to play with mixed teams with matched lines, but that idea changed somewhere during the week. The result was clear with the U15 winning quite easily. During the intermissions I had a few talks with the coaches especially with the U14. My main thought on helping the coaches during games is reflecting the practices and games especially with the younger age groups. Do I see those things that we are practicing in games and is there a area where we are clearly ahead or behind?

Somehow mentoring in a game setting is a lot more difficult at least for me. My strengths as a communicator are with listening and getting the mentee active as well. In a game setting my mentoring is more of a one directional feedback, which I do not like at all. In a one directional mentoring or first generation mentoring the mentee is inactive and more of a listener. With the first generation mentoring the mentee isn't really discovering anything or using his/her own experiences to his advantage. Especially when talking about mentoring mentees who are doing their hobby which they are doing for fun and for the love of the game, I think they should have autonomy and their own opinions while coaching. During the game setting I am a bit too much involved in the game and somehow want certain things fixed right away. Patience is something I need more and thinking about and even making rules with the coaches on how they want feedback from the games.

Weekly analysis

During the week I developed mostly on reflecting almost all my more formal conversations that I had during the day. It is always different with every individual but still I am starting to notice some positive changes in myself as a mentor and as a communicator. I am asking questions a lot more in my communication and I am learning different methods of using mentoring in my work. Especially on creating a dialog I have developed my skills during this time but still need to develop a lot, especially on a few areas. My strengths in a dialog is listening and respecting the mentee, those two skills came naturally for me and are not that difficult. Straightforward talk is something that is bit difficult. I am open when talking but I am not always sure can I prove my point clear enough or is it clear enough for the

people I am talking with. Fourth dialog skill waiting is also something I still need to learn to use better because of my role I feel like I need to give an answer right away but I have to notice that that is not the case. I am always ready to say that I do not know, and I will find it out, but using the time and thinking and creating suspense when I'm talking is a skill I need to master more of. Through that skill I could also help my sentencing to be clearer and more understandable.

Giving negative or constructive feedback is something I need to be a bit more careful about and that is something I must clarify especially for next week. Especially with the practice during Monday I did not do a good job on giving feedback and I think it did not help the situation at all. I need to know the individuals better whom I am giving feedback and try to be patient with the coaches and work in a long term more. Especially in this case I think we must clarify our roles and I must ensure that the coach is motivated enough in his own development.

People need norms, models, and categories for his/her thinking. These essential aids can sometimes make understanding different opinions difficult. People have also an easily surfacing need to justify and force our own views. These are obstacles that need to be concurred when creating a dialog. (Kupias & Salo 2014, 163)

Four skills for a dialog. Listening is the first one. Real listening is hard because it forces to silence your own inner noise. Doing sudden conclusions is not advised in listening. Respect is the second skill. We should respect each other boundaries and everyone's differences. Respect does not mean accepting other people's opinions, you can be respectful and disagree. Straightforward talk is the third skill. Straightforward talk means that you are talking from your inner self, as yourself, from your own opinions and from your own views. Waiting is the final skill. Waiting is a skill that focuses on creating a brief suspense. To reassure and form your own opinion with care. Waiting is taking distance and looking at new views on the topic. (Kupias & Salo 2014, 166-168)

3.4 Observation week 4

Monday 17 August 2020

My tasks for today were two hockey school practices in the morning with the 8th graders and in the afternoon with the 7th graders. With the 8th graders we had off-ice and on ice practice and 7th graders had only ice practice in the afternoon. My objectives for this week was to try to recognize different forms of mentoring in my work and analysing how could I

do different mentoring styles better. For today my objectives were reflecting on my own mentoring styles and what styles do I use most.

Today did not have any formal meetings with the age groups. I was only working with the hockey glass players on planning and implementing the practices for them. Still had a few conversations with the coaches during the day and felt like I can use those conversations for reflecting my mentoring. Especially one talk with a younger coach who is really interested getting educated and trying to make it as a coach.

Reflecting on my mentoring through six styles of mentoring. I mostly use the softer forms of mentoring and I think with most of the coaches I work with it works well. I must always remember that coaching is their hobby, and I don't want to give too much negative feedback. My mostly used style in my work is encouraging mentoring style. I am usually using this quite much with the coaches I work with, the style comes to me naturally and I feel like it works with dad coaches and the young coaches we have coaching for us. I try to encourage the coaches with the positive things they have during the practices and encourage them to try and evaluate on their own. Counselling mentoring style I used quite much during last year because of the way I evaluated practices in my head, but this season I have gotten rid of it. Questioning is something I have been trying to use for a while but I feel like I still need more practice Today my main development was trying to recognize how I use different mentoring styles and during the week I'll reflect on my own mentoring through the styles.

Tuesday 18 August 2020

Today my main working tasks were working with the regional coach for evaluating U14 and U13 practices, especially focusing on the planning of the practice. Evaluating was a part of a coaching education of FIHA. Objectives for the day was reflecting and learning from the mentoring of the regional coach and reflecting on my own mentoring.

The plan for the day was that we firstly discussed with the regional coach together about the age groups we are going to evaluate. Then we talked before the ice practices with the coaches on how they want to be evaluated and do they want to tell the practice plan to us before the ice. I really liked the way that the regional coach asked questions and involved the coaches on the decision-making process of the whole visit. He was still clear on what are the benefits of both ways of doing and the coaches could evaluate on what is best for them. With the two age groups we did it differently so through that it was also clear on what are the benefits of both ways.

Reflecting on how I could reflect and learn from the regional coaches' way of mentoring through different mentoring styles it felt like it worked out well. Mostly during today's evaluating and feedback he used encouraging style of mentoring. He encouraged the coaches a lot during the conversation and placed the small tips in question form or through different ideas for the mentee. Through the conversations I got a feeling that the difficulties for him was also like mine that how can he give the feedback fluently in a conversation. He as a mentor is also more of a storyteller than me so he can keep the conversation fluid with telling stories in the middle.

I did not do that much mentoring during today because of the regional coach being in charge. My role was more of a listener and telling different ideas and views on the conversations. Focusing on my own mentoring main thing I noticed is with the mix of encouraging and questioning styles the regional coach and I could keep the atmosphere really positive and it seemed like the coaches were really involved and open towards the feedback with those styles of mentoring. Overall a nice afternoon/evening with the regional coach and our U14 and U13 coaches.

Thursday 20 August 2020

Objectives for my day was to reflect on my mentoring styles throughout the day. My main tasks for today was two visits with two different age groups the U11 and U15. With the U11 this was the second ice I have ever seen completely and with the U15 I have seen many practices through last season and this season. I must think my mentoring through quite differently with the age groups.

With my first practice with the U11 I was running a station on the ice, so I did not see that well the whole practice, but that was necessary due to the amount of coaches. Before and after the ice practice we talked with the head coach and passed around ideas for the practice and evaluated the practice after the ice. I arranged time properly before the U15 ice because I wanted to talk with the coaches on how they are doing and wanted the player evaluation forms for the hockey school ices. I noticed that the U15 need a bit more visits during the season that I originally planned for but still they are on the right track.

