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Developing Mentoring Relationships Amongst Collegiate Coaches
Using Developmental Leadership Strategies

A Thesis Capstone
Submitted to the Faculty
Of the Department of Leadership Education
College of Education
Of Winona State University

By:
Lawren McKinney

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ABSTRACT

A mentor is described as a role model with influence on another's professional career (Abiddin, 2006). Mentoring comes from a development of an individual (Abiddin). Where this development is the growth of the individual to develop a leadership style (Day, 2011; Day et al., 2014). The purpose of this study is to explore how developmental leadership can help increase mentoring relationships between collegiate coaches in Division II athletics. The experiences of this phenomenon among collegiate coaches gives the opportunity to hear from them the individuals directly involved in these mentoring relationships within the program striving for continuous growth. This study utilizing a qualitative research design with a grounded theory approach to explore the mentoring relationships that develop over time amongst collegiate coaches. Interview rich narrative data will take place to better uncover a theoretical perspective grounded in the data. With these in-depth interviews seven unique themes developed in the study: (a) indirect mentoring relationships, (b) Years of learning to build experience, (c) Positive & Negative dynamics, (d) Intentional observation, (e) Intrapersonal leader, (f) Interpersonal leader, and (g) Group dynamics. Following the one-on-one interviews, documents and observations, the researcher draws the following conclusions from this study: most mentoring relationships are unofficially assigned to individuals, own experience is developed over years of learning from another, leadership style comes with taking the good and bad aspects from what has been learned, years of development has helped individuals find their true self as a leader, and keeping connections with mentors and mentees builds long-term relationships.

CHAPTER 1

INTRODUCTION

A mentor is described as a role model with influence on another's professional career (Abiddin, 2006). According to MacLennan, there is a difference between mentoring and coaching (1995). Both are relationships driven by learning, but mentoring is learning from someone, while coaching is learning with someone (MacLennan, 1995). With the fast-paced changes that occur within athletic systems, professional development amongst coaches is of upmost importance (O'Connor & Ertmer, 2006). Professional development embodies two approaches; coaching and mentoring (O'Connor & Ertmer). Mentoring comes from a development of an individual (Abiddin). Where this development is the growth of the individual to develop a leadership style (Day, 2011; Day et al., 2014).

Statement of the Problem

Little is known about the development of mentoring relationships amongst collegiate coaches over a career (Tracey & Nicholl, 2007). Mentoring is a long-term process that focuses on the result of development of one's career (Hansman, 2002). There are developmental skills mentees need to be able to present new ideas and give new perspectives while mentors facilitate a comfortability and supportive environment (McDougall & Beattie, 1997). Given the lack of understanding of the mentoring process with collegiate coaches, it appears further research is needed to better understand the long-term effects of an effective mentoring relationship using developmental leadership.

Background of the Problem

Coaching, as a relationship technique, is the most effective technique for aiding human development (Bartlett, 2007). Staffs have applied the coaching technique into their situation

resulting in successful mentoring relationships and developing high performance within the team (Bartlett). To create a successful coaching relationship there are three elements: “mutual trust, respect, and freedom of expression” (Bartlett, p.93). Coaching is arranged as a short-term role, while mentoring is arranged as a long-term role (Abidden, 2006).

Mentoring, as a relational technique, has been the most effective in transferring the skills and knowledge from mentor to mentee in an organization (Robinson, 2001). Mentoring is a relationship between two individuals using social exchange (Boyer, 2003). With this relationship, there needs to be a sense of comfortability to allow for development as leaders (Reiss, 2007). Developmental leadership is the development of multiple individuals (Day, et al., 2014). Reiss found mentors and mentees developed a relationship allowing for successful openness and information to be shared and coaching to be a component to developing a leader. This appears to highlight the role of the mentor.

A mentors’ main goal is to develop an individual (Danziger, 2001). Mentoring is a long-term process between two parties with consist interaction on a regular basis (Mountford, 1993). Studies have shown that a mentee’s development can be hindered when a mentor ignores their role and becomes static (Revelo & Loui, 2016). Mentoring is an effective leadership strategy (Abiddin, 2006). This is a long-term relationship where molding and guidance is the primary focus (Donner & Wheeler, 2007). Developmental leadership may be a small part of this mentoring relationship in need of further attention.

Purpose of the Study

The purpose of this study is to explore how developmental leadership can help increase mentoring relationships between collegiate coaches in Division II athletics. The experiences of this phenomenon among collegiate coaches gives the opportunity to hear from them the

individuals directly involved in these mentoring relationships within the program striving for continuous growth.

Theoretical Framework

Theoretical framework works as the foundation of the study and brings a broad conceptual perspective to the research narrative (Lochmiller & Lester, 2017). Theoretical framework helps convey to the reader what perspective the study is driven from relative to the research design (Lochmiller & Lester). Given the importance of the theoretical framework, the researcher selected a grounded theory framework for this study.

Grounded Theory and Symbolic Interactionism

Grounded theory is a research approach or method that requires continuous data collection and analysis to produce a theory throughout the research process (Bowen, 2006). During the analysis of the data, themes begin to emerge (Bowen). These themes capture the meaning of the experiences that Bowen drew from the situations and context of the research. Grounded theory is a continuous evolution of the data as the research is unfolding (Strauss & Corbin, 1994). This process allows for the data collection and analysis, to develop the emergent theory that is grounded into the data (Strauss & Corbin). Grounded theory is a qualitative methodology using the approach of observing human life allowing for symbolic interactionism (Blumer, 1969).

Blumer's development of the symbolic interactionism approach are influential to grounded theory (Heath & Cowley, 2003). Symbolic interactionism is the process in which individuals' behaviors are formed through social interactions and make conscious decisions based off the given situation (Pitney & Ehlers, 2004). Grounded theory with the focus of symbolic interactionism is created based off the social setting allowing individuals to interact

with one another (Pitney & Ehlers). This theoretical underpinning aims to explore social processes and multiplicity of interactions (Heath & Cowley) and is deemed by the research to be compatible with exploring developmental leadership in mentoring relationships.

Developmental Leadership with Mentoring

When a developmental relationship has formed mentoring is a main function allowing strong leadership (Godshalk & Sosik, 2007). Mentoring and leadership have shown similar characteristics (Godshalk & Sosik). According to Godshalk and Sosik, these characteristics consist of developmental behaviors, functions and outcomes. Developmental leadership is a development process which fosters understanding of a personal leadership style (Bass, 1990; Godshalk & Sosik). Found under development leadership theory, one leadership style which could emerge is transformational leadership (Godshalk & Sosik).

Bass and Avolio postulate transformational leadership allows for individuals to succeed towards their goals and foster leader's confidence in values, skills and performance which allows individuals to achieve goals (1997). These skills of transformational leadership have shown a close relation to mentoring, because of the developmental behaviors of a mentor (Godshalk & Sosik, 2007). With leadership and mentoring having a similar focus of developing individuals, Godshlak & Sosik discuss differences between the two. Both are goal oriented for the development of individuals, but leadership is organizational goal oriented and mentoring is individual goal oriented (Bass, 1990; Wanberg, Walsh, & Hezlet, 2003). To create the developmental relationship, mentors and leaders need to work closely with their individual to allow for high quality success (Godshalk & Sosik).

Research Question

The primary research question for this study is, What are the experiences of collegiate

coaches in Division II 4-year programs regarding mentoring relationships among coaches?

The following secondary questions will be used to assist in answering the primary question:

RQ 1: How have collegiate coaches experienced developmental leadership approaches within mentoring relationships amongst collegiate coaches?

RQ2: What do collegiate coaches perceive to be the impact of mentoring relationships on their development as leaders?

A semi-structured open-ended interview guide developed by this researcher will guide the individual participant interviews. Questions will be developed based upon developmental leadership concepts described earlier. This interview guide will be presented in Chapter 3 and included in the appendix after completion of the research study.

Procedures

This study is following a qualitative research design using grounded theory approach. The researcher endeavors to explore the mentoring relationships that develop over time amongst collegiate coaches through the voices of these coaches. Interview rich narrative data will take place to better uncover a theoretical perspective grounded in the data. The participants in this study are members of four male sport coaching staffs and four female sport coaching staffs. Each participant will be interviewed by the researcher using a semi-structured open-ended interview guide. During the face-to-face interviews, the research will have the ability to use probes for clarification and ask the participants to provide additional information in their responses. Interviews will be recorded, transcribed, and destroyed after the study is completed. To maintain confidentiality, false names will be assigned to the coaches and their respective institutions. Further description of procedures is presented in Chapter 3 of this research proposal.

Definition of Terms

Mentor: someone that is a role model or someone with influence on one's professional career (Abiddin, 2006).

Coach: help individual athletes or teams to achieve improvement in their performance, by working with the athlete to improve their objectives (Abidden, 2006; Lyle, 1985).

Mentoring: a mutual relationship that calls for personal growth and professional advice given between the mentor and mentee (Malachowski, 1996).

Coaching: short-term arrangement that is goal-oriented for immediate results in improvement of performance with a focus that may be narrow (Abidden, 2006; Ives, 2008).

