

The Impact Of A Mentor In a Non-formal Coach Development Programme Within a County Age Group Cricket Programme.



Daniel Such

22018092

CONTENTS

- Front page	1
- Contents page	2
- Abstract	3
- Full report	4-39
- Reference	40-49
- Appendix – Contents	50
- Appendix 1	51
- Appendix 2	52
- Appendix 3	53
- Appendix 4	54
- Appendix 5	55

Abstract

As the provision of coaching within sports increases, the development of coaches has seen greater levels of research as well as a greater level of critique. Whilst the provision of coach development is focused on organisationally controlled formal coach development methods, research highlights that nonformal and informal coach development programmes have the potential to offer more to a coach in comparison to standardised coach development. Also, the presence of a mentor with coach development has seen wider attention within research. Empirically, mentors are seen to provide support for coach development however, the extent of this support is minimal. Therefore, this study looks to build on this research and provide empirical data to support the development of coaching outside of formalised education. 3 coaches worked with a mentor from a county cricket pathway environment over an 8-week non-formal coach education programme to assess the impact of the development environment as well as the impact of the mentor on the development made by coaches on the programme. After reviewing 360-review feedback obtained pre and post-programme, as well as weekly coaching conversations with the mentor and research assistant, all coaches displayed improvements towards their self-discovered goals. From the qualitative data and the thematic analysis that was completed, it was found that the coaches benefitted from the programme but highlighted time, individuality and further engagement as factors affecting their learning on the programme, as well as the programme acting as a great start to their development. In its current state, the study provides a good insight into the use of coach development and the support of a mentor, justifying the promotion of coach development programmes outside of organised coach education to enhance coaching but identifying the need for further research to fully understand the effects on coach development.

COACHING IN PROFESSIONAL SPORT

As sports develop, with followers scrutinising all aspects of high-level sports performance (Fallow et al, 2018), the coach is becoming increasingly essential to achieving success. Consequently, the role of the coach has developed into a professional career that many wish to pursue. Duffy et al (2011) identified how other professions have taken similar paths including teaching, medicine and law however, Duffy continued to identify that as coaching encompasses environments from grassroots to professional environments, voluntary roles do not support coaching becoming a profession. Taylor and Garret (2010) added to this by emphasising the complex nature of sport and factors including commercialisation and organisational regulation. From this, we can determine that the professionalisation of coaching still requires validation within society. Nevertheless, further research has identified a development within the role. Norman (2017) highlighted that the need for social and interpersonal skill development is becoming comparable to the importance of technical and tactical knowledge. This was strengthened by Heim, Ennigkeit and Ullrich (2018), whose work in Germany concluded that coaching is more than understanding the game, providing further justification for the development of coaching from a hobby to a profession. From this, we can see that whilst coaching is perceived as voluntary, its expanding nature is creating opportunities to pursue meaningful careers to support this growth.

Coaching roles can embrace many forms due to their complex nature. Jeanes et al (2019) looked at coaches in youth sports, stating that sociologically, coaches are now considered to be responsible for creating strong coach-athlete relationships to connect athlete and coach attitudes to sports as well as its social environment (Davis et al, 2018). Vella, Oades, and Crowe (2011) added to this by stating that coaches are crucial in enhancing ability whilst also developing personal attributes through the creation of supportive relationships. When we look at coaching in professional sports, developing ability takes preference over developing the player personally, although this is still achieved through strong coach-athlete relationships. Collins, Cruickshank and Jordet (2019) indicated that elite sports are results-driven, with

performance outcomes taking preference whilst the well-being of players is considered complementary. Calleja-Gonzalez et al (2021) reinforced this by emphasizing the unpredictable is unpredictable at an elite level, relying on external factors including success and player approval. Whilst this indicates a need for performance-level factors, the underlying factor is the impact on the athletes, whether that's the opportunity to succeed, or the factors highlighted by Collins, Cruickshank and Jordet (2019). As we explore coaching further, it is apparent that effective coach-athlete relationships correlate with improved athlete well-being and optimal performance (Felton and Jowett, 2013). Therefore, as we strive to create opportunities to pursue coaching careers, the question remains, how do we create environments where future coaches can develop these skills to achieve success and acceptance in sports?

Coach education and coach development

Looking at the coach education and coach development programmes, both pathways are similar in nature but different in practice. Nelson, Cushion and Potrac (2006) stated that coaches partake in numerous activities designed to influence their knowledge, either through formal, nonformal or informal methods. As formal education requires organisational regulation, it is the standardised method of coach development but has received widespread critique as an educational tool (Dempsey et al, 2021). Nevertheless, Erickson et al (2008) found that in Canada, 42.7% of coaches stated that National Coaching Certification Programmes (NCCP) were their main source of knowledge during their development, justifying the implementation of formal education programmes, allowing coaches to be assessed against benchmarking standards to gain formal accreditation (Piggott, 2012). However, benchmarking potentially does not meet the complex makeup of coaching, focusing on tangible technical and tactical competencies instead. Whilst studying formal coach development, Lefebvre et al (2016) analysed 285 formal coach development programmes, finding 261 of these programmes focusing on developing professional knowledge over interpersonal knowledge with technical and tactical skills being more frequently included in the course structure. Ferrer et al (2018)

continued this critique by highlighting that coach education does not identify the benefit and inclusion of techniques to develop effective coach-athlete relationships. If research states that good coach-athlete relationships and interpersonal skills are important to success (Felton and Jowett, 2013; Norman, 2017), then the exclusion of interpersonal skills is not justified and adds to the critique of formal coach development.

Furthermore, research has suggested that formal coach development does not relate to the complexity of real-life coaching environments. When looking at course content, standardisation has a perceived negative impact on the development of knowledge. Leeder, Warburton and Beaumont (2021) highlighted that formal education follows a certified delivery process where skills are deconstructed to standardised content. Nelson, Cushion and Potrac (2013) highlighted that course attendees to formal education felt the content was either irrelevant or covered pre-known material, reducing its impact on development. As a result, there is a perceived dissatisfaction with coach education as it means all coaches acclimatise to pre-delivered content material during assessment and do so to achieve certification (Nelson Cushion and Potrac, 2006). This was also highlighted by Jones, Armour and Potrac (2003), whose single participant stated that developing the coach is more important than the development of technical and tactical proficiency, meaning that a one-size-fits-all approach to formal coach education reduces the potential development of the coaches and their impact on coaching.

Literature has suggested that decontextualising coaching follows traditional linear structures observed in teacher education (Stodter and Cushion, 2014), where learners follows a continuum from novice to expert, offering a certifiable process that excludes the broader context of coaching. Rocchi and Couture (2018) also highlighted a link to education, stating that curriculum-based structures to formal coach education can be seen in large-scale coaching courses and university-level degrees, where attendance in practical and lecture-based activities is essential to completion. Whilst there have been some positive outcomes to this, with research finding that positive coach efficacy correlates with the ability to display

effective coaching actions (Sullivan et al, 2012), the decontextualization of course material is still scrutinised to be too detached from everyday coaching (Rocchi and Couture, 2018). Overall, it is clear that formalised coach development programmes, whilst time effective and structurally controlled, reduce the individualised features of coaching through its one-size-fits-all approach (Wang, Casey and Cope, 2023).

Research has identified non-formal and informal coach development as a better method of enhancing coaching ability. Stoszkowski and Collins (2014) defined these two approaches as activities that include reflective practice, self-reliant study, and the observation of other coaches. This was further developed by Nelson, Cushion and Potrac (2006) who defined nonformal development programmes as organised education environments attended outside formal education, whilst defining informal programmes as self-directed activities undertaken to acquire further knowledge. However, it is worth noting that nonformal development programmes can be organised, correlating with formal programmes, as well as the ability to access informal learning to further impact knowledge (Mallett et al, 2009).

These methods of coach development link with a social constructivist approach to learning, where learners develop skills and expertise through interaction with the social environment, either individually or collaboratively (Stoszkowski and Collins (2014). Through this process, we see the impact of constructivism, identifying the need to actively engage with social environments to construct knowledge (Newman et al, 2024), thus differentiating the learning experience created by formal education. It is worth noting that whilst the learning journey is different, both forms of education collaborate to develop the coach. Nash, Sproule and Horton (2008) found that 21 coaches stated education and experience were key factors in developing components such as coaching philosophies. So, whilst this provides evidence for formalised education, the interaction with additional learning environments is where a coach develops their craft (Camire, Trudel and Forneris,2014), justifying the importance of informal environments. It is hoped that as coach development advances, the connection between formal, informal and non-formal education will develop simultaneously so coaches will be able

to construct a deeper understanding of their coaching as they develop (Allison and Football Association, 2016).

Empirically, research concerning nonformal and informal coach development is limited in recreational sports however, there has been research conducted in elite sports environments (Walker, Thomas and Driska, 2018). Whilst investigating youth football coaches, Pankow, Mosewich and Holt (2018) stated that coaches found attending nonformal coach development programmes allowed them to focus on areas of perceived need. However, Pankow also found that the impact of formal and informal development work together to help develop learning throughout a career. However, the participants were all Masters graduates, accessing formal education not available in wider society, reducing the validity across coaching networks. Lawson, Turnnidge and Latimer-Cheung (2022) looked into the accessibility of resources in nonformal programmes, highlighting that in parasports, resources are readily accessible to support coaches looking to access further development, even though it was reported that resource quality was limited and may not provide the level of development required. Similar findings were interpreted in Erickson et al (2008), who concluded that printed and electronic materials were rated lower than other forms of learning available, showing that informal coaching methods can be flawed. However, Erickson also concluded that whilst coaches felt formal education should be the best source of knowledge, learning by doing and interacting with other coaches were rated higher, providing further justification for the inclusion of nonformal and informal programmes and the subsequent reflective processes involved, even though formal development is beneficial throughout the coach's lifetime. From this, we can see that whilst formal development is accepted, accessing further learning is seen to be more beneficial. Winchester, Culver and Camire (2013) found that teacher-coaches felt nonformal opportunities like coaching clinics were positively recognised, with practical-based coaching clinics providing the best learning support as they provided participation opportunities for attendees. The observation of coaches was also seen to be beneficial as well as drawing upon playing and coaching experience. Similar to Erickson et al (2008), this study is limited in its

validity away from school environments, however, the findings correlate with studies that conclude formal coach development is limited, with nonformal and informal development programmes seen to access deeper levels of learning through various methods including critical reflection, which is a difficult but rewarding task to undertake (Koh et al, 2015). Whilst researching online reflective journal writing, Da Silva et al (2016) concluded that the use of reflective activities can be used as an effective, non-classroom-based activity. This is further supported by Werthner and Trudel (2009) who stated that observed coaches were involved in 'structured improvisation' where coaches actively look for opportunities to learn and grow through interactions and reflections, supporting the use of reflection and the impact of nonformal coach development.

In essence, whilst the use of nonformal and informal coach development is still underdeveloped, the impact of engaging in self-motivated forms of development and reflection adds to a coach's development, providing opportunities to develop further knowledge and expertise.

The role of the mentor in coach development programmes.

As coach development evolves, the popularity of mentors has become prevalent, with research challenging the notion of needing an experienced other to support the journey (Lascu et al, 2024). The use of mentors is seen in professions including nursing (Tourigny and Pulich, 2005), business (Bortnowska and Seiler, 2019), and education (Desimone et al, 2014), as well as seeing an emergence in sports coaching research in recent years (Leeder and Sawiuk, 2021). Similar to coach development, mentoring can take two forms, either formally through contractual means or informally through mutual identification of outcomes (Sawiuk, Taylor and Groom, 2018). As this develops, mentoring can be seen as essential as the role of the mentor is to support and unlock their mentees' potential (Koh, Ho and Koh, 2017). However empirically, we have seen a rhetorical rush to mentoring without a full understanding of its impact (Bailey, Jones and Allison, 2019).