Reflecting on my own mentoring for the day I clearly noticed that I was able to use two different methods of mentoring for two different coaching staffs. U11 coaching staff is mainly focused on dad coaches but the coaching staff has a good amount of knowledge especially as a hockey player. With the U11 I focused my mentoring a lot on encouraging style

with focusing on some pointers that we want as a club in question format. I feel like that works well with the younger age groups especially with the coaches that are motivated to reflect on their own doing. With the encouraging style the mentor should encourage the mentee to use his own knowledge and strengths. Especially with the U11 I always try to end the visit with some question, like how could you ensure that the players are skating enough during practice and what kind of activities could be good for that with this age group. Maybe give some ideas to start the thinking process. U15 age group I wanted to work a bit differently because of this thesis and because of the things I have seen about the coaching staff. Before the practice I used questioning style with the coaches to see how they are doing and how is the team doing. With questioning I also wanted to clarify do they see the issue that I have with the practices or how do they see the topic. After the practice I wanted to challenge the issue with straight questions, and they have noticed it as well. After the questions I challenged it even more that they would think about the players a bit more on what they can learn in one ice practice. Then I wanted to end the conversation with a positive mindset with positive mix of accepting and encouraging style. With today's mentoring I am starting really see development in my mentoring. I'm starting to think about the mentoring styles and trying to use them according to the situation and through my own personality.

Friday 21 August 2020

My main task for today was to have a small meeting with one of the U13 head coaches, be a part of their coaches meeting and see their practice. Objectives for the day was like the whole week I wanted to reflect on my own mentoring style usage. Smaller objective for today was to see how I naturally use the styles in different situation, in a one on one meeting with the head coach, in a group setting with all of the coaches, on the ice with the coaching staff.

My work with the U13 today did not go at all like I planned, schedule was a bit too tight and we did not really get any good conversations with the head coach. My original plan was to plan the practice with the head coach and then I could be a part of the coaches meeting. The coach had a longer workday than expected and we did not have any time to plan the practice, he had an idea for the practice, and we went with that. Even after the ice we didn't have almost any time to talk about the practice. Dad coaches are sometimes busy and that how it is, but for me I must come up with ways to help and mentor them even though there isn't that much time.

My mentoring today was not at all that good. Due to the time issues and my own slow thinking I did not even give the coach any face to face feedback. For the future I have to come up with more ways we can discuss about the ice, some small tips I can give during the ice but during the ice practice there isn't usually that much time for that. I must learn to use advisory style a bit more especially with the briefer feedback. Advisory style with some questions to get them thinking for the next practice could be a working combination for a briefer feedback for the coaches. With me knowing the coaches quite well I think this kind of feedback would not be too harsh and sometimes could work well. I must make sure that the feedback will not harm the coaches own thinking and autonomy.

Saturday 22 August 2020

My task for today was to evaluate the coaching during a game with the U14. I was a part of the coaching staff for two games during a tournament. I wanted to be a clear assistant coach in the situations and wanted to see how the coaches' coach in a game setting. Objectives for myself was to analyse my mentoring styles in a game setting. Focusing on controlling my emotions while mentoring in a game setting and accepting the emotions of the mentee.

Being on the bench with the coaches was a really nice way of mentoring and analysing the coach's way of coaching in a game. It was also fun for me to coach in a game as well. During the game I could see clearly how the coach gives feedback during the game and how does he give feedback during the game. I am so close to the coaches especially with the U14, so I don't feel like the coaching changed in any way with my presence. It worked well as a mentoring tool and it was also a different view for the coaches on their game.

The experience today went a bit differently that I assumed. I thought that the day would be more consisting on myself controlling my emotions and thinking clearly about how I mentor, but it was completely different. The coaches of the U14 age group were a bit too intense in a game setting and my role was to tame them down for the day. We had a good amount of time between the games and had a lot of good conversations during the day, but I feel like it was only a start and I have to get the coach thinking more about his own habits. I was able to mentor through the emotions that the game setting brought me and could help the coaches during the day quite much. Mainly during the day, I used the encouraging style with the questioning style quite much. Those two styles worked especially well because I wanted the head coach to use his own knowledge of pedagogy in a game setting. With the questions I wanted the coach to focus on different behavioural ques and wanted to see how much he can tell about them because pedagogy is his day job.

Weekly analysis

This week my main development happened when observing the regional coach at his work. I feel like that was a great experience analysing a competent professional mentoring and being a part of those conversations. During the week I started to clearly see the different mentoring styles in my own work and could reflect on how they worked in those situations. Reflecting and adjusting has seemed to work well with mentoring and accepting that you make mistakes and might say things that won't work that well. I have noticed styles that work well for me and my environment encouraging, and questioning styles work well with sometimes giving clear practical examples in the advising style. While being a part of the tournament I noticed a bit better on how can I mentor in a game setting but that is something to use sparingly just with my later experiences I noticed it is good to talk about games afterwards when the coaches have also processed the game better in their head.

I still need to schedule my mentoring a bit better that it would be a lot clearer to the coaches on when are we meeting and why are we meeting. Most of the mentoring I have during my working hours is non-formal mentoring what happens day to day at the ice rink. Main aim of the mentoring is to keep the age groups going in the right direction, but there should be more formal mentoring throughout the working week so we could focus on the development needs of the coach. Main problem is that some of the coaches do not have to motivation for it and I would have to schedule my week completely differently to focus more on the coaches. On the positive side I have been able to provoke the coaches on reflecting on their own doing and I have been able to give them help with the problems or guide them to discover the answer on their own with giving them material on the problems that they are facing.

My main problems during the week was with time. I completely understand that the dad coaches are busy with work and they have their families at home. Somehow, I need to come up with more ways of helping them with time, so the feedback does not need to be pushed in a few minutes' timespan. Trying to get situations where we can go around the stations with the head coach or using the time after the ice before off ice starts. One idea that I had was to go on away game trips with the age groups to really have time with the coaches, of course this idea needs to be used sparingly just to think about my own working hours.

Three fundamental types of mentoring are responsive, interactive, and directive. Responsive mentoring is focused on mentee giving the direction for the mentor for the mentoring

process. This style of mentoring works well with experienced mentees that are willing to take the responsibility for their progress. If used without thought could lead to confusing the mentee. Interactive mentoring is a shared process where both the mentor and the mentee bring up questions and problems to the table. This type of mentoring requires a sense of a peer relationship with the mentor and the mentee, both bringing up topics and learning on the way. Problems might occur if the mentor and mentee are evading the responsibility of the process. Directive mentor is in control of the whole process with clear goals and objectives for the mentee. Could work when the mentee is in his starting phases and need guidance. Can easily lead to loss of autonomy of the mentee and resulting in the mentee being passive and dependent. (Jones et al. 2009, 275-280)

Mentoring needs are intellectual and emotional needs. For intellectual needs, the mentor will usually use reflecting, showing, giving tasks or with help. For emotional needs, the mentor will need to encourage, listen, and support the mentee. (Kupias & Salo 2014, 186)

Six different styles in mentoring are advising, encouraging, accepting, asking, challenging and storytelling. The mentor does not have to know how to use all the leading styles. Only advising and storytelling are styles that share knowledge directly. The mentoring relationship should be more open, equal, and appropriately personal to provoke the mentees own thinking and implement the knowledge to his own way of working. Main points for the mentoring should be creating an equal learning experience with a dialog and reflecting. (Kupias & Salo 2014, 179–186)

3.5 Observation week 5

Monday 24 August 2020

This week I have a bit unusual week with only two normal working days during the week. From Wednesday to Friday I have three education days for an education package tailored by FIHA for people working in ice-hockey clubs. My task for the start of the week consisted of my normal day to day work in SaiPa, today I have a visit to U12 practice and in the afternoon and morning I have hockey school ices for 7th and 8th graders. Objectives for this week was to focus on my mentoring styles throughout the week and pick up new things on mentoring and professional growth from the education days.