Developmental leadership: is a process that is focused on the development that inherits multilevel and longitudinal growth for individuals using a leadership style (Day, et al., 2013; Day, 2011).

Limitations of the Study

There are a few limitations present in this study. One limitation is participants are volunteers who have the right to withdraw from the study at any time. This limitation can lead to inaccuracy in who is representing the population in the study. With the study having a qualitative driven design, participants are interviewed to collect real experiences resulting in truthfulness and detailed answers. Given the openness of the questions and the focus of the study on the participants experiences in their job field, there needs to be a comfortability when answering the questions by applying the protection of confidentiality. This protection can be enforced by ensuring confidentiality of identities, scheduling when the interview will take place and choosing a neutral location.

Delimitations of the Study

This study is delimited to Winona State University athletic department coaching staff. The participants in the study are delimited to head coaches and assistant coaches who are currently in that position.

Significance of the Study

This study may be significant to first year head coaches along with head coaches who have been in the industry for five or more years. The outcomes of this study may help inform future and current head coaches how to use mentoring relationships to provide the staff with the tools to develop for future endeavors. For head coaches, this study may explore the knowledge of developmental leadership that can lead to the mentoring relationships that a coaching staff needs. This study can also have a focus on other organizations knowledge of developmental leadership leading to mentoring relationships amongst the system. Leadership education study may also view the findings of this study significant in examining developmental leadership in mentoring relationships.

Summary

This study will consist of three chapters. Chapter one gives the foundations of the study. These include an introduction, statement and background of the problem, purpose of the study, research questions, theoretical framework, limitations and delimitations, and ending with significance of the study. Chapter two follows the foundations of the study with the review of literature. This chapter will include identifying resources, link existing literature to current research and frame the analysis. Chapter three will cover the methodology of the study. This chapter will revisit the research questions, cover the selection of participants, and justify the research design and data analysis.

CHAPTER 2

LITERATURE REVIEW

The purpose of this study is to explore how developmental leadership can help increase mentoring relationships between collegiate coaches in Division II athletics. The experiences of this phenomenon among collegiate coaches gives the opportunity to hear from the individuals directly involved in these mentoring relationships within programs striving for continuous growth. Given a lack of understanding of the mentoring process with collegiate coaches, it appears further research is needed to better understand the long-term effects of an effective mentoring relationship using developmental leadership.

Little is known about the development of mentoring relationship amongst collegiate coaches over a career. This review of the literature will cover several sections focusing on mentoring and coaching, along with theoretical framework. Section one covers the historical perspective of coaching relationships and mentoring relationships. Section two discusses the purpose of a mentor. Section three reveals the theoretical framework. Specifically, discussing the aspects of developmental leadership leading into the leadership style of transformational leadership. Section five provides a summary of the literature review.

Historical Perspective

Professional development embodies two approaches; coaching and mentoring (O'Conner & Ertmer, 2006). According to the literature there is not a defined difference between coaching and mentoring relationships (Abiddin, 2007). These techniques work together to build a relationship between two individuals to create the outcome of increase individual performance over a career (Boyer, 2003; Passmore, 2007). Individual performance is composed of self-development, career development, personal and professional growth (Abiddin). The relationships

even though show similar aspects, with also differences presented between coaching and mentoring (Passmore).

Coaching Relationship

Coaching is about instructing others to improve performance (Abiddin, 2007). This relationship is developed in a short-term arrangement where the coach focuses on an individuals' optimal potential (Abiddin; Antonioni, 2000; Vander, 2000). This is created in an environment that allows for a positive atmosphere between the coach and athlete, eliminating barriers preventing successful development (Abiddin). Personal development comes from the influential aspect of coaching with having the ability to achieve the objective (Pearson, 2001; Smith, 2004). The objectives of a coach are skill development and performance enhancement (Grant, 2001).

Coaching, as a relationship, is the most effective technique for aiding human development (Bartlett, 2007). The term coaching is derived from athletics with a relationship formed between coach and athlete (Parsloe, 1999; Lyle, 1985; Pearson 2001). A relationship built on the concept of improving skill and job performance (Passmore, 2007). To improve the performance, the coaches' role is about increasing the skill development of the individual (Antonioni, 2000; Vander, 2000). These roles include analyzing and evaluating performance, planning the learning process and implementing the plan (Parsloe, 1999). The learning process has a focus on the idea of facilitating learning (Frost, 1971; Mink, Owen, & Mink, 1993). This is where an individual is learning with a coach to assist their improvement of performance (MacLennan, 1995; Abiddin, 2007).

Coaching provides a formal contract that should be processed on a daily occurrence (Xavier, 2004; Antonioni, 2000). As stated by Passmore, coaching relationships focus on the increase of individual performance on a short-term arrangement (2007). To effectively achieve

this goal coaching insist on daily meetings allowing for face-to-face contact, phone calls or e-mail discussion (Bolch, 2001). This puts down the groundwork for the coachee to put in time on research and practice (Abiddin, 2007; Nasser, 2004). The impact of the relationship doesn't have to be long-term, when there are brief encounters it allows for the individual to expand and learn how to develop on their own (Abiddin).

Applying the technique of coaching into a situation has shown success in mentoring relationship and developing high performance (Bartlett, 2007). Coaching and mentoring come together to develop the individual in their profession by using educational training (Abiddin, 2007). Working towards the objective of achieving an individuals' goals by acting as the coach/mentor (Abiddin). An individual has the presence that they are using a coaching relationship, without having the knowledge that it is also a mentoring relationship (MacLennan, 1993).

Mentoring Relationships

Before the 1990s, mentors were called supervisors, meaning this is someone who overlooks or directs individuals to maintain order (Gardiner, 1989). Mentor is a word that is used by many professions to describe someone as a role model who has a significant influence on their professional career (Abiddin, 2007). The concept of mentoring is a personal long-term relationship that focuses on task performance (Brown & Krager, 1985; Kirkham, 1993). The studies have shown mentors support and foster the mentees' development by creating a space where they can work in a life that contains their dream (Levinson, 1978).

The word mentor comes from a character of ancient Greek mythology (Abiddin, 2007). The story of Mentor is Ulysses leaves his son, Telemachus in the hands of a trusted advisor (Clutterback, 1991). Mentor had responsibilities of shaping character, giving wisdom for

decisions, and clarity of purpose (Barondess, 1995). According to the story, Telemachus received a gift, the gift of a mentoring relationship (Barondess). This mentoring relationship was formed from youth to manhood making this relationship one of the most important in an individual's life (Barondess). There is literature that supports the idea of mentorship being critical in the early years resulting in productive careers (Blackburn, 1979).

Mentoring is a complex relationship where an individual with more experience matches with someone in the same role (Boyer, 2003; Reiss, 2007). The relationship between a mentor and mentee is a cycle that is continuous; time limited until it's the mentees' turn to be the mentor (Duffy 1994; Levinson, 1979; Schapira, et al., 1992; Hunt & Michael, 1983; Barondess, 1995). Being mentored early in an individuals' career has provided for a higher number of turn-over in becoming a mentor (Barondess). According to Kirsling and Kochar, directors at an academic health center were surveyed, the outcomes were 90% reported being mentored, of these individuals 81% became mentors in turn (1990). These mentoring relationships have shown a strong correlation with a positive effect on the career of a mentee (Barondess).

The mentoring relationship can help the mentor transfer the knowledge, work or thinking to the mentee for the career development (Clutterbuck & Megginson, 1999). Building the trust in the relationship increases the success in mentoring allowing for a safe environment (Rosser & Egan, 2005). This environment provides the mentee to open up about new ideas, give a new perspective on issues and develop in a leadership role (McDougall & Beattie, 1997).

Purpose of a Mentor

Mentors provide a purpose to mentees that allows for comfortability and security to help their roles as leaders (Reiss, 2007). A conscious effort put forth by the mentor to reach out to their mentee, encourages open communication and information sharing between both individuals

(Solankysy, 2010). The effort provided by the mentor allows for the mentee to have a secure space where he or she can share critical information about their leadership skills, questions and goals (Solankysy). These interactions between mentor and mentee provides a purpose of engagement through increased relationship and guiding experiences (Boyer, 2003).

Most important purpose of a mentor is to give guidance, advice and counsel (Shaw, 1992; Wilkin, 1992). To achieve this purpose, there are aspects to consider when becoming a good mentor. According to Parsloe, there are seven key aspects that make up a good mentor (1992). The first, is to be a good motivator. This is someone who are perceptive and supportive to the objectives and responsibilities to the mentee (Parsloe, 1992). High performers bring the aspect of being secure in their own position and doesn't feel threatened by their mentees' opportunities (Parsloe, 1992). A good mentor shows that mentoring is a main responsibility in their job description with the organization (Parsloe,1992). Being a mentor there is a relationship that is formed, this aspect provides sympathy, accessibility and knowledge about their mentees' area of interest (Parsloe, 1992). Mentoring is about the development of their mentees' skills, performance and growth (Brown & Krager, 1985; Fisher, 1994; Parsole, 1999). This development leads to the aspect of the mentor giving their mentee the resources and information of the organization (Parsloe, 1992). The last two aspects of a good mentor are to be a good teacher and good negotiators (Parsloe, 1992).