Nevertheless, research has shown the positive implications of mentoring within coach development. Haugen et al (2021) stated that the relationships created between coaches and mentors allowed for a deeper awareness of the coaches' desires, even though Haugen concluded that the depth of challenge presented by the mentors was not sufficient to engage in deeper learning, justifying the concerns of mentoring programmes and their ability to impact coach development. Alexander and Bloom (2023) also stated that involvement in such programmes provided access to greater levels of support, highlighting the amount of knowledge gained throughout the process. This was further enhanced in this study with mentors providing support for the programmes, stating that mentoring allows for a better understanding of taught material in real-life environments. However, there effects on the performance of the coaches were limited, as was its practical impact. From a sociological perspective, as stated earlier by Davis et al (2018), the impact of mentoring on coach development can provide the desired connection between the coach and their sport. Joseph and MacKenzie (2022) researched the impact of mentoring programmes within a minority community and found that the available knowledge did not impact the coaches' development, concluding that the community built through the mentoring programme helped reduce the impact of negative stereotypes whilst also allowing a support network to be created to build confidence. However, negative relationships are a reported occurrence in mentoring programmes. Telles Langdon (2018) identified that coaches have reported negative experiences when relationships are not created, with a coach reporting acts of homophobia by mentors leading to homologous reproduction of behaviours by other coaches within the group. Sawiuk, Taylor and Groom (2018) also reported that whilst supportive networks exist, mentors may be reluctant to pass on their knowledge to save their own professional roles. Here, trust between the coach and the mentor is reduced and the overall relationship does not develop effectively. Whilst there are limitations here, the findings highlight the need for an individualised structure to mentoring, rather than the one-size-fits-all approach of formal coach education to further develop the opportunities provided through nonformal and informal coach development.

As stated by Haugen et al (2021), the level of challenge provided by the mentors is an important factor when looking at the impact on the coaches. Jones, Harris and Miles (2019) found several studies indicated a need to challenge the coach/mentee as they develop, changing the pre-understood role of a co-functional teacher. Schempp et al (2016) highlighted mentors as challengers within coach development, especially when developing career aspirations. However, Sawiuk, Taylor and Groom (2017) looked into the impact of using multiple mentors for coach development and reported that mentors have a small number of experts that they would go to provide challenges for coaches, with several others identified to only provide simple feedback. In their follow-up study, Sawiuk, Taylor and Groom (2018) stated that when undertaking mentoring programmes, a formalised structure means that mentors are regulated by organisational demands, meaning that the level of challenge applied only matches the prescribed structure by the organisation, which was reported by the coaches involved. Therefore, we can determine that whilst the use and impact of mentors within coach development is still under investigation in research, the use of nonformal and informal coach development programmes is seen to provide the next step that coaches are striving to achieve. This study looks to build on this research and provide empirical data to support the development of coaching outside of formalised education.

Methodology

The purpose of this research is to investigate the two following questions; 1) to what extent does the role of a mentor help coaches develop intra and inter-personal skills through a non-formal coach education programme? and 2) what benefits do coaches perceive from being involved with a non-formal coach development programme within a county pathway environment? After an initial analysis of mentoring schemes within nonformal coach development, an 8-week coach development programme was created by the mentor and researcher involved. This section will look to address the 8-week coach development programme, the participants involved and the process the participants followed throughout the programme.

Participants

Participants were selected from a sample of students who were studying at the University of Worcester at the time of the research. Recruitment for inclusion in the programme was advertised through email and poster advertisements as well as announcements during lectures and cricket coaching sessions held at the university. The programme was to be run with no more than 6 participants who all fit the following inclusion criteria set by the mentor and researcher;

- All coaches must have a level 2/Core Coach qualification in cricket.
- All coaches will need up-to-date safeguarding policies including DBS certification and safeguarding certification as essential, with a relevant first aid certification as desirable.
- All coaches must have at least 1 year of experience coaching in a county pathway environment.

Any coach could express interest in the programme via email and all who made contact were invited to attend a follow-up meeting, held online via teams where the programme was introduced to them, highlighting what would be expected of them during the programme, any extra commitments that are going to be made and the ethical considerations that needed to be addressed. At the end of this meeting, the attendees were asked if they would still want to be included in the programme or would like to pull out of the study. 4 coaches attended the online meeting who all agreed to take part in the programme. All coaches met the inclusion criteria set and completed ethical consent set by the researcher and approved by the University. During the initial stages of the programme, one coach was unavailable for periods of the programme and as a result, dropped out before the first stage of the programme, so the programme was continued with 3 coaches. All coaches were anonymised for the study however, details on each participant can be found in Table 1.

<i>COACH 1</i>	<p><i>Male – 24 years old – UKCC Level 2/Core Coach Qualification</i></p> <ul style="list-style-type: none"> - Currently involved with a county cricket girls' pathway programme, acting as head coach of an age group and assisting with other groups throughout the season. - Involvement with boys county age group programmes and county cricket programmes during summer and winter schedules. - Currently studying MSc Sports Coaching. - Current Junior coordinator of a local cricket club. - Current employee at a cricket foundation, working as a coach in school and community environments. - Previous experience as a professional cricketer for an international team.
<i>COACH 2</i>	<p><i>Male – 20 years old – UKCC Level 2/Core Coach Qualification</i></p> <ul style="list-style-type: none"> - Current assistant lead of age group side within a county cricket pathway, assisting with other age groups throughout the season. - Current head of coaching at a local cricket club. - Current undergraduate student on MSCi Cricket Coaching and Management Degree. - Current employee of a coaching company, working in group and 1-to-1 coaching environments. - Recently completed a Rugby qualification and beginning to coach at local rugby team.
<i>COACH 3</i>	<p><i>Male – 21 years old – UKCC Level 2/Core Coach Qualification</i></p> <ul style="list-style-type: none"> - Current assistant lead of group side within a county cricket pathway, assisting with other age groups throughout the season. - Current coach with University of Worcester cricket programme.

	<ul style="list-style-type: none"> - Current undergraduate student on MSc Cricket Coaching and Management Degree. - Current coach at a local cricket club, working with junior age groups. - Previous experience volunteering with local national counties' cricket side. - Current employment with team organisation company, working in sales and product setup.
--	--

Table 1 – Information on the coaches involved with the programme. SOURCE: Author (2024)

The leadership team within the programme consisted of the mentor and the researcher for the study, who acted in an assistant role throughout the programme, supporting the delivery and organisation of the programme. The Mentor was a level 4 cricket coach with over 10 years of experience working in pathway environments in cricket, currently employed as an academy coach and pathway lead at a first-cricket county, employing all participants in the study within their pathway programme.

The 8-Week Coach Development Programme

All participants of the programme had coached in cricket environments since their certification however, all coaches were not aware of a programme like this and had not had previous experience of working with a mentor. During the introduction to the programme, the coaches were added to a WhatsApp group, creating a community of practice amongst the coaches, the mentor and the researcher/assistant to the programme, allowing knowledge and experience to be built and shared in a social-based context (Jones et al, 2010). This group was also used throughout the programme to inform of meetings, weekly tasks and activities that needed to be completed. Before their first meeting, the mentor required each coach to complete a 360 review on their own coaching, which was completed and collated via Microsoft Forms. The 360-review process was selected by the mentor as a simple method of analysing multiple aspects of coach behaviours, similar to their use within human resource departments during job appraisals (Massingham, Nguyet Que Nguyet and Massingham, 2011). The 360 reviews were designed to look into all aspects of a coach's behaviour, as well as coaching knowledge.

The coaches were also asked to name 4 “significant others”, which could include fellow coaches or players who have observed them in a coaching environment, to complete the same 360 review process. This was to highlight strengths and areas for development that can be potentially worked on during the programme. Once these 360 reviews were collated and analysed by the mentor, the first meeting took place between the mentor and the coach. This programme was then planned to run as shown in table 2.

Pre-mentorship tasks –	Initial start to the programme <ul style="list-style-type: none"> - 360 reviews - 360 reviews from 3 others (coach-related connections) - Researcher meeting (setting scene)
Week 1	Mentor Input <ul style="list-style-type: none"> - Initial conversations - Goal setting for the programme. <p>(goals to be set before 25/03/2024)</p>
Week 2	<ul style="list-style-type: none"> - Weekly task (mentor set). - individual meeting with the researcher.
Week 3	<ul style="list-style-type: none"> - Weekly task (mentor set). - individual meeting with the researcher.
Week 4 - halfway	<ul style="list-style-type: none"> - Review of progress with mentor - Weekly task (mentor set).
Week 5	<ul style="list-style-type: none"> - Weekly task (mentor set). - individual meeting with the researcher.

Week 6	<ul style="list-style-type: none"> - Weekly task (mentor set). - Individual meeting with researcher
Week 7	<ul style="list-style-type: none"> - Weekly task (mentor set). - Individual meeting with researcher <p>360 review process indicated to mentees for completion before week 8.</p>
Week 8	<ul style="list-style-type: none"> - Meeting with mentor to discuss final 360 review and measure development. - Focus Group meeting with the researcher to review the development and review mentor programme.

Table 2 – 8-week coach development programme. SOURCE: Author (2024)

During the coaching programme, the coaches followed the same process throughout the weeks involved in the programme. The mentor intended to publish a weekly task to the coaches that would look to expand their learning and development, and this was discussed during the following weeks' conversation. During the week, the researcher (who was acting as an assistant throughout the programme) conducted individual meetings with the coaches, that lasted between 14 and 50 minutes. These meetings were semi-structured, with questions focusing on the reflection of occurrences in coaching throughout the week whilst also reflecting on the learning from the weekly tasks. The only situation where this was different was during week 2 where a weekly task was not set on the first week. The discussion therefore revolved around the creation of the coach's goals and the reasons for their inclusion. Throughout the programme, the coaches would meet directly with the mentor at three points, week 1, week 4 and week 8 where the mentor will be able to inform them of the results of 360 reviews completed, check and challenge their progression through the programme and to highlight the changes that have occurred during the 8-week coach development programme. The changes at the end of the programme were also highlighted through a 360-review process completed by the coach and a select number of others who would provide external feedback on their

development. Once this final meeting was conducted, a final focus group was held between the researcher and the 3 coaches to discuss the impact and perceptions of the programme. A separate meeting was held with the researcher and mentor to view their perceptions of the programme.

Data Analysis

Before the programme began, it was assumed that the 360-review process would provide qualitative data for analysis on coach development however, upon completion, it was evident that the information provided was more beneficial for the coaches involved, with the information providing internal reflections as well as external verification from significant others. It was therefore decided that quantitative analysis was not needed, and the statements made during the 360 reviews would be qualitatively analysed along with the coach conversations held. The results of the 360 reviews can be found in the appendices. It was decided that a thematic analysis process would provide the best insight into the data as it allowed the programme to be analysed without content bias, providing an opportunity to draw themes from the data presented (Robson and McCarten, 2016). Robson continued to highlight the findings of Miles and Huberman, whose work in qualitative data research has led to the creation of a framework for analysis that will be used to analyse this programme, consisting of 5 phases. It is worth noting that other processes of completing thematic analysis are accessible. Braun and Clarke (2006) identified a similar process, including producing the report but correlating with the 5-step process identified by Robson and McCarten which was used during the data analysis. Through this, it was decided that a reflexive thematic analysis process would be used to determine common themes across the coaches' discussions (Braun and Clarke, 2021).

Initially, all conversations involving the coaches, the mentor and/or the assistant researcher were transcribed to simplify the analysis process. When conversations were held on online platforms (e.g. Microsoft teams), recording and transcriptions were completed whilst the conversation took place. For face-to-face conversations, all audio was collected via voice recorder software and then transcribed using software in Microsoft Word. For both processes,

all conversations were replayed and transcriptions were edited manually where grammatical and spelling errors were present, allowing the researcher to identify codes before further analysis. Whilst producing codes through a reflective investigation of the transcripts, it was evident that an inductive analysis process was evident, with little to no interpretation of theory before the identification of codes (Bryne, 2022). Initially, 5 codes were identified at this point and were used to develop themes within the research. The 5 initial codes were used as search criteria when analysing transcripts. After the identification of themes within the research, it was decided that one of the initial codes did not provide sufficient evidence to identify themes effectively. On further analysis, it was decided that only 4 codes would be used to develop themes. To analyse the wider context of each code and identify common themes, quotations were recorded, and these were further categorised into themes. This use of quotes at this point allowed for a greater level of analytical rigour, specifically interpretative rigour where the quotations allow for the illustration of themes to be presented more credibly (Fereday and Muir-Cochrane, 2006).

The data collected from the coaching conversations held have provided the basis for discussion around the effectiveness of the mentor programme within a non-formal coach development, the journeys that the coaches took throughout the time on the programme were also taken into consideration to identify the impact of the programme in the coach's development. Personal 'railway junctions' were created for each coach to indicate their prior coaching experience, their time during the mentoring programme and the potential impact of their involvement in the development programme. As all coach journeys were individual, all coaches identified personal goals to work on and were involved with different coaching environments during the programme which meant that individual pictorials were used for each coach. These will be presented along with a justification of the coaches' journeys.