My morning and afternoon consisted of the hockey class ices and preparing for the work week. After the hockey class ice, we had skill ices for the players who aren't a part of the hockey class program. With the skill ices we have also some peer mentoring with the chief

on juniors and there is also coaches from the U14 and U15 present at the practices. Straight after the skill ice I jumped on the ice with U12 joint practice with players from SaiPa and LuPo. Head coach of the U12 was sick but still planned the practice and I was only evaluating the practice and helping the assistant coaches with the implementation.

Reflecting on my own mentoring styles for the day with the skill ice. We planned the practice with one of the U14 coaches and the chief of juniors. During the conversation we kept the conversation on an equal level, and we all contributed for the ice session. Chief of juniors and myself used quite much of the questioning style mixed with challenging style. With questions we wanted to ask the coaches opinion on how he would do things and we wanted to slightly challenge the ideas to modify them a bit. What I noticed during the conversation I noticed how much the positive feedback after the challenge affected the coach and he got a real sense of accomplishment when he got positive changes made to the ideas. With the U12 assistant coaches I wanted to use advising style with the questioning style. I made a really clear plan on my mentoring I wanted to give some advice to change something about the drill and provoked them to think what happened after the adjustments and questioned them how they feel about the adjustment. It worked really well in this format when the absent head coach wasn't there but he planned the practice so we could adjust the drills quite easily and I could focus on helping the assistant coaches and see what they think about the practices.

Tuesday 25 August 2020

Tuesday was my second normal working day of the week. In the morning I had a quite a lot of emails and arranging for the upcoming weeks and in the evening, I went on the ice with the U15 to evaluate and see the practice. Objectives for the day was to use questioning mentoring style more and trying to involve the U15 coaches as much as I can. Today I wanted to use more of a one-off objective with the U15 because I want to establish more of their own thinking in the coaching process.

The way that the U15 coaching staff works is a great way of working for them and it is a bit different than normal. They usually have the off-ice planned before the practice and plan the ice practice when the players are dressing up. It is not the best way of planning a practice but I feel like it works for them really well, because they can get all the coaches involved in the decision making and before the planning they have the topic and the aims for the practice clear. How can I help with the process and mentor during the planning

phase, was my main objective for today. I scheduled the whole evening to be with the U15 age group, so I did not have a hurry to another age group during the evening.

Thinking about my own mentoring for today. I feel like I still need practice to use the questioning style more effectively. My main challenge with the questioning style is to know how to form a relevant question that provokes the mentee, but the question still should be easy to understand. When reflecting on the four-dialog skills I feel like I must be more patient and wait for the question to sink in. On the positive side today, I think I was able to help the coaches with different ideas when they felt like they were not progressing with the ideas. I used questions to provoke ideas with the questions and helped with the advising style with some of my own ideas. I still tried to give the ideas that way that it would not make the coaches lose their autonomy and wanted the help them forward but to think of their own solution through the advice I gave. I think those mentoring styles worked great for this visit with the U15.

Wednesday 26 August 2020

Today I have an education day in Vierumäki. The education is a part of professional in Ice-hockey education package that is tailored to ice-hockey club workers. For me, this education was two days long so Wednesday and Thursday. My objectives for the day was to pick up things for my own mentoring throughout the day and get new practical ideas from the lectures.

Our first day at the education was more of a “landing” day. Meaning that we are all coming from busy environments and through this “landing” we can firstly get to know each other and get our minds cleared for the education. Orientation day was the whole theme for the first day. Whole education was based on working as a team what is a good team and how can people learn together with an open dialog.

Today was an interesting day for me, we got a lot of info on working as a team through a dialog and also had a lot of working as a team to answer questions. The four dialog skills were familiar to me through this thesis, but it was taught a good way that we could implement it right away to our own work. The education's knowledge creating theory was based on the SECI-model created by Nonaka & Takeuchi which consisted of four main principals of creating new knowledge. First socialization where we shared knowledge with each other to widen our views, second externalization a creative solution that is based on ideas from the socialization phase and also formal knowledge, third combination forming practical ideas from the knowledge created through the phases, and fourth Internalization which

means understanding the knowledge base and trying it out in the real world. With today's education I could see clearly different styles of mentoring and especially when working as a smaller group with our team for the two days I think we were able to create a good learning environment where we were using a dialog really well. From my findings when there is a huge amount of mutual interest in the same room with people who respect each other a dialog is quite easy to maintain and learn from.

Thursday 27 August 2020

During this day we started the education with working a lot in our teams and then reflecting on our findings with the whole group. There were a few small groups works on creating the domain of trust with people and especially on how we can do that as a club through core values and using the different trust capacities. We ended the day in the "birth" of new knowledge that was also our display on professional development. Today our final task of giving birth to new knowledge was in a form of a play.

My objectives for the day was to get as much new practical information on how we can develop our club and focusing on our teams' dialog. My main new knowledge for the day was the trust capacity and three domains of trust. Competency, agreement, and communication are the factors on how we can analyse trust. When a human is competent for his/her job, while being accountable and communicating clearly there is a good possibility of trust from other people.

During the day I was able to gather a lot of new ideas for our own club development. I really liked how the whole group was open, helping each other out and asking out a lot of different questions from each other. That kind of environment was the most important thing when thinking about the learning experiences from the education. My main question throughout the second day of the education was that how we could create that kind of environment in our club with the employees and with the coaches. Main dialog skills that I noticed during the day was how anticipation and waiting with your own opinions created a greater setting for a dialog. You could form your own opinion and reflect on it through other people's opinions and questioning before giving your opinion worked for me when trying to create a better learning experience for the whole team.

Friday 28 August 2020

Friday was my third normal working day of the week I wanted to keep it light so I could digest the information from the education days and control my working hours a bit. Tasks for the day was to have a visit with the U14 and have a small meeting with a parent from the U14 after the practice. Objectives for the day was to focus on my mentoring styles with the U14 coaches.

The ice practice was planned by one young assistant coach of the age group and implemented completely by the U14 coaches. I was only evaluating the practice and handling the pucks and nets. With the parent the meeting was held after the ice to clear up a few things face to face.

Reflecting on my mentoring styles in today's practice, at a small meeting we had with the coach before the practice we discussed on a few things and finalized the practice plan together. In that meeting I wanted to challenge the coach quite much with the whys of the practice. Why are we doing this drill in this context? I noticed quite clearly that with a positive atmosphere I can also be quite direct with, especially this coach. With a few challenges and a few practical examples that I showed we got a good practice plan. We talked a bit about the implementation but wanted him to do what he normally does. After the ice I wanted to be more encouraging while still focusing on a few development ideas for his planning. My main goal for this to end the visit with a positive note but still giving some tips for the future. Especially with this coach who I know quite well the harsher challenge also worked well while still remembering to give the positive feedback and encouragement on the positive things.