Each mentoring relationship is unique (Mountford, 1993). The establishment of this relationship is based off of the personalities of the two individuals (Mountford). This relationship allows for personal growth and enable the mentee's development of the skills and performance (Brown & Krager, 1985; Fisher, 1994; Parsole, 1992). The purpose of the mentor allows for resources and opportunities for development, setting achievable goals and providing feedback

(Smith, 1989). The roles that are provided by the mentor helps the mentee to identify their strengths and the areas that need further development (Mountford, 1993).

Theoretical Framework

Theoretical framework works as the foundation of the study and brings a broad conceptual perspective to the research narrative (Lochmiller & Lester, 2017). The framework is the idea that explains why this relationship is what drives this study (Lochmiller & Lester). This is the approach that was taken to understand the study (Lochmiller & Lester).

Leadership Development

A theory emerging in an active field is leadership development (Day et al., 2014). This theory of leadership has a long history with research spanning over a century (Avolio et al., 2009). The research is independent on what has been studied in the field of leadership (Day et al). Leadership development is a complex topic that involves an interaction between individuals based off of social and organizational environments (Day et al; Day, 2000). This theory of leadership development is surrounding around the orientation of developing others (Godshalk & Sosik, 2007).

Developmental leadership focuses on the process of developing individuals through multilevel and longitudinal growth (Day et al., 2013; Day, 2011). Over time the focus on multilevel and longitudinal process operates around the means of intrapersonal and interpersonal as the center of developmental leadership (Day et al., 2014). With multiple individuals involved with the process of leadership development (Day et al). Their contribution brings a better understanding of how the process developmental leadership works to develop and change an individual (Day et al).

Developing leadership is focused around the concept of a leadership style (Day et al., 2013; Day, 2011). Leadership styles are defined as an action or behavior (Bass, 1990). These actions and behaviors taken by an individual are what influence another to achieve their goals (Bass). Inside in organization the main factor is to find a leadership style to enhance the interest and commitment of the individual (Obiwuru, Okmu, Akpa & Nwankwere, 2011). According to Keegan and Hartog, a type of leadership style associated with developmental leadership is transformational leadership (2004).

Transformational Leadership

Transformational leadership is about the motivation of an individual to achieve goals, enhance skills and confidence to build an expectation of performance (Bass & Avolio, 1997). The leader embodies the value of learning and development of followers (Godshalk & Sosik, 2007). The value comes from the inspiration and intellect of the leader to stimulate their follower (Godshalk & Sosik). Transformational leaders work with individuals with similar values, beliefs, and goals (Khan, Nawaz & Khan, 2016). These characteristics are what impact performance to attain goals (Khan, Nawaz & Khan).

This idea of transformational leadership is closely related to the concept of mentoring (Godshalk & Sosik, 2000). Mentoring and leadership have similarities focusing on the development of others (Godshalk & Sosik, 2007). The development that is produced amongst a mentors protégé focuses its bases off of the behaviors of a transformational leader (Bass, 1990). Godshalk and Sosik reports behaviors describing a transformational leader (2007). Including trust built off of influential behaviors, the emphasis on developing their followers, promoting independence and critical thinking within their follower and using motivation to develop human development (Godshalk & Sosik).

Transformational leaders can form the development of the mentoring relationship (Godshalk & Sosik, 2000). Following the principle of a mentor and leader take on the job of becoming a role model (Bandura, 1986). As role models there is task that a mentor and leader must take on (Godshalk & Sosik, 2007). Mentors and leaders are there to develop the self-confidence, personal identity and well-being of their individual (Godshalk & Sosik). Focusing on the personal goals of the individual is what aligns ideas of transformational leadership and mentoring (Godshalk & Sosik).

The concept of mentoring has been discussed by many researchers with the lack of knowledge on the long-term effects of mentoring relationships (Revelo & Loui, 2016). This study's main focus is to look into the mentoring relationships of current collegiate coaches. How a collegiate coach develops their leadership comes from the effect of a mentoring relationship (Stead, 2005). Learning about the experiences of this phenomenon among collegiate coaches gives the opportunity to hear from them the individuals directly involved in these mentoring relationships within the program striving for continuous growth.

Summary

There is significant research on both coaching and mentoring relationship, but there is lack of research relating to the outcome of mentoring relationships over time. In the review of the literature that was overlap between coaching and mentoring. Both showed similarities concerning the individuals increase in performance. While also showing differences in the time frame and main focuses of performance. In the review of the literature, mentoring relationships is about developing an individual in the same field to share personal experiences and knowledge in the field. There is a gap in the knowledge about how this concept of mentoring relationships is produced over time in an individuals' career.

This study will add to the research by exploring how mentoring relationships amongst collegiate coaches at the division II level produce development of an individual over a career. This will be a qualitative study focused on the design of grounded theory. This methodology will be discussed in chapter three.

CHAPTER 3

METHODOLOGY

This chapter is to introduce the research methodology for this qualitative grounded theory study regarding the mentoring relationships that are developed amongst collegiate coaches over their careers. Little is known about the development of mentoring relationships amongst collegiate coaches over careers. Mentoring is a long-term process that focuses on the result of development of one's career (Hansman, 2002). The need for further research needs to happen to better understand the long-term effects of an effective mentoring relationship. The purpose of this study is to explore how developmental leadership can help increase mentoring relationships between collegiate coaches in Division II athletics. The experiences of this phenomenon among collegiate coaches gives the opportunity to hear from the individuals directly involved in these mentoring relationships within program striving for continuous growth. Chapter three will cover the research design, rationale for the method, setting and sample of the study, the role of the researcher, the data collected, and data analyzed.

Research Design

Methodology is a strategy with a plan of action for a research study (Chamberlain-Salaun, Mills & Usher, 2013). These are the techniques that a researcher will use to answer the research question of the study. This study utilizing a qualitative research design with a grounded theory approach to explore the mentoring relationships that develop over time amongst collegiate coaches. Qualitative research explores factors about what little is known and explored (Strauss & Corbin, 1997). According to Lochmiller and Lester, qualitative research is grounded through inductive thinking where the researcher collects and analyzes data making new discoveries along the way (2017). Developing a theory within the research is a systematic development in social

setting depending on inductive approaches (Glaser & Strauss, 1967). Qualitative research method approach corresponds with the theory building and conceptual thinking to produce the grounded theory method (Glaser & Strauss).

Grounded theory is a research approach or method that requires continuous data collection and analysis to produce a theory throughout the research process (Bowen, 2006). During the analysis of the data, themes begin to emerge (Bowen). These themes capture the meaning of the experiences that Bowen drew from the situations and context of the research (Bowen). The theories that emerge from the particular study should come from the understanding of the participants sense of the study (Glaser & Strauss, 1967). Grounded theory is a continuous evolution of the data as research is unfolding (Strauss & Corbin, 1997). This process allows for the data collection and analysis, to develop the emergent theory that is grounded into the data (Strauss & Corbin).

To gain the data of this study, one-on-one interviews with the collegiate coaches will take place. These interviews will better uncover a theoretical perspective grounded in the data. The participants in this study are members of four male sport coaching staffs and four female sport coaching staffs. Each participant will be interviewed by the researcher using a semi-structured open-ended interview guide. During the face-to-face interviews, the research will have the ability to use probes for clarification and ask the participants to provide additional information in their responses.

Rationale for the Method

Grounded theory is a method that is derived from data collection and analysis throughout the research process (Strauss & Corbin, 1990). The data presented by the research will be used to develop a theory that is grounded within (Glaser & Strauss, 1967). Punch (1998) believes that

grounded theory isn't a theory but a method. Grounded is a term described as generation through the data, making the theory grounded in the data (Punch). Theory is described as the process of collecting the data and analyzing to generate theories (Punch).

Grounded theory approach to qualitative research was determined by the researcher to be the best method to work with for the purpose of this study. This study is about exploring the experiences of mentoring relationships amongst collegiate coaches over careers and has the potential for an emergent theory to arise. Involving interviews to uncover theoretical perspective grounded in the data gives voice to these coaches. Grounded theory allows the researcher to let the interviews take their own shape and the data to emerge from the data analysis process.

Research Question

Research questions are what helps guide the study (Lochmiller & Lester, 2017). These questions show close alignment with the problem statement and theoretical framework (Lochmiller & Lester). The primary research question for this study is, What are the experiences of collegiate coaches in Division II 4-year programs regarding mentoring relationships among coaches? The following secondary question will be used to assist in answering the primary question:

Sub-Question 1: How have collegiate coaches experienced developmental leadership approaches within mentoring relationship?

Sub-Question 2: What do collegiate coaches perceive to be the impact of mentoring relationships on their development as leaders?

Setting

This study will take place in Winona, Minnesota. Winona is located in the southeast corner of Minnesota on the Mississippi bordering the state of Wisconsin. Winona consists of

approximately 26,813 people in population (World Population Review, 2019). Winona has three colleges in the city; Winona State University, St. Mary's University and Minnesota State College Southeast. Winona State University will be the main setting for this study. This University consists of approximately 7,231 students. Of those students, 362 are student-athletes. Winona State University has 14 sports teams, of those teams five are male teams and nine are female teams. These team contain 41 coaches total with 24 head and assistant coaches. For the context of this study, the WSU athletic department will be specific setting within Winona State University for these coaches.