Results and Discussion

The present study aims to identify the effects of a mentor in a non-formal coach development programme, specifically looking at the role of the mentor in helping the development of coach

skills and the benefits of being involved with a non-formal coach development programme, from the coaches’ perspective. Even though it was stated that the 360-review data gained was considered to be lacking in relevance to be taken as stand-alone data for analysis, all coaches were observed to be implementing strategies to improve their personal goals, with all coaches observed to be improving in their selected areas for development. All 360-review data can be found in appendices 2, 3 and 4. In addition, all coaches stated that they felt they had improved as coaches concerning the targets set at the start of the programme.

“JUNCTION TO FUTURE”

To illustrate the journeys that were taken by each coach, it was key to identify that all coaches expressed a perceived improvement in their coaching as well as a perceived improvement in their potential routes moving forward from being involved with the programme. The coaches’ journeys were illustrated as a railway junction, where the coaches have had to pass through a theoretical junction during their time on the programme. The idea of using the junction metaphor was to indicate that all coaches were able to hypothetically stop, reflect and add to the journey before accessing further routes in their careers.

Coach 1

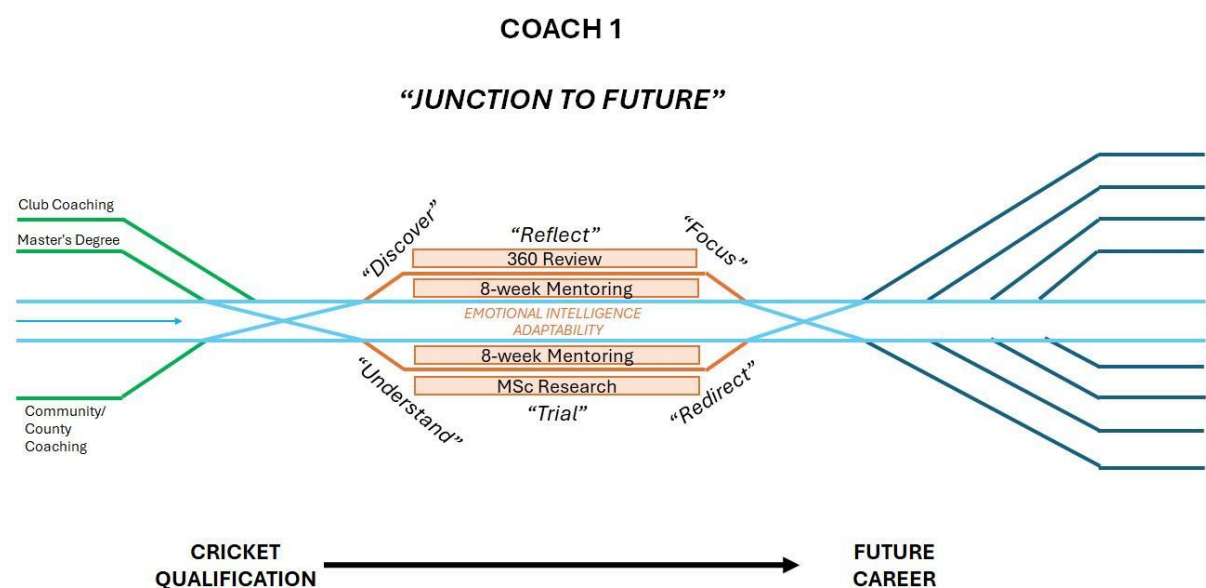


Fig 1 – Junction diagram for journey followed by coach 1 SOURCE: Author (2024)

Coach 1 came into the programme as a new coach to pathway coaching, working a lead coach of a girl’s county age-group which is where they wanted to focus on developing throughout the programme. Coach 1 also worked in community and club cricket environments throughout their time on the programme which is where their development also took place whilst involved with the programme. Finally and as shown in their junction (see fig 1), coach 1 was also completing an MSc degree at the time of the programme, with their research project providing further opportunities to develop their specified goals. During their time on the programme, the coach decided that emotional intelligence and adaptability were their areas of focus. At the halfway point of the programme, the coach decided to solely focus on the development of emotional intelligence. Through their involvement in the programme, the coach felt that they had become more aware of themselves as a coach even though they were still uncertain to say whether they had improved as a coach stating,

“... it’s quite nice to focus on one thing and go actually, its something that I’m not fantastic at, but I am more aware of it”.

Coach 2

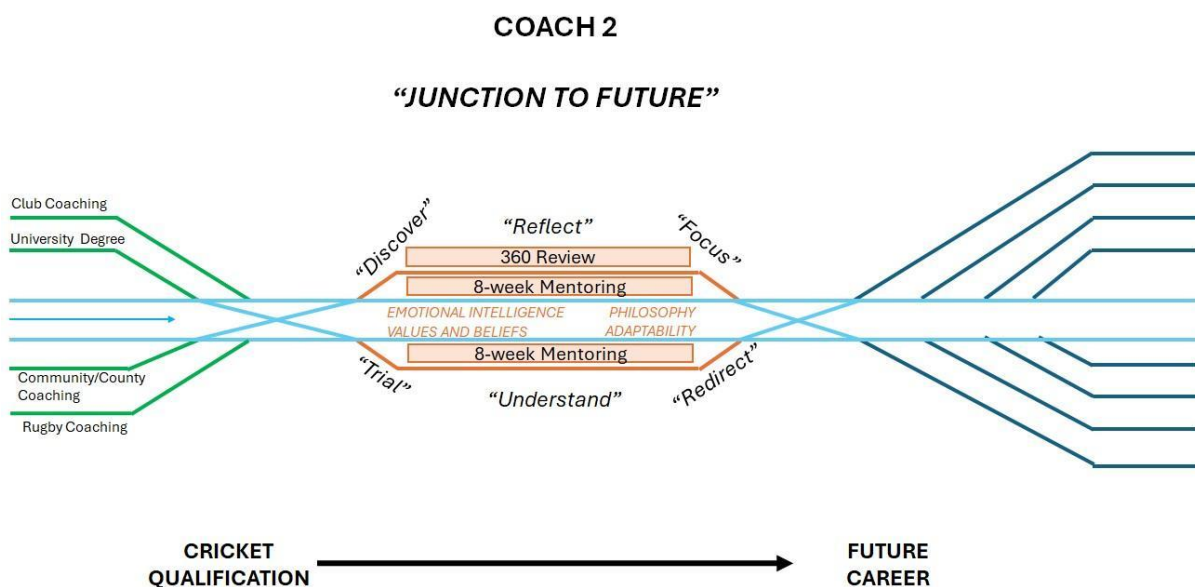


Fig 2 - Junction diagram for journey followed by coach 2. SOURCE: Author (2024)

Compared to the other coaches, coach 2 followed a much more direct route through the programme, only accessing the mentoring programme to improve their coaching. Coach 2 was in their second year of coaching at pathway level, acting as an assistant coach to a boy’s age group team. However, the coach had come into the programme with different set of experiences, currently studying at undergraduate level as well as coaching in club environments along with gaining experience in another sport, in this case rugby, which was reflected upon during coach conversations. Similar to coach 1, it was decided that emotional intelligence and adaptability would be focused on during the programme as well as developing the coaches’ philosophy, values and beliefs. Again, similar to coach 1, the coach decided that emotional intelligence was an important target to improve on, meaning that they only focused on this one area throughout the programme. Improvement as a coach was identified by the coach at the end of the programme, highlighting the importance of focusing on a specific area of coaching.

“Just focusing on four things, I think if I hadn’t been doing it, I wouldn’t focus on those four things, they wouldn’t get highlighted”.

Coach 3

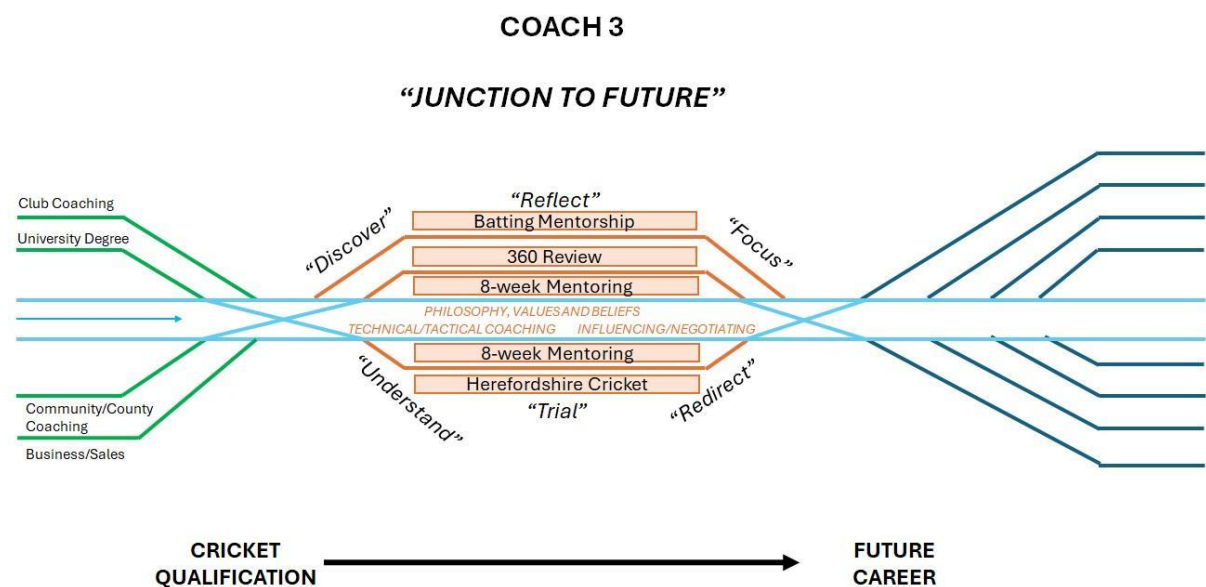


Fig 3 - Junction diagram for journey followed by coach 3. SOURCE: Author (2024)

Coach 3 was another coach who came into the programme wanting to focus their development at the pathway level, acting as assistant coach to a boys' pathway age group. However, we can begin to see a greater level of engagement throughout the programme with this coach who accessed more environments during the development programme to enhance their learning environment. During the programme, coach 3 was involved with a batting mentorship with a professional coach, looking to improve their tactical and technical skills in line with their identified areas for development. Coach 3 also began coaching with another county pathway environment, working as an assistant coach to a range of older age groups, providing the opportunity to experience different levels of a county pathway. Whilst the coach did select 4 areas for development at the start of the programme, the coach followed the actions of the other coaches at the halfway point of the programme, choosing to focus on the development of their philosophy, values and beliefs which became more detailed as the programme progressed, highlighting a successful development made throughout the programme. Overall and again similar to the other coaches, coach 3 stated that they felt they had benefited from being involved in the programme, highlighting the importance of individuality within the programme.

(in answer to the question, would you say that you felt like you've improved as a coach?)

“Yeah because we've clearly identified 3 areas of my coaching that I want to develop and I definitely feel I've contributed.....”

WHAT THE PARTICIPANTS' SAID.

All coaches stated that they feel they have benefitted from being involved with the programme, engaging with the check and challenge opportunities provided by the mentor and the research assistant during conversations. With regards to the qualitative evidence gathered from coach conversations and discussions, 4 key areas were evident throughout the qualitative analysis that have impacted the coaches' development during the programme as well as their interaction with the mentor which were time, individuality, further engagement and 'A great start'. It was also evident that several themes became apparent from quotes extracted, which

were not simply confined to their initial codes. It was therefore decided to highlight these relationships by creating an entity-relationship diagram that will look to visually present the associations discovered through analysis (Brady and Loonam, 2010). The diagram can be seen below.