Weekly Analysis

When thinking about my working week I feel like the education days were fruitful and I gained a lot of new knowledge from the course. I think the main two things that I could implement right away was dialog skills and a few tips on working in a stressful and busy environment. During the two days I could really see how the four-dialog skills work in a real setting with people that are interested in the same things. From a learner perspective I really liked the way that the education was structured, the way that we were first told basics on working as a team through the dialog mindset and then we were able to learn better as a team throughout the whole course. For the stress and working in a busy environment it was nice to hear their way of working from more experienced workers in the field of sports. Two main points from those discussions was to take your own time during the day and schedule time after or before the practice to talk with the staff and the parents.

Reflecting on my mentoring my main development was with that I was able to use different mentoring styles more fluently and use them with a purpose. I am now able to use the knowledge that I have from the coaches on my mentoring and mostly able to mentor every coach differently on their needs. Especially with the questioning style I am feeling progress, I can use questions and lead the coaches to discover a lot more than before. I feel like that the plans that I make for the visit are accomplishing a lot better and I can accomplish my tasks when doing the visits. This week I also started noticing that the feedback that I give is sinking in more effectively because the practices are looking great and the coaches are starting to reflect more on their doing.

During this working week I did not really face any work-related problems the three normal working days went well, and the education days were really refreshing and productive. Scheduling and thinking about myself is something I should be able to do better I am seeing that my working hours are on the rise and that does not affect my mentoring or my working in a positive manner in a long term. That is something I really must clarify on my upcoming weeks.

Mentor should be able to recognize individual needs, individual needs can be compressed into two need emotional and intellectual. Emotional and intellectual needs should be remembered and noticed in a mentoring relationship. A mentoring relationship is difficult because it needs to keep the reasonable professional distance and still be close and personal to a point. There are a few factors that affect learning in a positive manner, these factors work as a tool for mentoring. Motivation, using prior experiences, atmosphere, communication and feedback, activity to learn, reaching goals are factors the mentor can use when thinking about how to affect the learning of the mentee. (Kupias & Salo 2014, 187-195)

A crucial mentoring conversation is a conversation that is supposed to help the mentee and the mentor to find new knowledge and break through to new levels of understanding. The conversation should focus on a greater clarity and new views on a specific subject. Clarity and specificity of the conversation should give more confidence for acting and reacting on a specific issue. Crucial mentoring conversation should be able to turn down the noise and the hurry in the mentoring situations, mentor should ensure that the thinking does not stop after the mentoring conversation. A mentoring conversation should have both parties involved and contributing to the issue at hands, millennials are more used to sharing, responding, and criticising the information so they want to involve themselves more. (Steinmann 2017, 30-40)

3.6 Observation week 6

Tuesday 1 September 2020

My main task for today was the first skills coach visit to Imatra with the U12 age group. My other tasks were an education about the key points of Finnish hockey held by U17 national team coach, in the evening I also had a brief discussion with the U14 coach about their games and what he analysed from them. Objectives for the day was to reflect on learning through mentoring styles, especially on how I can create good learning experiences for coaches that are varying in level.

I worked with the U12 age group from Imatra also during last season, so the coaching staff was familiar, and I did not have to focus on getting to know the coaches on my first visit. My main ideas that I wanted to focus on during today's visit was how can I create good learning experiences on the ice with the coaches and what kind of mentoring styles work for that. With the U14 head coach the discussion was more of an evaluation style conversation where we both analysed the game and a few things we need to focus on in practices.

I think the first visit to Imatra went completely as planned and it was nice to see the age group after a long time. When mentoring I feel like quick reacting is a key to creating a good learning experience you can't plan the process that much but you have to have an idea on what you want to accomplish during a visit. Today I wanted to accomplish a few small learning ideas in the planning of the ice practice while still encouraging the coach to understand that he knows a lot about planning and has the right ideas. I tried to do my mentoring on the ice because the coaches are usually busy after the ice with parents or with taking their own kid home. My plan was to provoke thinking with a few questions/challenges especially focused on a few practices and when the coach came up with the idea, I wanted to give a straight encouragement. I knew from before that the coach knows the basic ideas of planning but always cannot implement in the way required. With a few of those conversations I felt like the coach also learned something new while gaining more trust on what he already knows.

Wednesday 2 September 2020

For today my task were a visit with the U13 age group and morning ice with the hockey school programme. Objectives for the day was similar than yesterday, to focus on my mentoring styles and how can I create learning experiences with the coaches. Today was a shorter day with work so I had a relatively light working day.

My main goals for the visit with the U13 coach was to see how the planning of the whole practice is linked together is there something that is connecting on-ice and off-ice practices together. With the U13 age group I want to focus more on the coaches and myself both learning with and open dialog. The coaches on this age group are experienced in many ways in sports and hockey so my role is a lot different than with other age groups. We talk about a lot of the same things and can help each other quite much.

Reflecting on my mentoring today I think I noticed quite quickly that today is not the best day for giving that much of feedback for the coaches. After that I wanted to keep the visit light and containing just normal conversations and asking questions on how the team is doing. The boys and the coaches came straight from School/work to the rink and I feel like the atmosphere was tired and not on a receiving mood. After the ice practice we had some conversations with the head coach during the off-ice practice and I think I made the right call to keep the visit light. During the practice I gave only positive feedback, and we talked a bit on how we could develop a new way of arranging a practice that they planned and tried out for the first time. It was something I could pick up and use with different age groups as well. I think today was a good example on one of the main principals of mentoring that I must know the coach and be able to react to the situation at hand. With that I think I could get a bit of learning for both of us while not frustrating or draining the coach with the visit.

Thursday 3 September 2020

Today my main tasks were two visits with different age groups in the evening, with U12 and U14. With the U12 I had a normal visit with the age group, for today we wanted to plan the practice together. U14 visit was similar we planned two practices today with the coaching staff for today and tomorrow and we could look a bit on how we can develop progression during the week. Objectives for the day was to create different learning experiences for both the U12 and U14 coaching staff with taking more people in on the planning phase and getting new ideas from that. Objectives for the day was to focus on creating different learning experiences and focus on my mentoring styles.

I was working first with the U11 age group and we planned the practice as a group with all the coaches, the head coach had an clear idea on what he wanted but we tried to ask everyone's opinions on the practice. With the U11 age group the practices are quite simple, so it was easy for everyone to get involved. I think it was a good way of working especially with the younger age groups where we could get all the coaches more involved in

the process. In the evening with the U14 we planned the practice with a younger assistant coach and then we talked with the head coach about the practice. I wanted to focus on a few key points with him about things we have discussed about.

Reflecting on my own doing today I think I was able to create different kinds of learning experiences that worked well. Small group peer mentoring worked well with the U11 age group and I was just helping and keeping the conversation going during the planning. I felt like that was a good way to get all the coaches involved and more interested in coaching. Especially with the younger age groups where we should try to get away from only the head coach planning and being in charge to all of the coaches being more involved in the process this kind of group peer mentoring could work well, depending on the schedule of the coaches. With the mentoring with the U14 coach I think I was able to create learning with questioning especially when we were talking about the whys of the plan. During that mentoring it was clear on what we wanted to accomplish and we focused on those things and did a basic plan quite quickly but focused on the key points and what we wanted to practice during the end of the week.