Sample

The sample of this study will consist of collegiate coaches in both head and assistant positions. Coaches in Midwest consist of too many to count, narrowing our sample down to one university. Winona State University consists of 14 sports teams with 41 coaches total. Out of the total number of coaches there is 24 head and assistant coaches at the University. To narrow down the individuals, this study will focus on 14 individual coaches as participants for the research. There will be three male sport teams with two participants from each team and four female sport teams with two participants from each team. The coaches are joining this study as voluntary participants. As the researcher, the individual coaches will be asked separately with the knowledge of the study in its entirety.

The participants in this study will receive full confidentiality. Once the participants have entered into the study they will receive false names to hind their identity. Data collected from the study will be stored on a password protected computer and destroyed after three years of the completion of the study. As a participant before entering into the study they will have full

understanding of the risk and that they may leave the study at any time. Lastly, before participating in the research the individual will give informed consent to the researcher.

Selection of Participants

In this study the participants were selected with a purposeful sample because of their role at the University. Each individual participant is either a current head coach or current assistant coach in the athletic department at Winona State University. At the University there is a wide number of sports teams to choose from leaving the number of participants large enough for the study. The population of coaches at the University all have the ethnicity of White Americans. As the researcher, contact to the participants will take place via email with a follow up email to make sure the information and meeting time is set in place.

Participant 1:

Participant one is a male in the position as the head coach of the baseball team. He has seventeen years of experience as a head coach with years prior at the same institution.

Participant 2:

Serving as an assistant coach under participant one for eleven years. Participant is a male in his mid 30s. He has recently received a promotion for the 2020 season titles him associate head coach. He worked as an assistant at the high school level before moving up to the college level.

Participant 3:

Participant three is currently the head coach for the men's basketball team. He is a male in his early 50s with five years of experience at the current University but twenty-one years of over-all experience. He was a head coach at four other universities prior to the current position.

Participant 4:

Participant four is a male working on his sixth season as an assistant coach. He received a promotion to associate head coach at the beginning of the 2019-2020 season. Prior to his role as the assistant coach, participant four was a player at University A bringing more experience into his career.

Participant 5:

Participant five is a male working on his 24th year as University A's head football coach. He is the programs 21st head coach starting his career in 1996. Prior to accepting the head coaching position participant five was the assistant coach twice at the same institution equaling a total of seven years.

Participant 6:

Participant six is entering into the ninth year of his career as assistant coach with his seventh year as the offensive coordinator. Participant six is a male and has received tenure at University A. Prior to his current position participant six was a quarterback's coach and recruiting coordinator at Hastings college for ten years where he also worked as an administrator. He then went to Culver-Stockton for a year as a head coach before accepting the position at Winona State.

Participant 7:

Participant seven is a male currently in the role as women's basketball head coach. He has over 30 years of experience coming from three institutions. At University A he is beginning his 16th year as the head coach. Prior to his college coaching experience, he had nine years of experience at the high school level. In 1990, participant seven began his college career at Missouri Southern State University where he was the head coach for five years before moving to

Central Missouri. He was the head coach for nine seasons at Central Missouri before accepting the job at his current position.

Participant 8:

Participant eight is a female in the role as the assistant coach for the women's basketball team. She is going into her seventh season in this role while receiving a promotion in 2018 to become the associate head coach. Her career started at University A as a player and transferred into a graduate assistant to now the current position.

Participant 9:

Entering into his second season as the head coach of women's soccer, participant nine is a male with twelve years of experience. His career started as an assistant coach at division I before becoming the head coach at Ferris State for three years. Following his career at Ferris State he went to North Dakota State for four years as the head coach before continuing his career to his current position.

Participant 10:

Participant ten is a female who is currently in her second season at Winona State as the assistant coach for the women's soccer team. She started her coaching career as a student assistant before moving into an assistant position at Lake Erie College for three seasons leading to her taking over as a head coach at the Division II level for three seasons. She did some work for club soccer teams before accepting the current position.

Participant 11:

Participant eleven is a male currently in his 20th season as the head softball coach. Prior to his long stent at Winona State, participant eleven was a club softball coach while also being a high school teacher. Participant eleven has received tenure at Winona State.

Participant 12:

Participant twelve is entering into his 10th season as the assistant softball coach at Winona State. He is a male with 22 years of experience. Prior to his work at Winona State he worked twelve years at Verona Area High School, eight seasons he was the assistant coach before his last four seasons as a head coach.

Participant 13:

Participant thirteen is a male currently in the role as the head coach of the volleyball team at Winona State. He is entering into his sixth season at University A with 33 years of experiences. His coaching career began at the high school level while also working with a major league volleyball program. His career continued into the division I level as an assistant coach starting at the University of Arizona and then moving to South Carolina. First head coaching job was at Embry-Riddle Aeronautical University before moving to the head coaching position at the University of Portland. Participant thirteen spent twelve seasons at Ole Miss before accepting his current position at Winona State.

Participant 14:

Participant fourteen is a female beginning her first season at University A. She was a graduate assistant at Sioux Falls and coached club teams prior to her accepting her current position.

Role of the Researcher

In a qualitative study the role of the researcher is looked at as the instrument in the data (Lochmiller & Lester, 2017). As the primary instrument in the study the researcher is there to collect the data while also transcribing the data (Lincoln & Guba, 1985). With the close proximity to the data the role of the researcher is to be reflexive through the research process

(Lochmiller & Lester). Being reflexive is a process accounting for the researcher's views, biases, and experiences in the research process (Lochmiller & Lester).

The role as the researcher in this qualitative study is to act as an instrument to help understand and process the data collected. As the researcher, there is an understanding of what a coach does. Currently in the position as a graduate assistant coach at the university and thinking what could be gained out of this experience conducted the idea of mentoring relationships over a career. Having the connection to the study by being a co-worker of the participants, the reflexive process will help keep the biases and own experiences out of the data. The connection to the participants does add a risk to the study, but with the knowledge of coaching as a background the researcher will be able to reduce the risk and provide a comfort between the participant and researcher. Conducting of the research will be done by the researcher through the interview process. After the data is collected as the researcher there will be analysis of the data to find a theory grounded into the data.

Instrumentation

Data is collected in the qualitative research through interviews, observations in the field, and document reviews (Lochmiller & Lester, 2017). For this research study the main qualitative instrument used will be the interview process. The interview process contains open-ended questions involving key participants (Lochmiller & Lester). During the interviews other instruments will be used including direct observations, documents and participant-observation (Lochmiller & Lester).

Interview Structure

The interview in this study will follow a semi-structured open-ended interview (SOIG) protocol. The SOIG is presented in its full form below. This protocol allows for flexibility with

the researcher and the participant while also having questions laid out for a guideline (Lochmiller & Lester, 2017). The questions presented by the researcher are open-ended questions that allow for unexpected data to emerge (Lochmiller & Lester). Open-ended questions provide a structure that allows for the participant to share openly without the feeling there is right or wrong answer (Lochmiller & Lester). The process of the interview is following the semi-structured open-ended interview guide. There will be an opening statement, followed by about seven to ten questions and allowing the participant to add any additional comments or thoughts to the study.

The questions that will be included in the interview are:

- 1) Have you been mentored?
 - If yes,
 - a) Who was your mentor?
 - b) When did you get mentored?
 - c) How did you know you were getting mentored?
 - d) What was their system?
 - e) Why did this mentoring relationship stick with you?
 - If no,
 - a) How did you know you weren't being mentored?
 - b) What could have been different?
- 2) Have you been a mentor?
 - If yes,
 - a) Who do you mentor?
 - b) How did you know you were being a mentor?
 - c) What is your system?
 - If no,
 - a) Why do you think you are not being a mentor?
 - b) How could you change to become a mentor?
- 3) How has being mentored developed your leadership style?
- 4) What impacts of these mentoring relationships had on you as a leader?
- 5) Has your mentoring system helped develop your mentees as leaders?
 - If yes,
 - a) Where do you see change in them as leaders?
 - b) Have they adventured to new locations? If so, has the relationship continued?
 - c) If they are still around, has the relationship grown? And how has the relationship grown?

Institutional Review Board (IRB)

Approval for data collection will be obtained from the Winona State University IRB. The steps to achieve this IRB are, the researcher will complete the human subjects' education module, determine which review type is necessary, complete the associated protocol package and submit the package. Prior to approval of the IRB the researcher will not contact, select or communicate with the potential participants. After IRB approval, the researcher will contact the participants and receive informed consent. The researcher will store the data information in a password protected computer and organized by participants code name. After the study is over the researcher will keep the information for up to three years before destruction of the information.

Data Collection

Data collection will begin after receiving IRB approval. Collecting data in a qualitative study comes from the responses to questions that will be asked, the observations being made and the documents that will be collected (Lochmiller & Lester, 2017). The observations that will be made during the study are based off of the researcher's thoughts. These thoughts will be written down into a journal to be used as for later analysis. For this study the majority of the data will be collected through the interview process using the SOIG between the researcher and participants. The interview process is set up for ongoing and open-ended responses while also generating data with keeping the security and respect to the participant (Lochmiller & Lester). The ongoing process of the interviews is the freedom given to the researcher. With the SOIG process the researcher has the ability to ask a question if the conversation is leading in that direction. Lochmiller and Lester instruct that the interview questions work as a guideline for the interview protocol (2017).