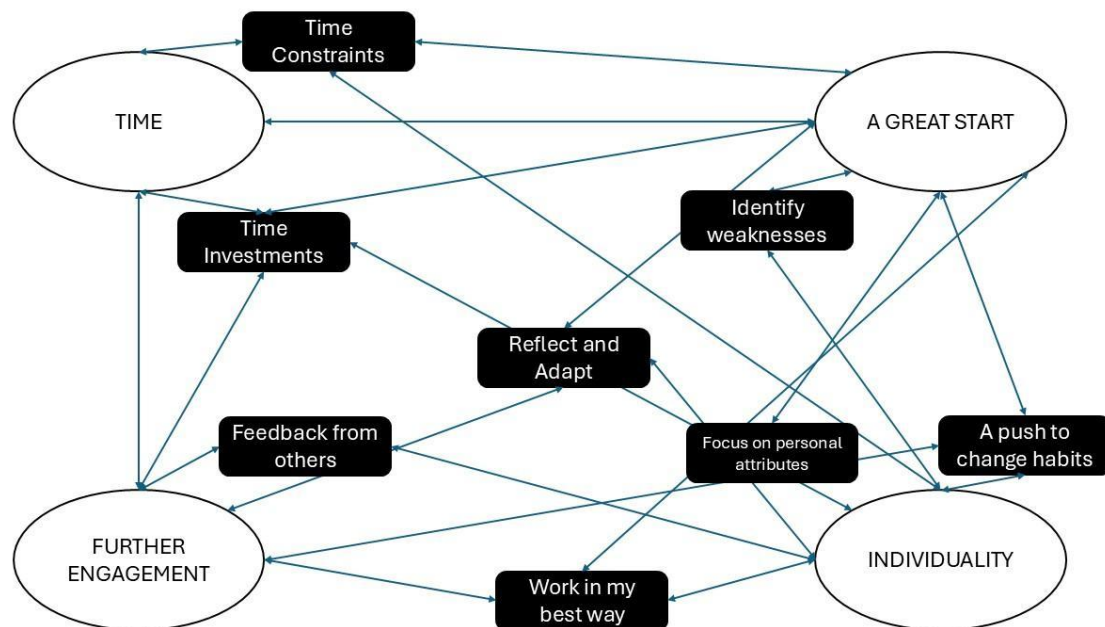


Fig 4 - Entity relationship diagram highlighting the relationship between codes and themes of transcripts. SOURCE: Author (2024)

THE IMPACT OF TIME

Throughout conversations, it was evident that time impacted the participants' engagement with the programme, as well as the ability of the mentor to develop a thorough programme for the coaches, specifically highlighting two themes, time constraints and the ability to invest time. When looking at the time invested in the programme, it is recognised that for coaches to access learning environments to improve their coaching, the amount of time they have available can dictate their engagement (Walker, Thomas and Driska, 2018). Throughout the programme, the question of time investment in the programme was brought up throughout conversations, highlighting both positive and negative effects on the coaches' development.

Coach 1 stated that time constraints on the programme meant the value of the 360 reviews was limited,

“Again, as you said, it's a real snapshot. I think the time frame was difficult. Given a couple more weeks, I reckon the other two people that I asked would have got round to doing it and it might have just given a bit more”.

Coach 2 also stated similar thoughts regarding the time constraints on gaining feedback,

“Yeah, I definitely think a bit more of a time frame to get the other, you know, three other people asked to come back”.

Both of these scenarios highlight issues with the length of the programme that was created, specifically the practicality of the process. As a feedback tool, a 360-feedback process, especially one that is reliant on responses from external stakeholders is effective in providing performance feedback (Brett and Atwater, 2001), but is equally dependent on gaining responses efficiently. In terms of complexity, Massingham, Nguyet Que Nguyen and Massingham (2011) indicated that the practicality of the method such as the length of the process, can cause a reduction in response rates due to its implied burden. Pike et al (2002) also highlighted that when attempting to measure performance, management overhead can become a threat to effective completion. Regarding this programme, whilst the feedback required was minimal, the coaches all suggested that trying to gain feedback from others in such a short period was unrealistic, especially with the responders to the feedback completing the process during their leisure time. Coach 1 justified this when questioned on the effectiveness of the post-programme 360 review, highlighting a solution to this problem.

“Given a couple more weeks, I reckon the other two people that I asked would have got round to doing it and it might have just given a bit more”.

This identification of additional time indicates further discussion, namely finding an effective length of time for the programme to be effective. It is established within coaching literature that formal coach development in its current decontextualised state allows the opportunity for the

fast-tracking of coaches and the separation of the learning process that takes place over an extended period (Watts and Cushion, 2017). The design of the programme and the link with non-formal coach development was established from a desire to aid this process and provide the learners with the opportunity to engage with a constructivist learning process where they can interact with the coaching environment more effectively (Cushion, Armour and Jones, 2003). However, from the analysis of the conversations, it is clear that there are mixed feelings regarding the time that was assigned for the programme. From the mentors' perspective, it was evident that they desired more time to provide a better understanding of the coach's development.

"We're obviously trying to have an impact on coach development in a very short period of time. I think any long-term authentic, sustainable impact in terms of coach behaviours, happens over an extended period of time so one thought would be that you would ideally want to do this over almost a semester, a whole year as opposed to over an 8-week block".

This identification of a more elongated programme links with the theory of social constructivism which involves the observation and implementation of coaching practice through the interaction of other coaches (Stoszkowski and Collins, 2014), whilst trying to negate the effects of formal learning environments that have only been able to provide a descriptive, decontextualised form of learning (Cushion, 2011). However, the point made by the mentor highlights a deeper need to interact with the coaches' learning over a longer period, involving further reflection and guidance for development. Stodter and Cushion (2017) indicated that the ability to work experimentally allows a coach to engage and evaluate their learning journey more effectively, supporting the mentors' opinions on the programme's length by allowing the coaches to develop and confirm their coaching habitus more effectively (Webb and Leeder, 2022). However, to challenge this need for a lengthier programme, Coach 3 highlighted that the study was effective in its current format.

"For me it's just been like the first time that I've enrolled on a sustained lengthened mentoring programme. So, I definitely think I wouldn't go any longer. I think the time frame is fine, I think 8 weeks would be a good starting point".

Whilst this highlights the complexity of the length of non-formal coach development, it also highlights the coaching age of the coaches involved, showing that the coaches were happy with a development programme in whatever form is present due to their unfamiliarity with coach education systems that can support their learning after their initial learning process (Crisp and Brackley, 2023). Nevertheless, whilst the programme highlighted success in trying to implement a socially constructivist approach to coach development, the length of time that is required to effectively evaluate the development of a coach across a development programme needs to be investigated further to effectively provide support for the coaches involved.

Another evident theme was the need to invest time within the programme. Coach 3 reflected on the ability to spend time on an activity that ultimately was there to develop their coaching.

"But that's better coming from a place where you've actually spent some time on it and come to that place rather than rushing it, just getting something out and pouring out a load of rubbish".

Coach 2 also identified this need for time to develop, albeit highlighting the desire to be efficient with the time allowed.

"So, I definitely think the shorter it is the more impact I think you can have through that period of time, just from me personally because I like to get things done but quickly".

It is understood that the ability to learn new skills takes time and the support that is provided within this process is essential to success (Callary and Gearity, 2020). In the two scenarios that are evident above, it is clear that the coaches have engaged with a task and are requiring a reflective process to occur to develop skill and/or knowledge, corroborating with Callary and Gearity's statement. When analysing the need for reflection, we can see the coaches' desire

for time efficiency within the programme. When looking at reflection in coach development, Swettenham and Whitehead (2022) highlight that the European Sport Coaching Framework places reflection at the heart of developing a coach's intrapersonal skills, which relates to the programme that has been created here. This can be further justified by Irwin, Hanton and Kerwin (2004) who indicated the importance of reflection when developing craft knowledge to improve coaching practice. We can therefore assume that reflection is the reason for the perceived importance of time. When looking at reflective practice in general, there is a desire to allow the individual to complete the process of reflection without impacting others as well as the desire to spend more time on reflection, preventing opportunities for the programme to reduce the priority of reflection and effect a coaches' mental health and well-being (Cropley, 2023). To further justify the thoughts above, Stoszowski and Collins (2022) investigated the impact of a digital tool to aid reflection, finding that efficient provision aided the tools use within development. As we reflect on the coaches, both quotes above highlight the importance of efficiency and validity within the activities provided, meaning that the study was able to provide the coaches with a manageable developmental process. If we look at the mentor within this process, their thoughts around investing time also justify its perceived effects.

"Yeah, it's that self-awareness piece and it's a nice way of trying to identify a number of characteristics, be it coaching skills or self-awareness development that an individual can go away and invest some time in and go and explore it".

Overall, we can see that the time of the programme has had both positive and negative effects on the development of coaches. The programme has provided a prolonged learning process within a coach development programme, highlighting the benefits of social constructivism and the belief that learning occurs over time (Stoszowski and Collins, 2014), whilst the time has allowed for efficient reflection and the desire to invest time into effective self-development, an 8 to 10-week programme only scratches the surface on the potential impact on the coaches involved in a mentor-lead nonformal coach development programme.

A GREAT START

Leading on from the previous section, a resounding finding from all coaches and the mentor was that the programme was 'A great start' in a longer journey that the coaches are involved in, relating again to the notion of social constructivism that indicates the process of building on previous knowledge built through engaging with their coaching environment (Dempsey et al, 2021). All coaches throughout their journey highlighted the fact that this 8-week programme and the subsequent interactions with the mentor provided a starting point for further engagement. Coach 3 highlighted this when discussing their overall development during the programme.

"Yeah because we've clearly identified 3 areas of my coaching that I want to develop and I definitely feel I've contributed, I'm certainly nowhere to the endpoint I don't think but we'll definitely explore some areas that have been developed over the last few weeks or certainly develop my awareness of them and I think those three areas will actually still almost ever be evolving, and I'm not sure you'll get to an endpoint if that makes sense".

Here we can identify the positive effects of a programme running over an extended period. When looking at coach development currently, we are still seeing the delivery of time-restricted formal education that contains generic learning material and reduces the individuality of coaching, not meeting the needs of the individual learner (McLean and Lorimer, 2016). This notion can be further extended through the notion that coach education simply reproduces ideologies within coaching, taking coaches as the same entity in every environment (Cushion, Stodter and Clarke, 2022). When analysing this quote, we see that the chance to work on something that is self-determined allows for a greater level of motivation to continue the learning journey. McLean and Mallett (2012) looked into the reasons for coach motivation and found that a desire to learn stems from a desire to succeed in their field, thus developing a hunger for personal development. For this coach, it is evident that involvement in this programme has provided that desire for continued development. Coach 2 also highlighted this desire to continue learning after completion of the programme, providing further justification for their involvement.

"Look, obviously everything finishes sometime, so I do expect it to finish, but then I'm gonna try and keep a record or try and keep reflections on those sessions and maybe just try and keep like a, I think I saw some on LinkedIn, a person did like a three-year plan and did this year, I wanna get here, this year I wanna get here and this year I wanna get here and what to develop and where he wants to be in three years. So maybe do something like that like an initial three-year plan or five-year plan".

Even though there is a positive impression from the fact learning is ongoing, the coaches and the mentor also highlighted some negative effects of a condensed learning programme. Coach 1 highlighted this, indicating the time scale in comparison with their time coaching.

"But kind of Elliot asked me the question. He said, if you're to summarise the programme I said it was a good start, I've started to develop a little bit, but yeah, eight weeks in probably 7 years of coaching isn't that much".

The identification of years in coaching in this scenario brings into question the validity of the programme and its ability to effectively show appropriate improvement. The process of coaching is said to be longitudinal, emphasising the importance of experience during the development of practice (Cushion, Armour and Jones (2003). This was further justified by Mallett et al (2016) who stated that the development of coaching, specifically the creation of socially developed networks, relies on several factors including the understanding that the process can take several years to shape. Whilst this is looking at building networks within coaching, and identifying the social demands of coach development, the understanding that investing more time can allow for a more holistic approach to a coaches' development as they can draw on more experiences to reflect and adapt their coaching practice (Leggett and James (2016). Looking back at the quote made by the coach during the discussion, whilst the programme allowed for this reflection to take place, the time frame presented did not allow for enough reflection to take place, meaning the programme only highlighted a snapshot of what could potentially be achieved. As the coach said, an 8-week block to unpick 7 years' worth of

coaching, as well as the experiences gained during the programme, isn't realistic to effectively see positive change. Even the mentor agreed when asked about the length of the programme.

"It's where are we today, where do we want to be in 12 month's time? Where do we want to be by the time I finish my degree as a sports coach and actually, well if that's where we want to be in three years-time, these are the things I need to do at the end of year one, year two and year three so it depends, but ideally you would want to have a long-term approach to coach development that would probably run the length of a semester and would be ongoing from year to year".

In summary, time has had a big impact on the effectiveness of the programme. The length of the programme has allowed the coaches to invest more time in developing areas they want to work on, as well as allowing the coaches to identify areas for development using reflection however, we have only scratched the surface of how much impact this can have on coach development. As the coaches have stated, the programme has allowed them to understand where they are currently and where they need to develop moving forward, leaving them wanting more and desiring further input from the programme and the mentor.