Friday 4 September 2020

My only task for today was to work again with the U14 age group in a more of a follow up visit where we could analyse the progression during the week. I wanted the coaches to have basic knowledge on how they can structure the week with progression and from skills practice towards game practice weekly. On my mentoring my focus was on trying to get the coach thinking about the concrete ideas that I gave with the two consecutive visits. Objectives for the day was creating new learning experiences for the coaches and focus on the involvement of the coaches even though I am running the practice.

Last season I used this type of visit quite often because we as a club wanted the coaches to have new drills and learn from different examples. That usually didn't get the coaches involved that much and for this end of the week visit with the U14 I tried to also think of ways to get the coaches involved during and after the practice. I wanted to also get the coaches involved in the planning so we planned the key points of the practice together with the coaches and also had discussion after the ice on how would they develop the plan even further.

Reflecting on my own mentoring and ability to create an environment which would be beneficial for learning. I accomplished my tasks well during the day and the way I used the show and tell method while still trying to involve the coaches worked out fairly well. Still I

would like to get the coaches more involved in the planning phase, but time is usually the enemy when trying to set up a meeting with the coaches before a practice. This method works well when I want to show the coaches a practical example and focusing on getting the coaches to reflect on the practice more. I felt like especially today the coaches were able to give more straight feedback when the practice was planned by me. Especially when talking about amateur coaches the feedback is not that easy to tell the head coach or whichever coach has planned the practice.

Weekly analysis

For this week I feel like my main development happened when I started to try different things and even go with the flow more. I feel like I am starting to get my mentoring a lot more stable and trough that it is easier to try and create different learning experiences for the coaches. I am trusting my instincts a lot more and feel like I can read the mentees enough so I can give smart feedback and select my approach depending on the situation. This week I felt like I could provoke self-reflecting from the coaches with this week's visits and could involve new coaches in the thinking process. I based my mentoring this week on the European Sports Coaching Framework (ESCF) written by Lara-Bercial et al., (2017). From the ESCF I tried to create and more open atmosphere inside the coaching staffs of different age groups with group mentoring that was more focused on the coach's peer mentoring each other. In a long term a similar atmosphere should be build inside the whole club.

Research shows coaches develop and learn when their prior experiences and skills are known and build on. Coaches are encouraged to take responsibility in their learning in a positive and supportive atmosphere. Also varying learning experiences are offered with an open atmosphere were sharing is promoted from coach to coach. (Lara-Bercial et al. 2017, 43-44)

Especially on the upcoming weeks I must clarify my visits to Imatra because it is a bit of a different situation when I am not seeing the coaches as much as the coaches in SaiPa. I think I need some guidance from the collaboration club and more fluid communication with the coaches. It is a bit easier when you know clearly on what you want to work on when visiting a team that is familiar but we need to get a clear plan for the visits in Imatra as well. I think with those visits we need a more formal mentoring plan because in only talking with the coaches once a week or once in two weeks, so the mentoring needs to be a bit more structured.

This week I tried to solve a problem that some of the coaches that I work with have. They do not really reflect on their doing that much it is just running the practices and going home. Reflecting is crucial when coaching and especially with the young kids the coaches should be observing the practices. The kids should have fun during the practice, have enough active time and the practices should be versatile enough for skills acquisition. I think I did not solve the problem yet, but I got some new ideas that worked quite well. Especially the questioning with clear anticipation for the answer and encouragement or a new question from the answer. Asking for the reflecting in a good way while giving encouragement worked well with some of the coaches. Group mentoring was also something that I feel like provoked reflecting in the planning phase especially when the coaching staff is open and willing to take feedback on their practice. Also, when running a demo practice, I feel like it is a safe way of reflecting on the practice when it is planned by myself so all the coaches can get involved more easily. During that I must be open and be able to critique and reflect on my own planning.

Reflecting is the most applicable outside of the formal mentoring setting. Reflecting-on-practice and reflecting-in-practice works as the foundation for reflecting in sports. Reflecting-on-practice happens after practice when thinking about the solutions for the problems at hand. Reflecting-in-practice is reacting to an unexpected obstacle and changing the plan to solve the problem. Technical types of reflecting are as followed viewing of key points with a dialog, critical thinking, descriptive analysis of best possible practices and reflections during the practices. Control and agency affect reflecting on the mentees side in a mentoring relationship. Interactive and responsive mentoring may be beneficial for the mentees reflecting. Responsive mentor lets the mentee control the subject of the discussion while helping and questioning the mentee when needed. Interactive mentor works as a peer to the mentee and the mentor and the mentee are bringing new ideas to the table together. Both styles work towards changing of ideas which are beneficial for reflecting. (Grant et al. 2014, 65-67)

3.7 Observation week 7

Monday 7 September 2020

Today I started my week with a fairly light day consisting of one Hockey school practice, refereeing in a small game where our U14 and U15 boys played against the women's team, and after that I had an normal visit with the U12 age group. My objectives for the

day was to try to generate reflecting with my mentoring this week. While also trying to reflect on how I can provoke thinking with the coaches and with what kind of ways can I provoke reflecting.

Start of the day was just normal work with coaching the hockey class programme and refereeing in a small game. My visit with the U12 was planned with just evaluating the practice and giving feedback based on the practice. My objectives for the visit was to give positive and encouraging feedback because the age group has been doing well and developing compared to last season. The practice was not that good as I have seen before during this season but still it was much better than last year. I picked up the positive things and questioned a bit to try to provoke reflecting on the practice.

Reflecting on mentoring I was able to provoke a little bit of reflecting but it went through a different route than I was thinking about. With our conversation after the practice I first asked his opinion about the practice and that did not really provoke any thinking because he looked at it more from the players perspective. After we continued the discussion a bit further the coach started also thinking about the practice and think of new ideas, but I noticed that it needed a bit of chatter to get the coach going and reflecting on the practice. My main development today I think was patience and good dialog skills to keep the conversation flowing and the result was the coach reflecting and thinking of new ideas.

Tuesday 8 September 2020

Today my task was the second proper Imatra visit of the season this time with a new age group for me the U11 age group of Ketterä. Some of the boys and the head coach was familiar to me from the camp in Imatra but otherwise all the people were new to me. My objectives for the visit was of course to get to know the people working with the age group and try to provoke reflecting with my visit. Also, to get to know how much the coach thinks about the practices in the practices and after the practices.

Imatra visit was bit of a surprise for me it was supposed to be a normal visit with the U11 age group but they had joint practice with the U12 and both of the head coaches were in a education provided by FIHA. So my plan had to be changed a bit, fortunately one of the coaches from the U11 age group has coached quite a lot and we could easily plan a practice together with all the coaches who were coming on the ice. During the planning phase I still tried to provoke reflecting with questions quite much and it worked well especially with the more experienced assistant coach of the U11 age group. After the ice I also

stayed to listen to the education provided by FIHA, the education was kept for all the coaches in SaiPa, Ketterä and LuPo who are working in U11 to U15 age groups.