For the participants to be involved in the study there will be a course of communication between the researcher and the individual. In the communication between the two parties will include setting up interview times, meeting arrangement including face-to-face, digital or by phone and location for the interview. In the interview the researcher will be documenting and recording the information given for data analysis. The researcher will document the interview in a journal. This journal will hold information by the researcher including observations made and information that the researcher seems deemed fit to write down. The recording is done by phone with consent from the participant. The participant will have knowledge of the interview being recorded for the propose of the researcher. After the study is over the data collected will be destroyed and the participants will be informed that their information is secure.

Triangulation

Triangulation is described as using multiple options of data to establish evidence among the study to build a solid claim (Creswell & Miller, 2000). In this study the triangulation will consist of data triangulation. This type of triangulation is when the researcher uses a variety of data sources to gather the evidence (Denzin, 1978). There are many different types of data sources but according to Lochmiller and Lester there is six main ones (2017). These main sources are “direct observation, interviews, archival records, documents, participant-observation, and physical artifacts” (pg. 105). The data sources being used in the study will be interviews, observations, and documents. Interviews will provide first-hand information allowing for the researcher to find out in depth detail of the question. Observations add to the evidence while focusing on the information in the session. These observations will be written down in the researcher’s journal to allow for later analysis. The documents add a stable backbone to the evidence of the study. Documents that will be used in this study is the review of the literature.

Being able to cross match what information is already found and what could be a new discovery along with the information written in the researcher's journal (Lochmiller & Lester, 2017). These three data sources in this study will bring the evidence and build a solid claim to the research.

Data Analysis

After the data is collected it will be analyzed and interpreted (Lochmiller & Lester, 2017). The process of analysis takes steps to complete. For this study the analysis will begin with organizing all the data (Lochmiller & Lester). The organization process should begin during data collection to help when analysis begins. From being organized, the researcher becomes knowledgeable of the data making the transcribing process easier (Lochmiller & Lester). According to Kvale, transcribing is making choices that are tied together with the studies methodology and theoretical framework (2007). Data analysis is focused on the interpretation of the data to allow for findings of grounded themes found in the data (Lochmiller & Lester). The themes formed from the data uses an approach called thematic analysis that allows for broad understanding of the data to develop themes that emerge (Lochmiller & Lester). In this research study to form the themes there needs to be categories allowing for meaning to form about the various codes (Lochmiller & Lester). The idea of categories leads to the method of content comparative. This method is what will lead to a process of categorizing and comparing the themes (Mathison, 2005).

With the themes that emerge from the data in a qualitative study there needs to be peer debriefing and member checks. These approaches give a second look on the data to make sure the theme seen by the researcher are seen by other eyes. The data being analyzed includes not only the participants data but also the research notes taken during the interview process. The research findings will be disseminated to professional colleagues.

Summary

Chapter three covered the research methodology of the study. A qualitative research design using grounded theory was used to explore how mentoring relationships develop amongst collegiate coaches over careers. A discussion about the setting, sample, selection of the participants, data collection and analysis are outlined in this chapter to bring an understanding to the research study. This study took a grounded theory methodology approach allowing for themes to emerge in the data that is collected and analyzed by the researcher. The participants in this study are taking place in a semi-structured interview process that allows for open-ended questions and responses along with flexibility between the researcher and the individual. Chapter four will cover the results of the study. This included the findings in the study, the interviews and document review. Chapter five will include the conclusion to the study giving recommendations for future research and implication to the study.

CHAPTER 4

INTRODUCTION

The purpose of this qualitative study was to explore how developmental leadership can help increase mentoring relationships between collegiate coaches in Division II athletics. Specifically, what they have learned from the relationships to build their leadership in their career over time. In chapter four, research findings will be reported from the collection of one-on-one interviews with head and assistant coaches, observations, and document review. Chapter four will review the problem statement, along with the research design and present the results and findings of this study. The data collected from the participants was through one-on-one interviews while analyzed for key themes. Interview data is evaluated for head and assistant coaches' opinions and experiences with the interview data included.

Review of the Problem Statement

Little is known about the development of mentoring relationships amongst collegiate coaches over a career (Tracey & Nicholl, 2007). According to Hansman, mentoring is a long-term process that focuses on the result of development of one's career (2002). There are developmental skills mentees need to be able to present new ideas and give new perspectives while mentors facilitate a comfortability and supportive environment (McDougall & Beattie, 1997). Given the lack of understanding of the mentoring process with collegiate coaches, it appeared further research was needed to better understand the long-term effects of an effective mentoring relationship using developmental leadership.

Review of the Research Design

This study was a qualitative research design using grounded theory approach. The researcher endeavors to explore the mentoring relationships that develop over time amongst

collegiate coaches through the voices of these coaches. Interview rich narrative data took place to better uncover a theoretical perspective grounded in the data. The participants in this study are members of four male sport coaching staffs and four female sport coaching staffs. Each participant will be interviewed by the researcher using a semi-structured open-ended interview guide. Participant responses were used to answer the research questions.

The primary research question for this study is, What are the experiences of collegiate coaches in Division II 4-year programs regarding mentoring relationships among coaches?

The following secondary questions will be used to assist in answering the primary question:

RQ 1: How have collegiate coaches experienced developmental leadership approaches within mentoring relationships amongst collegiate coaches?

RQ2: What do collegiate coaches perceive to be the impact of mentoring relationships on their development as leaders?

Data Collection

For this study most of the data was collected through the semi-structured interview process between the researcher and participants. The interview process is set up for ongoing and open-ended responses while also generating data which is utilized within this study (Lochmiller & Lester, 2017). Collegiate coaches were presented with 10-12 in-depth interview questions that generated information regarding their experiences with being the mentee and being the mentor, the impacts that the relationships have had on their leadership style and the impact on their mentees' leadership. Observations completed by the researcher during the interview and document review completes the triangulation of this research.

Triangulation

Triangulation is described as using multiple options of data to establish evidence among the study to build a solid claim (Creswell & Miller, 2000). In this study the triangulation will consist of data triangulation. The data sources used in the study are interviews, observations, and documents. Interviews provided first-hand information allowing for the researcher to find out in depth detail of the question. Observations added to the evidence while focusing on the information in the session. The documents added a stable backbone to the evidence of the study. These three data sources in this study brought the evidence and built a solid claim to the research.

Participant Demographics

Twelve head and assistant colligate coaches from the University participated in the study. A total of five head coaches and seven assistant coaches with various career points and carrying years of experiences. All participants are current at the University and had at least one year of experience coaching.

Table 1:

Demographics of Participants

N=12

Identifier	Gender	Position
P1	Male	HC
P2	Male	AC
P3	Male	HC
P4	Male	AC
P5	Male	HC
P6	Male	AC
P8	Female	AC
P10	Female	AC
P11	Male	HC
P12	Male	AC
P13	Male	HC
P14	Female	AC

HC= Head Coach

AC= Assistant Coach

Findings

The research findings were derived from twelve one-on-one interviews, observations from researchers' journal and a document reviews supporting emergent themes. One-on-one interview questions designed to identify participants experiences, opinions and personal feelings comprise the qualitative data of this study. The selected twelve participants consisted of five head coaches, and seven assistant coaches. From the fourteen sports at the university, these individuals were selected for being a current head or assistant coach with experience in the coaching profession. Each participant had a different educational and athletic backgrounds along with different routes upon entering the coaching profession.

Everyone who participated in the one-on-one interviews, read, signed and agreed to the consent form and allowed to be audio recorded for transcription purposes. The participants answered 10-12 open-ended questions, focused on the individuals mentoring relationships and affects of these relationships on their leadership style. Table 2 shows the correlation between the research questions and interview questions.

Table 2:

Research Questions and corresponding Interview Questions

Research Question:	Interview Question Numbers:
RQ1: What are the experiences of colligate coaches in D2 4-year programs regrading mentoring relationships among coaches?	1a, 1c, 1e; 2a, 2b, 2c

SUB RQ1: How have collegiate coaches experienced developmental leadership approaches within mentoring relationships amongst collegiate coaches?	1a, 1d; 3
SUB RQ2: What do collegiate coaches perceive to be the impact of mentoring relationships on their development as leaders?	2c; 4; 5, 5b, 5c

Data Analysis

In a qualitative study the role of the researcher is looked at as the instrument in the data (Lochmiller & Lester, 2017). As the primary instrument in the study the researcher is there to collect the data while also transcribing the data (Lincoln & Guba, 1985). The researcher found grounded theory the best method to work for the purpose of this study. Grounded theory allowed the researcher to let the interviews take their own shape and the data to emerge from the data analysis process. One-on-one interviews were transcribed, coded and analyzed for emerging themes. Observations by the researcher during the interviews was also utilized in the triangulation of the data collected and the document reviews supporting emergent themes. All collected information was reviewed and organized thematically.