FURTHER ENGAGEMENT AND INDIVIDUALITY

During thematic analysis, further engagement and individuality were identified due to their prominence and frequency within the qualitative data. During further analysis, the identification of themes within the data highlighted that these codes had stronger relationships in the themes compared to the other areas identified (see fig. 4). The initial idea of the programme was to provide coaches who are looking to be a part of county pathway programmes the opportunity to develop their coaching skills whilst working with a mentor to identify professional development outcomes that can aid their effectiveness in the programme (Sawiuk, Taylor and Groom, 2018). At the start of the programme, the coaches were able to use self-reflection and per-reflection to identify personal goals that they felt would help their development as a coach,

identifying a level of focus within their development. This was highlighted by coach 1 when reflecting on their development through education.

"I've probably got more in that one hour than I have in five lectures maybe where we look at interpersonal skills just because it was individual and that's a big one, but it was individual and it was applied".

Focus was also evident with coach 3 who identified that reflection on tasks allowed for intentional reflection to occur.

"I suppose it's a nice nudge because it's almost like, OK Now I've got this conversation coming up and now it's time to sort of have a nice self-reflection over the past week and what we've intentionally done".

Throughout coach development research, there is an ongoing perception that coach education is a one-size-fits-all approach that focuses on professional content that can be delivered efficiently and that will relate to every coach (Lefebvre et al, 2016). Through the analysis of coach development programmes, it has been hypothesised that through the reduction of organisational structure, the opportunity to provide coaches with course content that relates to their own practice can be encouraged (Smith et al, 2023). When reflecting on the design of this programme, we see a pull to this reduction in organisational structure and subsequently, we can see that the coaches have used the programmes as a chance to work in areas specific to them. Ratner et al (2023) explained this as the consequence of 'goal pursuit' and the desire to reach an end goal. To achieve success when working with self-directed goals, a coach will try to bridge the gap between the person's current understanding and where the person wants to get to. If we take the model of coaching highlighted by Lefebvre et al (2016), we see the differentiation from standardised coach education programmes through the inclusion of self-reflection and focus throughout the weeks. As the coaches have interacted with conversations and weekly tasks, their development has been designed around their needs, meaning their motivation to engage is perceived to be higher. When looking at learning among high school

students, Dawes and Larson (2011) identified that intrinsic motivation was a key factor in developing motivation, backing up the need to engage learners through intrinsic benefits. As Coach 1 stated, *“It was individual and it was applied”*.

To further strengthen the programme's positive outcomes, the use of tasks to provide further engagement strengthened the impact on the coaches during the 8-week programme. Throughout the programme, several activities were used including listening to podcasts, reading book chapters and challenging queries for coaches to reflect on, all providing learning episodes for the coaches. These developmental activities fall under the notion of Continual Professional Development (CPD) which is seen as the main provision during nonformal coach development as it provides optional learning scenarios that can look to further enhance learning (Leeder, Warburton and Beaumont, 2021). During the programme, the coaches were asked to complete the activities and take part in conversation-based reflections with the mentor and/or research assistant, where the tasks were reflected on as well as reflecting on the impact on their coaching. Coach 2 highlighted some interesting reflections on the activities as a whole.

“Yeah, I'm happy with the tasks that are being set because before going into it, I thought it'd be doing like a written task so I've actually quite enjoyed seeing something that there was more you could look at and you can interact with. It was more of a look and you interpret what you want to get out of it as everyone interprets things different ways”.

Coach 1 also highlighted positive reflections on these tasks, specifically the use of a podcast to enhance learning.

“Just because it's applied, it's something you listen to and then go out and actually try”.

The hope of using these activities during the mentor programme, along with the reflection of their coaching throughout the weeks on the programme, aligns itself with the findings of Belz et al (2024) who highlighted the interaction in CPD-type activities provide learners with the opportunity to continue in education whilst also developing a life-long desire to learn. The 2

coaches above highlighted the acceptance of active learning scenarios such as listening to podcasts. This brought into account the desire for individuality during learning on the programme, especially the need to engage in different types of learning. Coach 2 highlighted this during conversations about the tasks

“I’ll say this one ‘cause I’m a, Is it an audible learner? Not like somebody who can read stuff. I’d rather listen to something, then put something down rather than go read a book or have to think about it out of the blue”.

Whilst defining different types of learning does not positively affect learning due to the learners' inability to adjust to these effectively (Husmann and O’Loughlin, 2019), in this environment it is clear that when a task relates to a desired type of learning, engagement increases. Zhang et al (2022) found similar findings in educational research, stating that learners may engage with experience motivation by pursuing pleasurable, engaging activities, linking to internal motivation within self-determination theory (SDT). Here, we see participants who engage with SDT develop an understanding of concepts through interactions with social conditions that affect human development (Ryan and Deci, 2017). As these tasks involve reflecting on personal and professional implementation, we see a connection to SDT and the opportunity to relate motivation to real-life scenarios, specifically cases that relate to each individual's learning.

Interestingly, this link to the individual was not seen or prescribed by the mentor, as can be seen in this next quote on the choice of tasks selected.

“I think the thinking behind it, the subject matter didn't really matter. What was important was they were actually thinking about their coaching and other people's coaching and becoming more curious about what they do, why they do it, why others do certain things...”

So, whilst the need for interaction was crucial for learning to take place, the mentor was deliberately choosing activities solely on the basis that coaches would engage in self-reflection during the programme. Similar findings have been found empirically when looking at the

development of coaching, hinting at the potential for development programmes to provide the opportunity for reflection that has been stated to be difficult to engage with due to factors including time and resources (Hagglund et al, 2022). This can be further amplified by the mentor when discussing the thought process behind using tasks to aid development. The mentor wanted to provide opportunities for further learning and by doing so, engage a deeper level of engagement with the content concerning the coach's individual goals (Pauline, 2013). Through the design of the programme, the individualised nature of target-setting for the coaches and the subsequent reflections that occurred as a result allowed for better coach engagement with their development in a preferred method of learning. Furthermore, the use of tasks throughout the programme to develop learning further than simple reflection provided the opportunity for deeper learning to take place through the critique of learning against the coaches own experiences. However, it is worth noting that whilst the tasks were engaging, some coaches were not as welcoming during certain weeks.

"Some of the others were just, they're just a bit random. I thought some of them were. So I just thought the podcast one was definitely the best. I think maybe like some, like visual, we didn't really get any visual other than the book chapter but you can get some like visual like a video or something like that. Just because everyone learns different".

Even though this is an individual viewpoint on the task, the coach did raise a criticism of the programme relating to the issue of content. The issue concerning the use of formalised coach development programmes is the lack of contextualised material catered to individuals, reducing its effectiveness for every individual (Wang, Casey and Cope, 2023). The coach stated here that they would have liked more varied types of tasks to complete to make sure all individuals are catered for, highlighting that the programme could have been individually developed for each coach rather than focusing on the coaches' ability to reflect against their goals and experiences. This was also voiced by the mentor when reflecting on the programme.

"I'd probably want to be a bit more intentional myself with the weekly tasks or the fortnightly tasks I'd want to spend a bit more time making sure there was some.

In an ideal world, you'd have a battery of weekly tasks that might well align to the individual's needs. So rather than being generic, you'd go well actually this person has shown areas of development required across A, B and C, so that person will get these weekly tasks”.

We can see that whilst the tasks had the best intentions to provide more individual learning episodes, the tasks were still designed on the 'one size fits all' policy and were the same for all learners. To fully understand the importance of individual learner development with a programme, future research should look to provide learners with individual programmes catered to their own development.

THE IMPACT OF THE MENTOR

Along with analysing the impact of non-formal coach development, this study also looked to understand the role of the mentor within coach development. Overall, the coaches involved with the programme all stated that they enjoyed the interactions they had with the mentor throughout the 8-10-week programme. It is worth stating early that whilst the mentor was involved with the overall design of the programme and led sessions at the start, middle and end of the programme, the majority of the conversations were held between the coaches and the research assistant who had two roles, 1) to aid the development of the coaches by leading and challenging the reflections made by the coaches, and 2) to document the coaches' experiences with the programme and the mentor throughout the 8-10 weeks, therefore it could be argued that the role of the mentor cannot be thoroughly analysed due to limited contact time, however, the mentors' involvement with the initial analysis process, the implementation of the tasks during the programme as well as the feedback post-programme provide us with an understanding into the mentors' design of the programme. For the future, further engagement with the mentor, maybe over a longer period, would analyse their role better in terms of coach development.

To provide context to the activities throughout the programme, specifically the understanding of the initial 360 review process, the mentor used theoretical models to justify observations

made during 360 reviews, specifically strategic-based models such as the Johari Window. This model, usually found in leadership contexts, is a framework used to highlight threats in performance environments that could effect the development of ideas and contexts (Welch, 2023). In reference to learning, Lowes (2020) stated that a person's skills and behaviours can be placed on a continuum from, the arena where behaviours are seen by the coach and others to the unknown, where behaviours are not seen or perceived by anyone (see appendix 5). Concerning this programme, the mentors' use of Johari's window provided a focus for coaches highlighting strengths and areas for development, with the model highlighting any blind spots in their coaching behaviours that could cause problems in their development (Oelofsen, 2012). As the coaches progressed through the programme, this theoretical continuum was used as a reflective tool to highlight progression within the coaches' development, indicating an ability to highlight more longitudinal development of needs (Shenton, 2007), subsequently correlating with the understanding that coach development and learning needs to be treated as a long-term process (Watts and Cushion, 2017). As a result of its inclusion, it was evident that the coaches were using the model to aid their reflections and to understand the place they reached by the end of the programme, justifying its inclusion to aid interaction with the programme.

In continuing this analysis of the mentors' role, it was clear that the use of questioning by the mentor had an impact on the learning that took place during the programme. In education, the use of questioning is there to promote critical thinking and problem-solving skills during contact time with students, which is stated to be a necessary process within mentoring environments too (Pylman and Bell, 2021). On the back of this, it is evident that the ability to challenge a mentee to develop in context is important to create an effective mentor role, with Schempp et al (2016) highlighting this by finding the role of a challenger in career functioning scoring higher than all other roles undertaken by a mentor. So in theory, the ability to challenge enables a greater level of learning and subsequently a greater level of development. As we look into the programme, the coaches were positive in the way that the mentor challenged their development and looked to engage them in deeper reflection.

“He questioned quite a lot, especially in my experience, he questioned it quite a lot. He's trying to get the best out of you by posing questions and I'm just trying to develop like a plan of how you're going to get better at these four areas that I that I've picked”.

It is evident that the mentors' use of questioning throughout the programme benefitted the coaches and draws towards the notion that the mentor used questions as a tool to develop problem-solving skills within the coaches. In educational literature, this ability to ask the correct questions allows the mentees to figure out context for themselves and identify potential pathways for further development (Gardiner and Wiesling, 2018). Further to this, it was evident that the coaches appreciated the challenging environments that were created through the questioning used, highlighting that the mentor looked to try and provide other options available for the coaches, creating the perception of the mentor as a constructive challenger that looks to highlight alternative pathways to follow to enhance deeper levels of learning (Rajuan, Beijgaard and Verloop, 2008).

Nevertheless, even though the mentor's impact provided the coaches with the tools and desire to engage with further levels of learning, the interactions with the mentor weren't without weaknesses. One area of the programme that was questionable was the frequency of direct engagement with the mentor. Shaw et al (2021) investigated the frequency of interactions between mentors and mentees, highlighting the fine balance needed to maintain relatedness between the parties, even though they did state that there is no empirically backed minimum figure of interactions. Merritt and Havill (2016) also found similar findings even when looking at the effects of online meetings, stating that mentees highlighted greater levels of development when the frequency of meetings between themselves and the mentor was greater. With this in mind, it is interesting to see multiple opinions on the frequency of interactions with the mentor, with one coach indicating a similarity to the findings of Shaw and wanting more interaction to help with consistency.

“We only spoke to Elliot, like twice. I think it was three times. So maybe even like I don't know, maybe every like third week. You speak to Elliot, so you speak to him four times rather than three times, just so he can almost keep that continuity up”.

This lack of continuity corresponds with findings by Griffiths and Armour (2012) who found that sporadic programmes lead to the break-up of relationships within the programme. However, this view was not shared by other coaches who indicated that the length of the programme dictated the frequency of interactions.

“I thought the sort of time frames was all OK sort of catch up with Elliot start, middle, and end and you in between I thought that worked right”.