The joint practice in Imatra was a success and I think I could provoke reflecting on the planning phase and it was nice to see that there were coaches that really could implement the practices well. During the planning phase we started to think firstly about the topic for the ice and all the coaches wanted a general ice with a lot of different skills involved. I tried to get all the coaches involved by each coach planning their station and showing it so the other coaches could help and give ideas if needed. Questioning worked well with the coaches especially on the planning phase. During the education I also wanted to mentor the coaches because almost all the coaches that were in the education I am in contact with. Especially during the ice practice that was held by U15 team from Ketterä, I wanted to focus on that the coaches would actually think why do they like some drills or why they don't like some specific drill and what would they change concretely in the practice. The day did not go as planned but I was able to overcome the difficulties, but still I feel like I need more tools for getting coaches to reflect on their own doing.

Wednesday 9 September 2020

Today my tasks involved a hockey class activity in the morning with some evaluation forms and in the afternoon was my first visit to LuPo for their U11 and U12 practices. Objectives for the day was to create an atmosphere where reflecting would be easy and encourage to coaches on their coaching. U11 age group from LuPo was completely new to me and U12 was familiar so especially with the U11 I wanted to get to know the people around the team and see what kind of practices they plan and implement.

Luumäki visit went as planned with the U11 team we had kind of a slow start with the visit because it was an early ice and it is always difficult for the coaches to come that early to the rink. The head coach of the team was not that talkative, and I did not want to force conversations with him. During the ice I asked him a few questions and gave positive encouraging feedback. After the ice, the head coach was more talkative, and my main ideas were to encourage and give positive feedback. After the ice we had a good positive conversation about things related to coaching and he wanted to ask a lot of questions on coaching. With the U12 age group it was more of a normal visit because I knew the coaches from last season, the objectives with that age group was to evaluate the practice and give encouraging positive feedback on subjects that have developed from last season.

Reflecting on my mentoring, I was able to have good conversations with the coaches. I accomplished my main task that was to get to know the coaches and start building trust with the coaches. I now had two models of domains of trust in my knowledge bank and I was able to use the theoretical background as my framework for reflecting on the process. I was there on time and my objectives was to sincerely help the coaches with my knowledge while trying to keep the conversations in a dialog format so the coaches would not have to be passive. Reflecting on the practice itself I was not able to do but on the whole coaching process they started reflecting on what should be taught in their age groups and were really curious about how we do things in SaiPa. I think while keeping the atmosphere positive and encouraging I was able to create the curiosity and they also had the courage to ask someone who isn't that familiar to them.

Thursday 10 September 2020

My morning started normally with my own ice-practice, but in the morning all the rinks were closed as a precautionary measure for the corona virus. So, during today my work-day ended before it started. I only had a few coaches calling me about the lockdown and answering for questions on why it happened and when will the rinks open. Thankfully, the rinks were only closed for one day and practices will resume normally on Friday.

Today I did not really have any mentoring opportunities and was at home for the rest of the day. Excluding one meeting we had about the education for vierumäki and talking about on what kind of task I could do for our club. The meeting was really thought provoking and we decided on a task for club development.

Friday 11 September 2020

Today we resumed with a normal working day my main task for the day was two meetings. A meeting with the U15 coaches on their seasonal plan and clarifying it a bit and about an issue we had with the U14 age groups with the kids and their parents. My objectives for the day especially with the U15 coaches was to create reflecting on their plan and develop it better together with a proper dialog way of learning.

I had mentally a frustrating day because of the thing that happened with the U14 that was on my mind constantly. The meeting with the U15 coaches was beneficial for my whole working day and helped me to think of different things for a while. After the meetings and the U15 ice practice, we also had a bit of a conversation with the U15 boys on practicing

and why are we here. I hope that the mentally frustrating day was not the source for the feedback, but I think I did it for a reason and the boys also understood it.

Reflecting on my working today, I have to say when thinking about it I was not at my best during the day. There were a lot of draining thoughts on my head during the day and that affected my ability to work. During the U15 meeting I was still able to accomplish the objectives and created a lot of dialog with the coaches and we got a clear idea for going forward. My objectives were clear for this meeting and I wanted to go through them at the start and after that I wanted the coaches to think and reflect on the seasonal plan. With enough questions and patience, I think I could really notice that the coaches had to reflect themselves. With my own presence I still wanted them to have a safe feeling that they were not in the deep end. My main development during this week was being patient enough while realizing better when to step in and help and when to give the time for the coach to reflect and think.

Weekly analysis

This week I had a lot of visits with the collaboration clubs, Tuesday in Imatra and Wednesday in Luumäki. The people I worked with this week were not that familiar to me and I do not see or talk with them daily like I do with most of the coaches in SaiPa. Main development that I noticed during this week was noticing how much the four-dialog skills affect the reflecting process of the coaches. As the term dialog is usually portrayed by the term “the skill of thinking together”. Especially this week my main development was with the skill patience. I was able to wait for the reflecting to happen and realize better when it is a good moment to give time for the coach and when to help. Most of the development this week happened with using the skills in real life while having the theoretical background as my backbone and giving me confidence in my mentoring. I am also starting to realize better when to use a softer approach to mentoring and when can challenge and use a tougher approach. Like in Imatra and Luumäki my visit was mostly focused on gaining trust and getting to know the coaches while still helping and giving tips where I could.

Last week I focused on how coaches learn and reflect, this week I wanted to add to that with new ideas and sources. Still something that I feel like needs more attention is how coaches learn and how can I help the learning process. It would be easier with a formal mentoring programme with mentoring plans, but with the coaches that I work with it would be quite a strain for the coaches. Mentoring in my working environment needs a lot of work and I must make the plans and write stuff down so I can get the development needs from the coach or from evaluating the practices. Especially on the structure of the club we

need readjusting, if there are nine head coaches that are mentored by me. That number is too much for one person, when also thinking that there are over ten assistant coaches that need mentoring as well.

My main problems with this week was realizing the amount of coaches that I am in contact within my work. Because of that I have really a limited time to talk with all of them one on one. Then if the only learning experience is when I am there helping and mentoring the coach won't really develop that much, but if the coach is motivated and my visits are a motivating factor to reflect and learn new things then development can happen more easily. So, my challenge is how can I create a climate that enhances peer mentoring from age group to another and how can I motivate the coaches to learn by reflecting and analysing their own doing. At least one fix is to give them tool for analysing and reflecting their practice. Also the amount I should see and be in contact with the coaches should be higher, with U14 to U13 I mostly see the coaches two times a week, but with the U11 and U12 coaches from SaiPa, Ketterä and LuPo I should see them a lot more.

Variety of coaches learn in different ways, only a few learn systematically through a standardised process. There is no firm evidence base for linking formal education to better coaching, coaches learn from varying opportunities and develop individually on their own path. Coaches also develop at a different pace that may depend on their own interest in learning. Critical thinking is essential for coach development, critical thinking generally consist of two parts information generating and processing skills, using, and acting on the skills gained. Ability to think sensibly, evaluating and knowing where to find sources is important in coaching. A beneficial approach for coach developers is to facilitate opportunities for learning experiences, as a skill development tool. Evaluating, critical thinking, decision making, and analysis are needed to reflect on the knowledge gained. (Nash 2015, 177-184)

Mentor coach's role is to support the mentee on their own path, even though analysing the mentees skills is a part of mentoring. Mentor role decreases when the mentees perception of his own skills is in line with his/her work. Mentor coach should have about 8-10 coaches to mentor and mentor and the mentee should have around 2 meetings a week. (Tiikkaja 2015, 10-11)

3.8 Observation week 8

Monday 21 September 2020

Today I had an exceptional Monday because of a huge task list for the day. I had four ice practices during the day and two meetings, so the day was quite busy. My only normal visit was with the U11 in the afternoon. Otherwise it was meetings with the coaching board of the region and a meeting with the skills coaches. The ices were two hockey class ices and a skills ice for the U14 and U15 age groups. The visit with the U11 was my main mentoring situation of this day, the visit was planned as a demo practice planned and implemented by me. My objectives for the next week is to create a motivational climate in mentoring and still getting the coaches to reflect more with mentoring.