After gathering the data, the researcher initially coded the data and obtained several coding patterns from participants responses. Within the coding patterns there was several similarities and overlap among the codes. Researcher identified codes from gathered data and organized into correlated subcategories. The idea of categories leads to the method of content comparative. This

method is what will lead to a process of categorizing and comparing the themes (Mathison, 2005). The code patterns were organized into groups based off their similarity leading to themes that were grounded into the data. The themes found were identified by the codes that were most frequently found in the data by the participants.

One-On-One Interviews

Emerging themes from one-on-one interviews

Theme	Theme Description
Theme 1	Indirect Mentoring Relationships
Theme 2	Years of Building Experience
Theme 3	Positive & Negative Dynamics
Theme 4	Intentional Observation
Theme 5	Intrapersonal Development
Theme 6	Interpersonal Connections
Theme 7	Group Dynamics

Emergent theme 1: Indirect Mentoring Relationships

When asked about their mentoring relationships, many of the coaches shared their mentors were indirect along with being a mentor. Often relationships form because someone takes a genuine interest in one's future indirectly becoming the mentor (Danziger, 2001). There is a saying used often to understand an indirect relationship; caught not taught. Caught is a characteristic with an affect from an informal environment (Leng, 2002). Informal environments are achieved through meeting role models or in other terms a mentor (Leng). For the participants the informal environment came from observing their mentors, wanting to be like their idols, and admiring the craft they have.

Interview questions that assisted in the development of emergent theme 1 are as followed:

Interview question 1: Have you been mentored?

Interview question 1c: How did you know you were getting mentored?

Interview question 2: Have you been a mentor?

Interview question 2b: How did you know you were being a mentor?

Based off these question's participant responses were selected to support emergent theme 1. The responses are listed below.

P11: I've never been assigned a mentor, nor have I ever been assigned to be a mentor to a mentee. I've had people I would consider mentors, but I've never been assigned somebody as my mentor. You know when I coach with my dad, it was basically take a bunch of rounds infield, take some BP and get out. And that's kind of how I thought practice was supposed to go. When I was with [mentor], I realized how to put a practice together on having a bigger vision for what do I want to accomplish by the first game. I don't really run practice the way he did, but I learned how to organize practice and progress through practice.

P12: Yes. But I don't know if ever in like an official mentor mentee capacity. For me it was about paying attention to those who you knew, knew more than I did. As a young professional in any profession, its incumbent upon you to seek out those who have more experience and more knowledge within the field. You can still seek out mentors without having to be an official mentoring relationship.

P3: Yeah, I guess. I mean when you're involved in athletics you usually have people who consider to be mentors, whether it's the coach you play for or other coaches that you come in contact with during your career so I would say, yes. Maybe you don't realize that at the time that this person was a mentor. I think maybe they were life mentors more than professional mentors.

P5: I think it was first, my love of sport, all the way back into high school and I was really close with my high school PE teacher. He was a football coach, baseball coach and I just knew that I wanted to be him.

Emergent Theme 2: Years of Building Experience

Mentoring is a relationship between an experienced individual sharing knowledge, support and feedback to a less experienced individual (Kram, 1985). According to the participants continually learning from the mentoring relationships helped them gain more knowledge over the years. The main outcome in the mentoring relationship is typically focused on a longer term while obtaining the right experience (Passmore, 2007). Looking for individuals who possess characteristics that you want, with experiences to help develop oneself (Danziger,

2001). The development within the participants allowed for them to learn and gain more experience to then pass that knowledge on to someone else.

Interview questions that assisted in the development of emergent theme 2 are as followed:

Interview question 1e: Why did this mentoring relationship stick with you?

Interview question 2c: What is your system?

Based off these question's participant responses were selected to support emergent theme 2. The responses are listed below.

P8: I'm obsessed with learning, I guess and obsessed with learning new ways of doing things. Talking to other people about basketball, quite honestly, and it's about how we teach our kids and how we talk to our kids and how we get the most out of our kids. So, I would say I don't know I'm just constantly looking for new ways to do that.

P13: I always gave them great responsibility and told them why I was doing that. You know when she was with me was much more defensive minded person. And in one of her last years I made her coach the offense just so that she had that background as well and helped her work through that so that was always a big part of what I did for my assistance.

P14: I just think like the extra time he put into, like, I've kind of explained like actually making sure I was learning something as apposed to just doing the things he needed me to do for his program.

P3: Whether is was my dad who I played for in High School or my coach I played for in college and see the way that they handle day to day situations, game situations, practice situations. All those types of things and I like them, I don't like them, I would do this, I won't do this. Try to create the way that you will pursue the coaching profession also based on the lessons you learn from them.

P10: So like for example we didn't have the greatest season this year, so it stuck with me. Instead of being insular and trying to figure it out, I try to ask other coaches who probably battled the same things kind of how they handle it, what they so on their team so that I can help our kids grow better.

P11: You've got to adjust, you've got to adapt, you got to learn. And so I think all of these people I've learned from have helped me stay in the game a long time.

Emergent Theme 3: Positive and Negative Dynamics

In the one-on-one interviews the participants talked about taking aspects that are good from the mentor and changing the aspects that are bad. Inside of the mentoring relationship there

is always going to be both positive and negative aspects (Eby, Butts, Durley & Ragins, 2010).

From the positive and negative aspects individuals can make estimates on the aspects that are for them (Eby, Butts, Durley & Ragins). According to research, the negative aspects in the relationship usually linger longer than the positive aspects (Gottman & Krokoff, 89; Rusbult & Zembrodt, 83). Learning from these good and bad aspects the participants were able to develop themselves as leaders. Leadership evolves around the proteges career path allowing for the developmental support and continually growth at each stage (Leavitt, 2011).

Interview question that assisted in the development of emergent theme 2 are as followed:

Interview question #3: How has being mentored developed your leadership style?

Based off this question, participant responses were selected to support emergent theme 3. The responses are listed below.

P13: Well, I think anytime that you're getting a perspective of someone else, you take the good with the bad. You decide what you want to take forward and sometimes it's the good and sometimes it's I'm not going to do it that way and you learn from that style and hopefully incorporate what it is you want to do.

P14: Well I think interesting in coaching in general you kind of adapt the styles that you experience.

P4: Different people that have mentored you, you take a little bit you learn, mostly good advice on things that maybe I would do something different. And you try to take the best of all those and hopefully try to combine it and still be yourself. You know, learn from others and what you see they've done well and you know try to emulate them in certain ways.

P10: My coach Tom, he's one of the biggest mentors in my life, like, I can't coach like he coaches because he's way different personality that I have. But I take segments of what he's done and his different ideas. He's really big on getting better everyday. It's like taking that idea that I like and putting it into my own philosophy as well in my own way. Be around different people, you kind of take the best of what they do and obviously it's subjective or to see what I think is best way they do and put that into my leadership style. Sometimes having bad mentors and so it was more learning what not to do. So kind of having good mentors and taking the best of what I can from them, and then having the bad mentors as well with bad examples too, formulate what I picture to be the best leader I can be.

P3: I play for two people in my life in terms of basketball, and they were really kind of on the polar opposites of how they presented themselves on a daily basis in terms of the intensity of coaching. And so, you know, those two people had a great influence on, you know the way I feel was the way to do things and so I took a little bit from both of them. So like I said you take a good and bad from everything that you experience and say yes when I get to that point in my

career I'm gonna be like that, or when I get to that point in my career I will never do that. And so, you continue to do that to this day.

Emergent Theme 4: Intentional Observation

Intentional observation is purposeful, meaningful and leads to action (Wade & Evertson, 1991). The participants in the study spoke about learning from those they learned from. Learning is another approach to observation (Tanner & Riche, 2000). Focusing on observation leads to development of oneself along with the development of a relationship (Tanner & Riche). Participants mentoring relationships developed by admiring another coach with intentional observation to want to be like them. According to Cohen, observation happens all the time (1971).

Interview questions that assisted in the development of emergent theme 4 are as followed:

Interview question #1a: Who was your mentor?

Interview question #1d: What was their system?

Interview question #3: How has being mentored developed your leadership style?

Based off these question's participant responses were selected to support emergent theme 4. The responses are listed below.

P11: One thing I've always carried with me, Coach told me a long time ago probably my first year here is coach number 20 on your roster the same way you coach number one on your roster. And just, you know, those two guys really taught me how to embrace the state and the state way. We don't have what other people have but we do have a family and we do have a passion for who we are and what state is. When I was with mentor, I really realized how to put a practice together on having a bigger vision for what to do. I'm not self taught in any way. And so all of these people have helped me really understand what coaching really is.

P6: But I do think that, as you get older you get a little bit more, you know, perceptive to things that have happened in the past. I think, you know, these days everybody wants what happens right now but as I've gotten older, I've looked back more and tried to take more from those guys. The one thing I picked up from a lot of those guys was the need to be yourself. If you constantly do things the way that you normally would and not try to be somebody your not it's a

lot easier for the younger people to look at you and know what to expect. I think for me it was the guys that were genuine were the ones that I looked up to the ones that I could trust. They were good family guys; they were great husbands and fathers which was huge for me because that's how I was raised.