Even though this does show the varied thoughts of interaction with the mentor, the coach in question highlights a further interaction with the research assistant, who saw the coaches during the weeks the mentor was away so in this case, the frequency of interactions was kept high. Fraina and Hodge (2020) justify this by finding that accessing multiple mentors not only increases frequency but also accesses different levels of knowledge within different mentors. We can see that there are issues concerning the frequency of access to the mentor but even though there could be more done, the coaches highlighted that the interactions with the mentor were still meaningful in terms of their development. On reflection, the question on the mentors' involvement may not be the lack of frequency but again, may bring into question the need for a longer programme to understand the full impact of the mentor on the programme.

Conclusions

This study aimed to investigate the effects of nonformal coach development programmes as well as the impact of a mentor on the development of coaches in a county pathway programme. From the limited data found in the 360 reviews, it was evident that positive development had taken place among the coaches involved, all highlighting improved confidence in their targets. During conversations, it was clear that the content devised for the

programme, along with the interactions with the mentor and the research assistant, engaged the coaches in reflective practice developing a better understanding of their chosen targets and allowing the opportunity to engage a deeper level of learning. Coach engagement in nonformal coach development programmes can provide opportunities to develop coaching skills that are first seen in formalised coach development but are then left to be developed through experience alone. Here, the coaches can identify areas of need to improve learning and dedicate time and resources to improving their capabilities, alongside the support of a mentor network. However, as in the findings and reflections of the coaches, the programme has highlighted the need for further investigation as it has provided the coaches with 'a great start' to their development. To understand the full effects of mentors and nonformal coach development, a longer programme needs to be implemented to provide more opportunities for mentor engagement to fully understand the potential of mentor guidance. Furthermore, whilst the coaches had access to a quantitative tool for indicating improvement, future investigation would need to identify an objective way of assessing development to indicate the programme's effectiveness. In its current state, the study provides a good insight into the use of coach development and the support of a mentor, justifying the promotion of coach development programmes outside of organised coach education to enhance coaching, however, a more longitudinal study would be able to develop a greater level of reliability and validity in the study, providing a greater level of rigour and trustworthiness (Golafshani, 2003).

References

Alexander, D. and Bloom, G.A. (2023) 'Exploring coaches' experiences and perceptions of a virtual parasport coach mentorship program', *Psychology of Sport and Exercise*, 64, p. 102303. Available at: <https://doi.org/10.1016/j.psychsport.2022.102303>.

Allison, W. and Football Association (England) (eds) (2016) *Advances in coach education and development: from research to practice*. London ; New York: Routledge, Taylor & Francis.

Bailey, J., Jones, R. and Allison, W. (2019) 'Sports Coaches' Mentorship: Experience and suggested future framework', *European Journal of Human Movement*, 43(1), pp. 67–85.

Belz, J. et al. (2024) 'A qualitative analysis of Swedish sport psychology practitioners' experience of a continued professional development program', *Scandinavian Journal of Medicine & Science in Sports*, 34(2), p. e14583. Available at: <https://doi.org/10.1111/sms.14583>.

Bortnowska, H. and Bartosz, S. (2019) 'Formal mentoring in nonprofit organisations. Model proposition', *Management (Zielona Gora)*, 23(1), pp. 188–208. Available at: <https://doi.org/DOI:10.2478/manment-2019-0011>.

Brady, M. and Loonam, J. (2010) 'Exploring the use of entity-relationship diagramming as a technique to support grounded theory inquiry', *Qualitative Research in Organizations and Management: An International Journal*, 5(3), pp. 224–237. Available at: <https://doi.org/10.1108/17465641011089854>.

Brett, J.F. and Atwater, L.E. (2001) '360° feedback: Accuracy, reactions, and perceptions of usefulness.', *Journal of Applied Psychology*, 86(5), pp. 930–942. Available at: <https://doi.org/10.1037//0021-9010.86.5.930>.

Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology', *Qualitative Research in Psychology*, 3(2), pp. 77–101. Available at: <https://doi.org/10.1191/1478088706qp063oa>.

Braun, V. and Clarke, V. (2021) 'Can I use TA? Should I use TA? Should I *not* use TA? Comparing reflexive thematic analysis and other pattern-based qualitative analytic approaches', *Counselling and Psychotherapy Research*, 21(1), pp. 37–47. Available at: <https://doi.org/10.1002/capr.12360>.

Byrne, D. (2022) 'A worked example of Braun and Clarke's approach to reflexive thematic analysis', *Quality & Quantity*, 56(3), pp. 1391–1412. Available at: <https://doi.org/10.1007/s11135-021-01182-y>.

Callary, B. and Gearity, B. (eds) (2020) *Coach education and development in sport: instructional strategies*. Abingdon, Oxon ; New York, NY: Routledge.

Calleja-González, J. *et al.* (2021) 'The recovery umbrella in the world of elite sport: do not forget the coaching and performance staff', *Sports*, 9(12), p. 169. Available at: <https://doi.org/10.3390/sports9120169>.

Camiré, M., Trudel, P. and Forneris, T. (2014) 'Examining how model youth sport coaches learn to facilitate positive youth development', *Physical Education and Sport Pedagogy*, 19(1), pp. 1–17. Available at: <https://doi.org/10.1080/17408989.2012.726975>.

Collins, D., Cruickshank, A. and Jordet, G. (2019) *Routledge handbook of elite sport performance*. London and New York: Routledge.

Crisp, P. and Brackley, P. (2023) 'A premier league football in the community program's "new" coaches and support systems: practitioner reflections', *International Sport Coaching Journal*, 10(1), pp. 126–136. Available at: <https://doi.org/10.1123/iscj.2021-0067>.

Cropley, B. *et al.* (eds) (2023) *Reflective practice in the sport and exercise sciences: critical perspectives, pedagogy, and applied case studies*. Second edition. London New York: Routledge Taylor & Francis Group.

Cushion, C. (2011) Coach and athlete learning: a social approach, in: R. Jones, P. Potrac, C. Cushion & L. Tore-Ronglan (Eds) *The sociology of sports coaching*. London: Routledge, pp. 166-178.

Cushion, C.J., Armour, K.M. and Jones, R.L. (2003) 'Coach education and continuing professional development: experience and learning to coach', *Quest*, 55(3), pp. 215–230.

Available at: <https://doi.org/10.1080/00336297.2003.10491800>.

Cushion, C.J., Stodter, A. and Clarke, N.J. (2022) "It's an experiential thing": the discursive construction of learning in high-performance coach education', *Sport, Education and Society*, 27(7), pp. 844–861. Available at: <https://doi.org/10.1080/13573322.2021.1924143>.

Da Silva, E.J. *et al.* (2022) 'A Coach Development Program: A Guided Online Reflective Practice Intervention Study', *Journal of Sports Sciences*, 40(9), pp. 1041–1053. Available at:

<https://doi.org/https://doi-org.apollo.worc.ac.uk/10.1080/02640414.2022.2045795>.

Davis, L. *et al.* (2018) 'The role of coach-athlete relationship quality in team sport athletes' psychophysiological exhaustion: implications for physical and cognitive performance', *Journal of Sports Sciences*, 36(17), pp. 1985–1992. Available at:

<https://doi.org/10.1080/02640414.2018.1429176>.

Dawes, N.P. and Larson, R. (2011) 'How youth get engaged: Grounded-theory research on motivational development in organized youth programs.', *Developmental Psychology*, 47(1), pp. 259–269. Available at: <https://doi.org/10.1037/a0020729>.

Dempsey, N.M. *et al.* (2021) 'Creating and disseminating coach education policy: a case of formal coach education in grassroots football', *Sport, Education and Society*, 26(8), pp. 917–930. Available at: <https://doi.org/10.1080/13573322.2020.1802711>.

Desimone, L. *et al.* (2014) 'Formal and informal mentoring: complimentary, compensatory, or consistent?', *Journal of Teacher Education*, 65(2), pp. 88–110. Available at:

<https://doi.org/https://doi-org.apollo.worc.ac.uk/10.1177/0022487113511643>.

Duffy, P. *et al.* (2011) 'Sport Coaching as a "profession": challenges and future directions.', *International Journal of Coaching Science*, 5(2), pp. 93–123.

Erickson, K. *et al.* (2008) 'Gaining insight into actual and preferred sources of coaching knowledge', *International Journal of Sports Science & Coaching*, 3(4), pp. 527–538.

Available at: <https://doi.org/10.1260/174795408787186468>.

Farrow, D. *et al.* (2018) 'Charting the development of sport expertise: challenges and opportunities', *International Review of Sport and Exercise Psychology*, 11(1), pp. 238–257.

Available at: <https://doi.org/10.1080/1750984X.2017.1290817>.

Felton, L. and Jowett, S. (2013) “‘What do coaches do” and “how do they relate”: Their effects on athletes’ psychological needs and functioning’, *Scandinavian Journal of Medicine & Science in Sports*, 23(2). Available at: <https://doi.org/10.1111/sms.12029>.

Fereday, J. and Muir-Cochrane, E. (2006) ‘Demonstrating rigor using thematic analysis: a hybrid approach of inductive and deductive coding and theme development’, *International Journal of Qualitative Methods*, 5(1), pp. 80–92. Available at: <https://doi.org/10.1177/160940690600500107>.

Ferrar, P. *et al.* (2018) ‘Building high performing coach-athlete relationships: the usoc’s national team coach leadership education program(Ntclep)’, *International Sport Coaching Journal*, 5(1), pp. 60–70. Available at: <https://doi.org/10.1123/iscj.2017-0102>.

Haugan, J.A. *et al.* (2021) ‘Effects of a mentor program for coaches on the coach-athlete relationship’, *Sports*, 9(8) p. 116. Available at: <https://doi.org/10.3390/sports9080116>.

Heim, C., Ennigkeit, F. and Ullrich, M. (2018) ‘Assessing coaches’ professional knowledge: Test construction and field study based on the German Football Association’s Junior Coach training programme’, *German Journal of Exercise and Sport Research*, 48(2), pp. 252–262. Available at: <https://doi.org/10.1007/s12662-018-0508-1>.

Husmann, P.R. and O’Loughlin, V.D. (2019) ‘Another nail in the coffin for learning styles? Disparities among undergraduate anatomy students’ study strategies, class performance, and reported vark learning styles’, *Anatomical Sciences Education*, 12(1), pp. 6–19. Available at: <https://doi.org/10.1002/ase.1777>.

Gardiner, W. and Weisling, N. (2018) ‘Challenges and complexities of developing mentors’ practice: insights from new mentors’, *International Journal of Mentoring and Coaching in Education*, 7(4), pp. 329–342. Available at: <https://doi.org/10.1108/IJMCE-12-2017-0078>.

Golafshani, N. (2003) ‘Understanding reliability and validity in qualitative research’, *The Qualitative Report*, 8(4), pp. 597–606. Available at: <https://doi.org/10.46743/2160-3715/2003.1870>.

Griffiths, M. and Armour, K. (2012) ‘Mentoring as a formalized learning strategy with community sports volunteers’, *Mentoring & Tutoring: Partnership in Learning*, 20(1), pp. 151–173. Available at: <https://doi.org/10.1080/13611267.2012.645605>.

Hägglund, K. *et al.* (2022) ‘Mindful self-reflection to support sustainable high-performance coaching: A process evaluation of a novel method development in elite sport’, *Journal of*

Applied Sport Psychology, 34(6), pp. 1125–1148. Available at:

<https://doi.org/10.1080/10413200.2021.1925782>.

Irwin, G., Hanton, S. and Kerwin, D. (2004) 'Reflective practice and the origins of elite coaching knowledge', *Reflective Practice*, 5(3), pp. 425–442. Available at:

<https://doi.org/10.1080/1462394042000270718>.

Jeanes, R. *et al.* (2019) 'Coaches as boundary spanners? Conceptualising the role of the coach in sport and social policy programmes', *International Journal of Sport Policy and Politics*, 11(3), pp. 433–446. Available at: <https://doi.org/10.1080/19406940.2018.1555181>.

Jones, R.L., Armour, K.M. and Potrac, P. (2003) 'Constructing expert knowledge: a case study of a top-level professional soccer coach', *Sport, Education and Society*, 8(2), pp. 213–229. Available at: <https://doi.org/10.1080/13573320309254>.

Jones, R.L., Harris, R. and Miles, A. (2009) 'Mentoring in sports coaching: a review of the literature', *Physical Education & Sport Pedagogy*, 14(3), pp. 267–284. Available at:

<https://doi.org/10.1080/17408980801976569>.