This visit also had a few changing factors before the ice, and we had to change the plan before the ice. Again, I think the planning with the coaching group was a good change for mentoring and getting the whole group involved. I think the coaches are getting quite active with the practices especially when I am planning them or the mentor coach they can evaluate it more freely because we are not a part of the coaching staff all the time. In some way it works but still in my role I am a bit afraid of the demo practices because the coaches might just take on new drills without quite getting the idea or the key point of the practices.

Today I think I did not reach my objectives for the day because the length of the day affected my mentoring. U11 visit was my final task for the day and I could not reach my objectives for that visit. I was still able to reach the objectives partially but not the way I would have liked to. The atmosphere was positive throughout the visit, but the reflecting part was thin on the coaches' part. Mostly because of my own inactivity during the visit and the coaches being busy after the practice. Overall, with the U11 age group I need to strengthen the relationship with all the coaches and gain more trust before we can go forward. Me knowing the head coach from before has made me a bit blind on the situation with rest of the coaches. Giving more time to them and being certain that I schedule my days the way that I have a good amount of time with them when I am doing the visits. Using the domains of trust as my framework for reflecting on it.

Tuesday 22 September 2020

Today my main working task was a visit to Imatra and due to rescheduling I had time to do a visit with the U15 of SaiPa. From Wednesday to Friday I have another education in Vierumäki so I want to see the age groups as much as I can during the start of the week. Objectives for the day was to create a motivational climate where all the coaches could affect in the planning phase and we could reflect together on the practice.

The visit to Imatra was successful due to the coaches being active and involved. Partially from my doing and partially from the U11 and U12 having a joint practice so they had to plan the practice together. With the U15 I had a plan to just see how the young assistant coaches that are mostly in charge of the activities are doing and they have had a few visit from the regional coach so I wanted to see what have they picked up from the visits.

Reflecting on my mentoring I was able to help with a positive motivational climate that is beneficial for mentoring and was able to get the coaches to reflect and think about the practice we planned. I think the positivity we had during the visit affected the conversations and reflecting well. It had a lot to do with our mood and we were all active and a part of the planning phase so all of us had to think a bit. Hurry was again a big factor when the ice started so early but I think I was able to help the coaches and gave some new ideas especially with our brief conversation after the ice. U15 I also wanted to keep the visit fairly light because I know they have been visited by the regional coach two times in a short time and I just wanted to see where are they now and what kind of thoughts have those visits awaken. For those objectives questioning style of course worked well with also making some pointers on the practice they were doing. The visit was able to accomplish clarity on the feedback they got from the regional coach and we could set clear objectives for the next months. After the ice conversations were brief because we had small issues with one of the players that I wanted to clarify after the practice.

Wednesday 23 September 2020

Wednesday was the first day of our education seminar in Vierumäki for the same education that I was doing a few weeks earlier. For this three-day period, our topic was project management and project leading and we were at the same time working on our development ideas for our clubs. I really did not have any objectives for the day at least that were related to mentoring, so I will not reflect on the day so much.

Again, I was really intrigued on how the education was planned and organized in partly an old-school vibe with a modern pedagogical climate and way of doing. The whole concept of working in teams really works in this sort of field where all the participants are working in a club. Peer mentoring happens naturally all the time and the climate is built for a dialog and I feel like there is always easy to ask questions. The team principals and way of working is something I will pick up for coach education, that could build cohesion with the coaches and it could encourage the coaches to ask questions from each other more.

Thursday 24 September 2020

Second day of the education was titled as the day of working so we went straight on point. with a few group practices and our day ended with the birth of new knowledge. Main ideas from the day that I could reflect on mentoring was that motivating and getting the people motivated and interested in the tasks at hand is crucial and how values affect the whole way of working. When a club has a clear strategy, vision and values that are known and implemented in the culture. When all the people working in the club are consistently going for the same goals even though there might be some chaos and hassle in the club sometimes, but when everyone knows the basic values and the strategy in cant go too much in the wrong direction. A lot of conversation during the day was based on leading through values and working with people, especially on how to get the best out of the people near you and to use their expertise.

The second day of the education was busy but also, I got a lot of thought for my mentoring but mostly the new ideas were focused on project management in a sports club. Really interesting day that created a lot of new thoughts.

Friday 25 September 2020

This was the last day of the education and I also had two normal visits in the evening one with the U12 and One with the U15. Our Friday morning and afternoon in vierumäki was easy and we only had a few small things related to the studies more on the structure and what we need to do. Main working tasks for the day was working with the U12 and U15 in the evening. Objectives for the day was creating a motivational climate and how to get the coaches to reflect more on the practice.

With the U12 I had a visit where I planned the practice and I wanted to focus on getting the coaches to reflect on the drills what they could implement and if they would have changed something. I gave this task at the start of the practice and we talked about it afterwards. Still we were not able to get that much reflecting on the practice it was more towards how the boys did during the practice. Today with the U15 we had a few meetings with the players during practice and of course we talked a lot with the coaches. We started and individualised player development plan process with seven players and we discussed a lot on how to get things started with the coaches. I did not want to give them too much info so the process would be as individualized as possible and the coaches could also test how they want to do the programme.

During this day I think I could create a motivational climate really well and especially with the U15 coaches I feel like I did really well on giving them the right amount of information while still giving them enough questions where they could find their own route. When questioning and giving tasks to the coaches the task needs to be at right level so the task itself would bring motivation to the coaches. At the start the coaches felt like it would be too difficult for them, but they asked good questions and they got on track quickly. Reflecting on my mentoring I feel like my situational awareness is getting a lot better I can use meaningful conversations and change my approach during the conversations to hit the objectives better. I am usually thinking through on what I want to accomplish with each visit, do I want to focus on a specific topic or just motivate the coaches. Especially with the motivation the coaches I am hitting the objectives more with focusing on four dialog skills.

Weekly analysis

My main development during this week was noticing motivation as a huge part of mentoring. Throughout the week I was thinking about things on how to motivate others and, I saw a completely different atmosphere and motivation level in Vierumäki with all the students taking a part of the education. Most ideas that I had during the three-day Vierumäki education was how to create as good of a motivational climate as we had in our small teams. We also had a lot of discussion on motivation through project management in our team. Main learnt ideas that I gained from the education to my own mentoring was the vision or meaningful task that guides the process in the right direction even when there are problems. If wandering off to the wrong direction, there is always time to stop and clarify the direction of the whole process with the main purpose. My main development in mentoring this week was to focus on the motivation factors and not be too directive on my mentoring. I feel like during this week I now had good patience to stop and try to understand the thought process of the coaches. During this week I did not get frustrated at the conversations if the coaches were not in the mood to actually reflect and then I could change my direction to more lighter topics where I could get some reflecting. Especially with the U15 age group we had good mentoring conversations about practicing and motivation where we both could learn new ideas. With the coach's motivation level high and driven for development mentoring seems easy and we can have meaningful conversations with the coaches. In those two meetings I could really see the same motivation and drive as we had in our team in Vierumäki.