P12: For me it was about paying attention to those who you knew more than I did. Obviously, depending on where I was and who I was working with some are much more open towards guidance and mentoring others. Others were just using you for labor, so to speak, but as a young professional in any profession, its incumbent upon you to seek out those who have more experience and more knowledge in the field. It was really easy for me to just sort of sit back and listen and watch and see what they were doing.

P5: His system I think was big picture, and just kind of the same philosophies I use today. A kind of big picture down into the fundamentals. I think that he, he really taught me or mentored me into the kind of take care of those who take care of you mentality, where, you're what you do and you decisions that you make, how's that gonna affect everybody else.

P2: I was being mentored by them just from like a communication stand point, that was checked in on me, even when I probably did a terrible job of staying in touch with them. They always checked in on, like how stuff was going in the fall for school, how fall baseball is going all the way to spring of them coming to games without me even asking. I would say more than anything is just trying to be relatable to them and do what I can to give them the ability to reach out to me.

Emergent Theme 5: Intrapersonal Development

Leadership is about the individual, the influence on others, what their role is as a leader along with the reactions and feelings of the people they lead (Gibbons, Wesoloski, Lawinger, & Fishman, 2012). For the participants in this study coaches are built in leaders making them mentors to their teams. Every leader is discovered from within (Gibbons, Wesoloski, Lawinger & Fishman). The discovery is from the passion, communication and knowledge of the individual along with the motivation and the current role they possess (Gibbons, Wesoloski, Lawinger & Fishman). According to Wu, an individual's discovery is simplicity and truer than life (2016). The participants expressed the discovery within themselves is be genuine, being original and being true to oneself.

Interview questions that assisted in the development of emergent theme 4 are as followed:

Interview question #2c: What is your system?

Interview question #4: What impacts of these mentoring relationships had on you as a leader?

Based off these question's participant responses were selected to support emergent theme 5. The responses are listed below.

P6: I think that a lot of them, as I look back on it now and I've tried to incorporate this into my coaching. I think most coaches understand that is their role. I don't think they have to tell their players. Like with me I don't have to tell my quarterbacks, Hey. I'm here to be your mentor. I think it's being genuine. When you sit down and talk to me, when you see me right here, when you see me out on the town, when you see me at home with my wife and kids, I'm no different. I'm not different seven days a week, now I might be a little bit more animated on a Saturday afternoon yell at the officials, but I am the same guy 24 hours a day this is just who I am. So, I think my system is to be genuine, I think kids can see a fake a mile away. I'll use my interview at University last month as an example. I went in with the approach that I am going to say what I want to say and you're gonna like it or not. And if you choose to hire somebody else that's your decision. But this is what I am, I'm not going to try to say something that I think you want to hear.

P8: I think one of the best things that I've learned and being mentored is that we're all different, we just have to be who we are. Through it all, because I'm not gonna be you know like university coach but her way works for her and my can work too.

P3: I think anytime you get into the coaching profession, maybe you don't realize that at the time that this person was a mentor. I think maybe they were life mentors more than professional mentors. But when your involved in athletics I think the first person we will look at is the coach for what type of life lessons they're teaching you. Well I think number one you need to be genuine, you need to be real. You know I think somebody you know has shown jokes that he's juggling like multiple personalities and they're hard to get an idea of who they really are. So you want to be genuine first and foremost in really every aspect of your day to day interactions with them.

Emergent Theme 6: Interpersonal Connections

Relationships are dependent on the interactions and connections between two or more people (Dutton & Heaphy, 2003). All connections are formed differently, whether its short-term or long-term the connections leave an indelible trace (Dutton & Heaphy,). The connections formed among the participants was about strengthening the bond between mentor to mentee while getting to know them personal. Interpersonal connections are about collecting knowledge through personal networks (Levin & Barnard, 2013). Understanding how and why people are the

way that they are allows for the interpersonal connection to expand over long periods of time (Dutton & Heaphy). For the participants the connections made during their time were everlasting making the connection turn into a long-term relationship.

Interview questions that assisted in the development of emergent theme 4 are as followed:

Interview question #2c: What is your system?

Interview question #4: What impacts of these mentoring relationships had on you as a leader?

Interview question #5c: If they are still around, has the relationship grown? And how has that relationship grown?

Based off these question's participant responses were selected to support emergent theme 5. The responses are listed below.

P2: I feel like I stay in touch with a lot of the alumni. I can think of probably, I mean 10 off the top of my head at least but probably more close to 20-25 that I can call right now that I would have no problem wherever they live, going, meet with them sit down, talking to them about life and it wouldn't be like, what have you been doing the last 2-4 years. I would know just because I'm already staying in touch with a lot of those guys. I would say more than anything is just trying to be relatable to them and do what I can to give them the ability to reach out to me.

P4: Just trying to help them learn, share experiences, allowing them to see what they are going through. And because a lot of times it's something I've gone through and done and you know give advice, give encouragement, share my experiences and just try to help them grow and get better through what they're doing. More like even than just like the basketball core stuff is similar like the day to day stuff. You know, just kind of share that with him so when he's in this position that he can kind of know and have his feet wet a little bit more. I think we end up spending so much time with each other that you eventually get to know him better as a person.

P5: I had a staff meeting the other day, and that meeting was open up their growth in front of each other and that's really tough because football coaches, we have these tough guys in here. And then when you get to their core, like you're asking me what my core is when you get to their core and they can say it in front of another coach. And so, I'm constantly trying to break that down and then so they'll share that then because now they are vulnerable enough to actually say what they think.

P14: It takes a lot of getting to know each other, especially like me, him being my boss like how he like things to done. Hoe you know he operates, not like in the office but on the court, things like that. So all of that takes time to figure out the program, the team system is slowing becoming ours. That's just a professional relationship that is grown and evolved through time as we get used to working together.

Emergent Theme 7: Group Dynamics

In the one-on-one interviews, some of the participants expressed building relationships with their mentees over an extended period of time. These relationships are about continual communication by staying in touch, knowing their life and learning about who they are.

According to Forsyth, relationships is all about understanding people; what they think, feel and act (2020). Creation of a relationship is purposeful with the emphasis on what linked the individuals together (Forsyth). For the relationship link there is common interest and experience bringing the two individuals together (Forsyth). In this study, the participants built the relationship from frequent interactions and the influence from admiration of a superior figure.

Interview questions that assisted in the development of emergent theme 4 are as followed:

Interview question #4: What impacts of these mentoring relationships had on you as a leader?

Interview question #5: Has your mentoring system helped develop your mentees as leaders?

Interview question #5b: Have they adventured to new locations? If so, has the relationship continued?

Interview question #5c: If they are still around, has the relationship grown? And how has that relationship grown?

Based off these question's participant responses were selected to support emergent theme 5. The responses are listed below.

P8: I think you know with our alumni and they come back and I feel like I've got great relationships with them. They still reach out to me and I still reach out to them constantly. They were here for the alumni game the ones that were and it was great to just share and tell stories and just, I mean for them to say how grateful they were and still keep in touch.

P3: Billy Donovan from the OKC Thunder just got his name put on the court at the University of Florida and he said you know it's not the wins, it's not the losses, it's the

relationships that you have with people when it's all said and done. So I think that at the end of the day, you know, I'm more proud of the fact that, you know, lifelong friendships with the people I associate with. Wins are great, you want to have those and I think they help create long lasting relationships. When you spend a lot of time with people you have kind of a natural long term relationship with them and then the majority of them are all still in the coaching profession.

P2: We created a really good relationship from the beginning when he was a high school junior. I got to know him actually and he was very respectful through the whole recruiting process. It wasn't just like, I'll give you a text back, it was always, he would talk about like my family and I would talk about his family and just over time he's come to me about a lot of things in life that a lot of 26 year olds haven't seen. That he's not afraid to talk to me about. I would say my relationships with the guys in like the last like probably four to five years is significantly better from a staying in touch standpoint. So yeah, I would say I, feel like I'm more involved with the more recent recruits just because the way I base them more on relationships.

P4: We end up spending so much time with each other that you eventually get to know him better as a person. What he's like, you know, now on the court off the court and stuff he's capable of doing his role certainly expanded from you know when he first started to now.

P1: It's always great to have somebody call and say her how's it going, with just checking in and whatever and we think a lot of times, maybe just a chit chat or they may got a question. What do they think they should do in the situation and this and that. And that's always good to have and it's food for me to bounce things off of them as younger coaches and stuff and seeing what they're doing.

Summary

Chapter four covered themes and supporting data that was grounded into the study. The triangulation in the study was one-on-one interviews, researcher observations, and document support. The researcher used data to form the findings of this study. Twelve one-on-one interviews were conducted among current head and assistant coaches at the university. With these in-depth interviews seven unique themes developed in the study: (a) indirect mentoring relationships, (b) Years of learning to build experience, (c) Positive & Negative dynamics, (d) Intentional observation, (e) Intrapersonal leader, (f) Interpersonal leader, and (g) Group dynamics. Results from the data collected and analysis guided Chapter five, which will provide a summary and discussion of the results. Conclusions from this study are formed from the findings, allowing the researcher to provide recommendations and implications for further research opportunities.