Jones, R.L. *et al.* (eds) (2010) 'Etienne Wenger: Coaching and communities of practice', in *The Sociology of Sports Coaching*. 0 edn. Routledge, pp. 102–115. Available at:

<https://doi.org/10.4324/9780203865545-14>.

Joseph, J. and McKenzie, A.I. (2022) 'Black women coaches in community: promising practices for mentorship in canada', *Frontiers in Sports and Active Living*, 4, p. 884239.

Available at: <https://doi.org/10.3389/fspor.2022.884239>.

Koh, K.T. *et al.* (2015) 'A guided reflection intervention for high performance basketball coaches', *International Sport Coaching Journal*, 2(3), pp. 273–284. Available at:

<https://doi.org/10.1123/iscj.2014-0135>.

Koh, K.T., Ho, X.Y. and Koh, Y. (2017) 'The developmental experiences of basketball mentor coaches', *International Journal of Sports Science & Coaching*, 12(4), pp. 520–531.

Available at: <https://doi.org/10.1177/1747954117718048>.

Lascu, A. *et al.* (2024) 'Coach education as “leading out with an experienced other”', *Sports Coaching Review*, 13(2), pp. 277–292. Available at: <https://doi.org/https://doi-org.apollo.worc.ac.uk/10.1080/21640629.2024.2343571>.

<https://doi.org/https://doi-org.apollo.worc.ac.uk/10.1080/21640629.2024.2343571>.

Lawson, J.A., Turnnidge, J. and Latimer-Cheung, A.E. (2022) 'An exploration of the content and quality of online, text-based coach development programs specific to parasport', *International Sport Coaching Journal*, 9(1), pp. 143–149. Available at:

<https://doi.org/10.1123/iscj.2020-0072>.

Leeder, T. and Sawiuk, R. (2021) 'Reviewing the sports coach mentoring literature: a look back to take a step forward', *Sports Coaching Review*, 10(2), pp. 129–152. Available at:

<https://doi.org/10.1080/21640629.2020.1804170>.

Leeder, T.M., Warburton, V.E. and Beaumont, L.C. (2021) 'Coaches' dispositions and non-formal learning situations: an analysis of the "coach talent programme"', *Sport in Society*, 24(3), pp. 356–372. Available at: <https://doi.org/10.1080/17430437.2019.1672154>.

Lefebvre, J.S. *et al.* (2016) 'Describing and classifying coach development programmes: A synthesis of empirical research and applied practice', *International Journal of Sports Science & Coaching*, 11(6), pp. 887–899. Available at: <https://doi.org/10.1177/1747954116676116>.

Leggett, R. and James, J. (2016) 'Exploring the benefits of a coach development process ... On the coach', *International Journal of Human Resource Development: Practice, Policy & Research*, 1(2), pp. 55–65. Available at: <https://doi.org/10.22324/ijhrdppr.1.116>.

Lowes, R. (2020) 'Knowing you: personal tutoring, learning analytics and the johari window', *Frontiers in Education*, 5, p. 101. Available at: <https://doi.org/10.3389/educ.2020.00101>.

Maclean, J. and Lorimer, R. (2016) 'Are coach education programmes the most effective method for coach development?', *International Journal of Coaching Science*, 10(2), pp. 71–88.

Mallett, C.J. *et al.* (2016) 'In pursuit of becoming a senior coach: the learning culture for Australian Football League coaches', *Physical Education and Sport Pedagogy*, 21(1), pp. 24–39. Available at: <https://doi.org/10.1080/17408989.2015.1072508>.

McLean, K.N. and Mallett, C.J. (2012) 'What motivates the motivators? An examination of sports coaches', *Physical Education & Sport Pedagogy*, 17(1), pp. 21–35. Available at: <https://doi.org/10.1080/17408989.2010.535201>.

Massingham, P., Nguyet Que Nguyen, T. and Massingham, R. (2011) 'Using 360 degree peer review to validate self-reporting in human capital measurement', *Journal of Intellectual Capital*, 12(1), pp. 43–74. Available at: <https://doi.org/10.1108/14691931111097917>.

- Mallett, C.J. *et al.* (2009) 'Formal vs. Informal coach education', *International Journal of Sports Science & Coaching*, 4(3), pp. 325–364. Available at: <https://doi.org/10.1260/174795409789623883>.
- Merritt, S.M. and Havill, L. (2016) 'Electronic and face-to-face communication in mentoring relationships: Recommendations on communication media and frequency of interaction', *Development and Learning in Organizations: An International Journal*, 30(3), pp. 17–19. Available at: <https://doi.org/10.1108/DLO-10-2015-0088>.
- Nelson, L., Cushion, C. and Potrac, P. (2013) 'Enhancing the provision of coach education: the recommendations of UK coaching practitioners', *Physical Education & Sport Pedagogy*, 18(2), pp. 204–218. Available at: <https://doi.org/10.1080/17408989.2011.649725>.
- Nelson, L.J., Cushion, C.J. and Potrac, P. (2006) 'Formal, nonformal and informal coach learning: a holistic conceptualisation', *International Journal of Sports Science & Coaching*, 1(3), pp. 247–259. Available at: <https://doi.org/10.1260/174795406778604627>.
- Newman, T.J. *et al.* (2024) 'Scholars' perspectives of positive youth development in coach education for high school sports', *Physical Education and Sport Pedagogy*, 29(2), pp. 206–220. Available at: <https://doi.org/10.1080/17408989.2022.2039616>.
- Norman, L. (2017) "'It's sport, why does it matter?'" Professional coaches' perceptions of equity training', *Sports Coaching Review*, pp. 1–22. Available at: <https://doi.org/10.1080/21640629.2017.1367181>.
- Oelofsen, N. (2012) 'Developing practical reflective skills (1/2): personal learning', *British Journal of Healthcare Assistants*, 6(6), pp. 294–297. Available at: <https://doi.org/10.12968/bjha.2012.6.6.294>.
- Pauline, G. (2013) 'Engaging students beyond just the experience: integrating reflection learning into sport event management', *Sport Management Education Journal*, 7(1), pp. 1–12. Available at: <https://doi.org/10.1123/smej.7.1.1>.
- Piggott, D. (2012) 'Coaches' experiences of formal coach education: a critical sociological investigation', *Sport, Education and Society*, 17(4), pp. 535–554. Available at: <https://doi.org/10.1080/13573322.2011.608949>.
- Pylman, S. and Bell, J. (2021) 'Levels of mentor questioning in assisted performance: what mentors should ask student teachers while co-planning', *Mentoring & Tutoring: Partnership in Learning*, 29(5), pp. 522–544. Available at: <https://doi.org/10.1080/13611267.2021.1986796>.

Rajuan, M., Beijaard, D. and Verloop, N. (2008) 'Student teachers' perceptions of their mentors as internal triggers for learning', *Teaching Education*, 19(4), pp. 279–292. Available at: <https://doi.org/10.1080/10476210802339951>.

Ratner, K. *et al.* (2023) 'Purpose and goal pursuit as a self-sustaining system: Evidence of daily within-person reciprocity among adolescents in self-driven learning', *Journal of Personality*, p. jopy.12911. Available at: <https://doi.org/10.1111/jopy.12911>.

Robson, C. and McCartan, K. (2016) *Real world research: a resource for users of social research methods in applied settings*. Fourth Edition. Hoboken: Wiley.

Rocchi, M. and Couture, A.L. (2018) 'Recreational and developmental youth coach learning', *Physical Education and Sport Pedagogy*, 23(3), pp. 267–279. Available at: <https://doi.org/10.1080/17408989.2017.1406464>.

Ryan, R.M. and Deci, E.L. (2017) *Self-determination theory: basic psychological needs in motivation, development, and wellness*. New York: Guilford Press.

Sawiuk, R., Taylor, William.G. and Groom, R. (2017) 'An analysis of the value of multiple mentors in formalised elite coach mentoring programmes', *Physical Education and Sport Pedagogy*, 22(4), pp. 403–413. Available at: <https://doi.org/10.1080/17408989.2016.1268587>.

Sawiuk, R., Taylor, W. and Groom, R. (2018) 'Exploring formalized elite coach mentoring programmes in the UK: "We've had to play the game"', *Sport, Education and Society*, 23(6), pp. 619–631. Available at: <https://doi.org/https://doi.org/10.1080/13573322.2016.1248386>.

Schempp, P. *et al.* (2016) 'Mentor's Role in Basketball Coaching', *International Journal of Sport Psychology*, 47(1), pp. 1–15. Available at: <https://doi.org/10.7352/IJSP.2016.47.0>.

Shaw, R.B. *et al.* (2021) 'A scoping review of peer mentorship studies for people with disabilities: exploring interaction modality and frequency of interaction', *Health Communication*, 36(14), pp. 1841–1851. Available at: <https://doi.org/10.1080/10410236.2020.1796293>.

Shenton, A.K. (2007) 'Viewing information needs through a Johari Window', *Reference Services Review*, 35(3), pp. 487–496. Available at: <https://doi.org/10.1108/00907320710774337>.

Smith, K. *et al.* (2023) 'How to coach: A review of theoretical approaches for the development of a novel coach education framework', *International Journal of Sports Science & Coaching*, 18(2), pp. 594–608. Available at: <https://doi.org/10.1177/17479541221136222>.

Stodter, A. and Cushion, C.J. (2014) 'Coaches' learning and education: a case study of cultures in conflict', *Sports Coaching Review*, 3(1), pp. 63–79. Available at:

<https://doi.org/10.1080/21640629.2014.958306>.

Stodter, A. and Cushion, C.J. (2017) 'What works in coach learning, how, and for whom? A grounded process of soccer coaches' professional learning', *Qualitative Research in Sport, Exercise and Health*, 9(3), pp. 321–338. Available at:

<https://doi.org/10.1080/2159676x.2017.1283358>.

Stoszkowski, J. and Collins, D. (2014) 'Communities of practice, social learning and networks: exploiting the social side of coach development', *Sport, Education and Society*, 19(6), pp. 773–788. Available at: <https://doi.org/10.1080/13573322.2012.692671>.

Stoszkowski, J. and Collins, D. (2022) 'A realist evaluation of the use of Flipgrid to facilitate collaborative online learning and reflection in sport coaching', *Sport, Education and Society*, 27(8), pp. 906–921. Available at: <https://doi.org/10.1080/13573322.2021.1952180>.

Sullivan, P. et al. (2012) 'The relation of coaching context and coach education to coaching efficacy and perceived leadership behaviors in youth sport', *The Sport Psychologist*, 26(1), pp. 122–134. Available at: <https://doi.org/10.1123/tsp.26.1.122>.

Swettenham, L. and Whitehead, A.E. (2022) 'Developing the triad of knowledge in coaching: think aloud as a reflective tool within a category 1 football academy', *International Sport Coaching Journal*, 9(1), pp. 122–132. Available at: <https://doi.org/10.1123/iscj.2020-0122>.

Taylor, B. and Garratt, D. (2014) 'The Professionalisation of sports coaching', in J. Lyle (ed.) *Sports coaching: professionalisation and practice*. Elsevier: Churchill Livingstone, pp. 107-124.

Telles Langdon, D.M. (2018) 'A female perspective on Canada's national coaching institute mentorship experience', *The International Journal of Sport and Society*, 9(1), pp. 1–10. Available at: <https://doi.org/10.18848/2152-7857/CGP/v09i01/1-10>.

Tourigny, L. and Pulich, M. (2005) 'A Critical Examination of Formal and Informal Mentoring Among Nurses', *The Health Care Manager*, 24(1), pp. 68–76. Available at:

<https://doi.org/DOI:10.1097/00126450-200501000-00011>.

Vella, S., Oades, L. and Crowe, T. (2011) 'The role of the coach in facilitating positive youth development: moving from theory to practice', *Journal of Applied Sport Psychology*, 23(1), pp. 33–48. Available at: <https://doi.org/10.1080/10413200.2010.511423>.

Walker, L.F., Thomas, R. and Driska, A.P. (2018) 'Informal and nonformal learning for sport coaches: A systematic review', *International Journal of Sports Science & Coaching*, 13(5), pp. 694–707. Available at: <https://doi.org/10.1177/1747954118791522>.

Wang, Z., Casey, A. and Cope, E. (2023) 'Coach experiences of formal coach education developed by national governing bodies: a systematic review', *Physical Education and Sport Pedagogy*, pp. 1–13. Available at: <https://doi.org/10.1080/17408989.2023.2230235>.