During this week I noticed that I still must clarify my objectives with some of the age groups. There is always great difficulty to adjust to all the coaches that I am working with because of the large variety of competences in coaching. Because some of the coaches

seem to get strained from the meetings because they will not understand the practical implementation from my mentoring or even with the coach education of FIHA. Of course, at this point of the season with the new coaches we are still learning to get to know each other and with the coaches that I know better the process is going a lot smoother. Motivating and giving the coaches the help, they need while still noticing their own strengths is something, I still need to develop a lot on.

My main problems during this week was again with the time issues. Especially with the coaches working with the younger age groups most of them are busy all the time and the whole coaching staff is too dependent on the head coaches. The time at the rink for the head coaches is hectic and it is quite difficult to develop the coaches in that atmosphere. When I am seeing the coaches outside off their own practice seems almost the best way to talk with them freely. When discussing with the coaches it feels like to whole life is quite hectic so even scheduled meetings and appointments would strain them more. One idea that I had from that was that I could be helping the other coaches on the ice and the head coach could watch the practice from the stands and reflect on it. Focusing on the practice itself and on the assistant coaches doing. My main ideas from these notices is that I need to give to coach's possibilities where they can really stop in their hectic lives and reflect on their doing.

All types of learning experiences are important to coaches. A blended learning journey with a mix of mediated and unmediated learning experiences is beneficial for coaches. Unmediated/informal learning means when the learner chooses the subject, time and how to learn the subject that the learner wants. Mediated learning means aided learning by a programme or a person. Mediated learning is divided into formal and non-formal learning. Traditional coach education programmes have focused a lot on mediated formal education in classrooms with coaching certificate programmes etc. Coaches learn better from the practical world so non-formal mediated education should be promoted. Coach developer's role is crucial when encouraging the coaches for unmediated learning with self-reflecting, critical thinking skill and help the coaches to learn on their own. (Crisfield et al. 2014, 11-15)

Learning does not usually happen with copying and reproducing without the actor using his/her own experiences and knowledge to his advantage. Copying and reproducing is not beneficial in a long term. Learning environment and the culture is also a strong influence in learning in the mentoring setting. A strong culture inside an organisation in self-development and learning changes the mentoring process when everyone knows the standards of the organisations. (Kupias & Salo 2014, 33–41)

4 Discussion and conclusions

Eight weeks is a relatively short timeframe for development in a coach developer role. Still I felt like this thesis and the diary mostly gave me confidence on creating meaningful mentoring conversations and especially the book *Mentorointi 4.0* written by Päivi Kupias and Matti Salo (2014) gave good practical knowledge on mentoring. During the eight-week timeframe I could implement some of the knowledge in my working environment what is a lot different compared to big businesses, schools etc. When working with amateur coaches who are coaching because of their kids, or because they have just recently gotten an interest in coaching after they stopped playing, is sometimes difficult but at the end of the day really rewarding. Thankfully, everyone coaching the younger age groups is usually motivated by the same factor, wanting to help the kids, and ensuring they have fun at the rink.

Personally, I feel like I mostly developed with my communicating skills and could really see that now I can form different types of conversations and I could react to different types of situations better. At the start of the thesis I noticed conversations where I was overly eager and gave too much negative feedback in ways that really did not work for the coaches. Understanding the basics of dialog developed my mentoring a great amount. Through the dialog I noticed I can use my strengths as a communicator a lot better in the mentoring setting. Somehow the dialog setting gave me the courage to listen and anticipate for the reflecting of the coaches a lot better. Mentoring styles also gave me a lot more tools and mostly I could reflect on my own mentoring/conversations a lot better through understanding the mentoring styles. I was also able to use the mentoring styles mostly according to the situation and adapt my approach with different mentoring styles. Learning from the regional coach and from other people working in the field of ice hockey gave me good insight on how other people see mentoring and what are their ways of developing junior coaches. Reflecting on other people mentoring and how other people have done structured or non-formal mentoring programmes was a great way of learning to use formal knowledge in mentoring in my working environment.

Understanding the ways how coaches learn was another factor that improved my mentoring and the whole process when developing coaches. I was able to use the coach's prior experiences more and I got courage to try and create a blended learning experiences for the coaches. It was also nice to see that some of the coaching staffs became more open when we started planning the ices together and it was not only a process for the head coach. The chapter on how coaches learn in the ICDF gave me ideas on implementing mentoring in my work and thinking about coach developing for our whole club. I had two

clear ideas that started from this chapter that were how can I get the coaches reflecting more and how can I create variable learning experiences for the coaches.

Main things that I learned from writing this thesis was focused on personal development. Reflecting on my conversations was something that gave me a lot during this process. I was able to create a lot more meaningful mentoring conversations with the coaches and develop the process with the coaches from visit to visit. It was an interesting process when gaining practical and formal knowledge from different sources and being able to use them in my work daily. Especially noticing that first I felt like I could reflect and notice different aspects from mentoring and then could develop my knowledge and skills in mentoring. For my personal development mentoring was a great topic because I could focus on my communication and how can I teach different things to coaches in a mentoring setting. Because of my age and experience especially for my first year as a skills coach I felt like I didn't really have tools to develop the coaches but I could develop the operations of the team and also the way they held the practices. This season I have gotten a lot more tools to help and develop the coaches and not only the drills and practices that are happening at the rink. Like I said in the intro I feel like I have the practical sports knowledge for working with U15 to U11 age groups but I still needed tools to pass on that knowledge in a meaningful way and during this thesis process I felt like I developed in those areas.

Main issues that I noticed during the thesis process was how little time we have with the coaches to help them and develop the whole operations. My whole work is balancing between straining and helping the coaches. I noticed that lot of the coaches have so much to do in their own life that the coaching hobby cannot drain their time more than it needs. Creating clever learning experiences for the coaches is crucial and thinking about different variable ways to educate the coaches during the practice session is something I need to develop more. As a club we also need to create more formal mentoring programmes with the coaches that are motivated and are willing to invest a bit more than others. We should have clear protocols for the coaches and in the mentoring also use the different knowledge we have in our club. While doing the diary I also got a lot of ideas for those programmes but that is something the club could do in the future, main ideas were using the resources inside the club and also using people from other sports in Lappeenranta. There could be great possibilities for also the people coaching in the younger age groups or coaching as an assistant coach in the older U16 to U18 age groups.

In the last paragraph I also addressed two issues and development ideas. My own personal development ideas for the future are focused on creating more structured mentoring models and making mentoring plans with the coaches that are willing and interested. This

season we did not really have formal mentoring plans because mentoring was new to our coaches and I did not want to make the process too much for the coaches. I want to learn more from formal mentoring plans in sports and learning from peers and from other clubs on how they have done the programmes. Next season I would like to have two to three formal mentoring programmes going on and see what the benefits of those in our working environment could be. Non-formal mentoring approach has been working for two seasons but it demands a lot from myself to bring the structure and keep up with the development needs while also trying to get the coaches reflecting and thinking about what they could personally develop.

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