Watts, D.W. and Cushion, C.J. (2017) 'Coaching journeys: longitudinal experiences from professional football in Great Britain', *Sports Coaching Review*, 6(1), pp. 76–93. Available at: <https://doi.org/10.1080/21640629.2016.1238135>.

Webb, K. and Leeder, T.M. (2022) 'Dispositions and coaching theories: understanding the impact of coach education on novice coaches' learning', *Sport, Education and Society*, 27(5), pp. 618–631. Available at: <https://doi.org/10.1080/13573322.2021.1887846>.

Welch, J. (2023) 'Visioning strategy through the “Johari window”: discovering critical “unknowns” in a rapidly evolving context', *Strategy & Leadership*, 51(5), pp. 30–35. Available at: <https://doi.org/10.1108/SL-05-2023-0056>.

Werthner, P. and Trudel, P. (2009) 'Investigating the Idiosyncratic Learning Paths of Elite Canadian Coaches', *International Journal of Sports Science & Coaching*, 4(3), pp. 433–449. Available at: <https://doi.org/10.1260/174795409789623946>.

Winchester, G., Culver, D. and Camiré, M. (2013) 'Understanding how Ontario high school teacher-coaches learn to coach', *Physical Education & Sport Pedagogy*, 18(4), pp. 412–426. Available at: <https://doi.org/10.1080/17408989.2012.690376>.

Zhang, J. *et al.* (2022) 'The moderating effect of learning experience on learning motivation and learning outcomes of international students', *Frontiers in Psychology*, 13, p. 913982. Available at: <https://doi.org/10.3389/fpsyg.2022.913982>.

APPENDICES

Appendix 1 - 360-review - initial programme responses

Appendix 2 - Coach 1 – Final 360 review responses

Appendix 3 – Coach 2 - Final 360 review responses

Appendix 4 – Coach 3 - Final 360 review responses

Appendix 5 – Johari's Window diagram

Appendix 1 – Start of programme – 360 review responses (anonymised)

Your Name	Name of the person you are replying on behalf of.	Would you consider the coach in question to be (click one statement below) their philosophy as a coach?	Would you consider the coach in question to be (click one statement below) their values & beliefs as a coach?	Would you consider the coach in question to be (click one statement below) their credibility as a coach?	Would you consider the coach in question to be (click one statement below) their adaptability as a coach?	Would you consider the coach in question to be (click one statement below) their ambition as a coach?	Would you consider the coach in question to be (click one statement below) their emotional intelligence as a coach?	Would you consider the coach in question to be (click one statement below) their relationship building as a coach?	Would you consider the coach in question to be (click one statement below) their technical & tactical coaching?	Would you consider the coach in question to be (click one statement below) their communication & organisation as a coach?	Would you consider the coach in question to be (click one statement below) their feedback as a coach?	Would you consider the coach in question to be (click one statement below) their time management as a coach?	Would you consider the coach in question to be (click one statement below) their innovation & creativity as a coach?	Would you consider the coach in question to be (click one statement below) their decision making as a coach?
SELF	Coach A	Discovering	Developing	Developing	Discovering	Discovering	Discovering	Discovering	Developing	Developing	Developing	Developing	Discovering	Not Demonstrating
Response 1	Coach A	Clearly Demonstrating	Clearly Demonstrating	Clearly Demonstrating	Clearly Demonstrating	Developing	Clearly Demonstrating	Clearly Demonstrating	Clearly Demonstrating	Clearly Demonstrating	Clearly Demonstrating	Clearly Demonstrating	Clearly Demonstrating	Clearly Demonstrating
Response 2	Coach A	Clearly Demonstrating	Developing	Developing	Clearly Demonstrating	Clearly Demonstrating	Developing	Developing	Clearly Demonstrating	Developing	Clearly Demonstrating	Developing	Clearly Demonstrating	Clearly Demonstrating
Response 3	Coach A	Discovering	Discovering	Developing	Discovering	Developing	Discovering	Discovering	Developing	Developing	Developing	Developing	Developing	Developing
SELF	Coach B	Discovering	Discovering	Developing	Developing	Discovering	Discovering	Developing	Discovering	Developing	Discovering	Clearly Demonstrating	Discovering	Discovering
Response 1	Coach B	Developing	Discovering	Developing	Discovering	Clearly Demonstrating	Discovering	Developing	Developing	Clearly Demonstrating	Developing	Clearly Demonstrating	Discovering	Discovering
Response 2	Coach B	Developing	Developing	Developing	Discovering	Developing	Developing	Developing	Discovering	Developing	Developing	Clearly Demonstrating	Discovering	Developing
Response 3	Coach B	Developing	Developing	Developing	Developing	Developing	Developing	Developing	Developing	Clearly Demonstrating	Developing	Clearly Demonstrating	Developing	Developing
Response 4	Coach B	Developing	Clearly Demonstrating		Developing		Developing	Developing	Developing	Developing	Developing		Developing	Developing
SELF	Coach C	Discovering	Developing	Developing	Discovering	Clearly Demonstrating	Developing	Clearly Demonstrating	Developing	Developing	Developing	Developing	Discovering	Developing
Response 1	Coach C	Developing	Developing	Clearly Demonstrating	Developing	Clearly Demonstrating	Developing	Developing	Discovering	Developing	Discovering	Clearly Demonstrating	Developing	Developing
Response 2	Coach C	Discovering	Discovering	Developing	Developing	Developing	Developing	Discovering	Developing	Developing	Developing	Developing	Developing	Discovering
Response 3	Coach C	Discovering	Discovering	Discovering	Developing	Discovering	Discovering	Developing	Developing	Discovering	Discovering	Not Demonstrating	Discovering	Discovering
Response 4	Coach C	Discovering	Developing	Discovering	Discovering	Discovering	Developing	Discovering	Discovering	Developing	Developing	Clearly Demonstrating	Developing	Discovering
SELF	Coach D	Discovering	Discovering	Developing	Discovering	Developing	Developing	Developing	Developing	Developing	Developing	Developing	Discovering	Developing
Response 1	Coach D	Developing	Discovering	Discovering	Discovering	Developing	Discovering	Developing	Developing	Discovering	Developing	Developing	Discovering	Developing
Response 2	Coach D	Developing	Clearly Demonstrating	Discovering	Discovering	Developing	Developing	Developing	Developing	Discovering	Developing	Discovering	Discovering	Developing
Response 3	Coach D	Developing	Developing	Developing	Developing	Developing	Clearly Demonstrating	Clearly Demonstrating	Developing	Discovering	Developing	Clearly Demonstrating	Developing	Developing
Response 4	Coach D	Discovering	Discovering	Discovering	Developing	Discovering	Discovering	Discovering	Developing	Discovering	Developing	Discovering		Developing

SOURCE: Author (2024)

Appendix 2 – Coach A – Final 360 review responses

Have you noticed Coach explore and subsequently develop his emotional intelligence?	Please give examples of what you have noticed when it comes to emotional intelligence.	Have you noticed Coach explore and subsequently develop his adaptability?	Please give examples of what you have noticed when it comes to adaptability.
I have noticed Coach develop this.	Using more 1-2-1 conversations within a session to understand a players better.	I have noticed Coach develop this.	Facilities have changed cause of other teams training and having to adapt sessions on the spot.

SOURCE: Author (2024)

Appendix 3 – Coach B – Final 360 review responses

Have you noticed Coach explore and subsequently develop his philosophy, values and beliefs?	Please give examples of what you have noticed when it comes to philosophies, values and beliefs.	Have you noticed Coach explore and subsequently develop his adaptability when coaching?	Please give examples of what you have noticed when it comes to adaptability.	Have you noticed Coach explore and subsequently develop his values, philosophy and beliefs?	Please give examples of what you have noticed when it comes to influencing.
I have noticed coach develop this.	Coach has explained to all the children he has coached should be aiming to play as high a level as possible and be the best version of themselves as often as	I have noticed coach excel in this space.	When we have been numbers short numbered or children have been struggling with a drill coach has adapted the drill for them to understand and complete more	I have noticed coach excel in this space.	coach has influenced well by showing a positive attitude throughout his time coaching, showing the children he is a good and positive role model in cricket.
I have noticed coach excel in this space.	Coach has a clear belief that cricket should be accessible to all age groups and all abilities. This is shown in how he organises coaching sessions on a Friday night at Himley to ensure that everyone can participate. There are sessions set up to help the children with less ability train together so that there can be a focus on their needs and speed up their development.	I have noticed Coach excel in this space.	Coach is very good at adapting coaching sessions to suit the skillsets of the children and also changing coaching plans when the number of available coaches changes. This can be for both fewer coaches than expected or more coaches. He is very adaptable with his plans which is great when we have over 100 juniors on a Friday night.	I have noticed coach excel in this space.	<p>coach is the Head of Junior Coaches at Himley CC. His influence cannot be underestimated. It is through coaches influence that we have had a such a successful season so far with Friday night training along with a huge increase in the ability of the juniors in matches.</p> <p>Coach has encouraged more of the seniors at Himley to be involved and support with coaching. This wouldnt have happened without coaches influence and drive to have a flourishing junior section.</p> <p>There is a plan and structure in place for all coaches which is put in place by coach at the start of each week. This gives coaches time to plan their sessions for Friday. The benefit to this is that the juniors receive a better level of coaching.</p> <p>I have found him to be a fantastic coach, leader and overall a great ambassador for Himley Cricket Club.</p>

SOURCE: Author (2024)

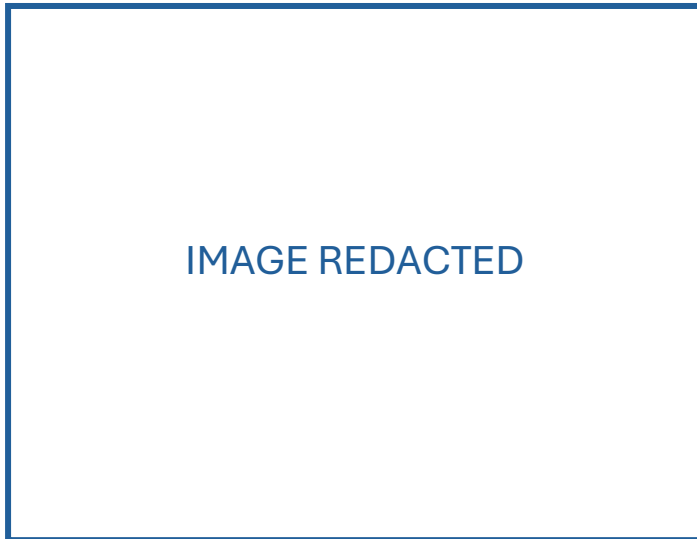
Appendix 4 – Coach C - Final 360 review responses

Have you noticed coach explore and subsequently develop his philosophy, values and beliefs?	Please give examples of what you have noticed when it comes to philosophies, values and beliefs.	Have you noticed coach explore and subsequently develop his technical and tactical understanding/coaching?	Please give examples of what you have noticed when it comes to adaptability.	Have you noticed coach explore and subsequently develop his influencing as a coach?	Please give examples of what you have noticed when it comes to influencing.
I have noticed coach develop this.	He has worked hard, broadening his outlook on coaching all abilities and levels.	I have noticed coach develop this.	Coach will ask questions around technical work and improvements, very interested in video analysis and what we focus on when explaining areas of work for the player. He is working hard to improve that side of his coaching and i have noticed that he is more confident when working with young players.	I have noticed coach develop this.	There is no doubt that he has become more confident, vocal in squad meetings and discussions, before and after games. His range of asking relevant questions has improved and this will also improve over time.
I have noticed coach develop this.	Coach has always been really keen to take on information & I have seen a clear improvement in his clarity around his own philosophy's, values & beliefs. I haven't explored them in in detail with him but he is certainly acting to develop them.	I have noticed coach excel in this space.	He is delivering more 1-1 sessions & has made significant strides in his ability to identify & then act on areas both tactically & technically. An example is how he was able to adapt his technical coaching to a batter who looked to be more positive in his ball striking, he worked with him to develop this area rather than looking to change him into something more traditional.	I have noticed coach develop this.	His confidence in his own coaching has really improved & he is very comfortable providing support to more inexperienced coaches he has supported them with content for session plans as well as support in how to deliver sessions to a variety of groups of varying abilities & engagement.

SOURCE: Author (2024)

Appendix 5 – Johari's Window

The image contained a diagram of Johari's Window principle, highlighting 4 key elements of the model and how they are intertwined to understand someone as an individual and their relationship with others.



(taken from Lowes, 2020)