CHAPTER 5

Discussions, Conclusions, and Recommendations

Introduction

The purpose of this study was to explore how developmental leadership can help increase mentoring relationships between collegiate coaches in Division II athletics. Chapter one was the foundation for this study. Components included in chapter one was statement of the problem, background of the problem, purpose of the study, theoretical framework, research questions, significance of the study. Along with the definition of terms, limitation and delimitations of the study wrapped up the components of chapter one. Chapter two provided the literature review which included historical perspective and theoretical framework. Chapter three consisted of the methodology for the study. This chapter provided information about the research design, rationale for the method, research question, setting, sample, selection of participants, role of the researcher, instrumentation, IRB, data collection, triangulation and data analysis. Chapter four the results and findings from the study. Components presented in chapter four reviewed the research design, review the statement of the problem, data analysis, demographics of the participants, and emergent themes. The final chapter is chapter five with the components of discussion, conclusions and recommendations.

Discussion

This research explored the interactions between collegiate coaches expanding on their mentoring relationships to develop leadership. Pervious chapters reviewed coaching relationships, mentoring relationship and the purpose of a mentor. This study showed the importance about mentorship, with the mentorship showing development in leadership, relationships and connections, and the continual learning. The study also demonstrated how

relationships from mentoring help find one's true self and continual connections over a period of time.

For this study a qualitative research design was used to discover the impact of mentoring relationships on collegiate coaches and their develop as leaders. A phenomenological approach helped drive this study. One over arching research question and two sub questions have guided this study throughout the entire time.

The primary research question for this study is, What are the experiences of collegiate coaches in Division II 4-year programs regarding mentoring relationships among coaches? The following secondary questions were used to assist in answering the primary question:

Sub-Question 1: How have collegiate coaches experienced developmental leadership approaches within mentoring relationship?

Sub-Question 2: What do collegiate coaches perceive to be the impact of mentoring relationships on their development as leaders?

Setting, Participants, Data collection

This study took place in southeast Minnesota at a NCAA Division II university. A city consisting of approximately 26,813 people in population and approximately 7,231 students, of those student 362 student athletes (World Population Review, 2019). University has 14 sports teams, of those teams five are male teams and nine are female teams. These team contain 41 coaches total with 24 head and assistant coaches.

The participants in this study consisted of three male sport teams with two participants from each team and four female sport teams with two participants from each team. Each individual participant is either a current head coach or current assistant coach in the athletic

department at University. Twelve out of the fourteen participated in one-on-one semi-structured interviews.

The triangulation in this study complied of one-on-one interviews, researcher observations and documents. Data analysis was completed using thematic coding. Seven themes emerged from the research: (1) Indirect mentoring relationships, (2) Years of building experience, (3) Positive and negative dynamics, (4) Intentional observation, (5) Intrapersonal development, (6) Interpersonal connection, and (7) Group dynamics.

Theme Analysis

The emergent themes from the data analysis in the gathered data are listed below. Grounded in the data, themes emerged through the collection of information, coded data in relation to the research questions.

Indirect Mentoring Relationship

Through the discussion with the participants, the role of a mentor was unofficially assigned. For coaches, the concept of being a mentor was built into the job title. Often relationships form because someone takes a genuine interest in one's future indirectly becoming the mentor (Danziger, 2001). Looking up to an experienced superior in the coaching field brought ease when working under another coach. Research question one helped drive the emergent theme from the data.

Years of Building Experience

Participants expressed the importance of learning from their mentors' experience to add to their knowledge. The main outcome in the mentoring relationship is typically focused on a longer term while obtaining the right experience (Passmore, 2007). The research supports learning from another builds experience over an extended period of time. For the participants in

the study the experience learned from their mentors will be able to be passed down to their mentees.

Positive and Negative Dynamics

In every relationship there is good and bad. Majority of the participants developed their leadership style from taking what positive impacts they like and changing the negative. From the positive and negative aspects individuals can make estimates on the aspects that are for them (Eby, Butts, Durley & Ragins, 2010). Good and bad aspects build the leader, helping guide the development and continual growth.

Intentional Observation

Learning from those you learn from, is built around observation. Intentional observation is purposeful, meaningful and leads to action (Wade & Evertson, 1991). Focusing on observation leads to development of one's self along with the development of a relationship (Tanner & Riche, 2000). Participants expressed admiration for their mentors, by observing what they do, how they do it and why they do it. Wanting to be like their mentor, in the idea of respect of an individual.

Intrapersonal Development

Participants spoke of the impact as a leader to find the confidence to be oneself. An expression about being genuine, original and being yourself is key to success in a leadership position. An individual's discovery is simplicity and truer than life (Wu, 2016). Participants revealed that being yourself gets individuals to buy into your craft.

Interpersonal Connection

All connections are formed differently, whether its short-term or long-term, the connections leave an indelible trace (Dutton & Heaphy, 2003). For the participants in the study,

connections with their mentors or mentees was important to their growth. The connections made among the participants was about building a bond to get to know individuals on a personal level. All the connections formed lead to the development of long-term relationships between mentor/mentee.

Group Dynamics

Relationships formed among mentor/mentee was about continually staying in touch, knowing each other lives and learning about who they are. Creation of a relationship is purposeful with the emphasis on what linked the individuals together (Forsyth, 2020). For the participants the relationships built are from frequent interactions, consistent conversations and learning from one another.

Conclusions

Following the one-on-one interviews, documents and observations, the researcher draws the following conclusions from this study:

1. Most mentoring relationships are unofficially assigned to individuals
2. Own experience is developed over years of learning from another
3. Leadership style comes with taking the good and bad aspects from what has been learned
4. Years of development has helped individuals find their true self as a leader
5. Keeping connections with mentors and mentees builds long-term relationships

Recommendations

Observed from the data, mentoring relationships have given individual years of growth and experience. For most of these mentoring relationships have been identified as indirect. Research has shown the benefits of a direct mentoring relationship, but it is noted that a relationship among an experienced individual is what helps an individual grow.

A recommendation formed by the research, showed individuals develop their leadership style by observing in the mentoring relationship for positive and negative aspects. Participants involved in the one-on-one interviews provided one's leadership style continues to develop through out the years. By continuing to develop, is continuing to learn from others and grow yourself with the aspects taken from each individual.

Additional research may benefit by conducting this study in the eyes of the players or team. Coaches expressed during their one-on-one interviews their mentees as former or current teams/players. Taking the perspective of the players allows for research to expand on the true influence of a coach onto their mentees. Players will be able to bridge a gap on a coaches being built in mentors.

This study was completed among division II collegiate coaches. Research done in multiple divisions could prove beneficial in finding new research. The research could bring greater insight within depth data. Data collected from cross-divisions brings variation to the research adding a new perceptive on the study.

In this study, all participants were Caucasian with only two females who participated. Further research could be conducted with a diverse grouping and influences from a larger female presence.

Summary

This study explored the mentoring relationships among collegiate coaches over time. Chapter five included interpretation of the emergent themes from the data collected during the one-on-one interviews. The emergent themes from the interviews are: (1) Indirect mentoring relationships, (2) Years of building experience, (3) Positive and negative dynamics, (4) Intentional observation, (5) Intrapersonal development, (6) Interpersonal connections, and (7)

Group dynamics. Based off the emergent themes and assumptions the researcher drew five conclusions. Recommendations were identified by the researcher for further research.

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APPENDIX

Appendix A

Research Study Email of Invitation

Hi Coach [Insert coaches last name],

I hope this email finds you well. My name is Lawren McKinney and I am currently working on my master's degree at Winona State University. I'm in the process of completing my research on mentoring relationships amongst collegiate coaches and how the relationships effect their leadership development.

I am part of the Winona State athletic department. With my involvement with this department I'm seeking participants in head and assistant coaching positions. Being in the position as a coach will bring a unique perspective on this topic.

I am hoping that you will be willing to participate in a one-on-one interview. The interview should take no longer than 20 minutes.

If you are interested and willing to participate in this interview, please respond to this email by [Insert Date]. If you are willing to participate when you respond to the email, please include times and days that fit best with your schedule. This way I can begin working on a schedule for this month that will work for the interview.

Please let me know if you have any questions, and I greatly appreciate your time.

Sincerely,

Lawren McKinney

Email: Lawren.mckinney@go.winona.edu

Appendix B

Research Study Consent Form

Informed Consent for Participation in Research for Master's Thesis

My name is Lawren McKinney, and I am a graduate student in the School of Education at Winona State University. I am working on a research paper that examines collegiate coaches and their mentoring techniques and how they develop relationships. I hope to learn how these mentoring relationships develop over time and last over the career of the individual.

As a participant in this study, you will be asked to allow the researcher to conduct an interview regarding your role as a collegiate coach. The purpose of the observations is to gather empirical data to establish the grounding for conversations concerning coaches and how they mentor their fellow peers and staff. The interview will last for approximately twenty minutes. However, if more time is needed, or additional interviews are required, they can be scheduled at your convenience. Your responses will be recorded on audiotape, but only so the researcher may transcribe your responses as accurately as possible for exact representation of our conversation. privilege to these interviews. The only alternative for which the tapes may be heard by anyone other than those listed is by written permission from you, the participant.

Your responses will be kept strictly confidential. At no point do you have to allow your real name or title to be revealed if you so choose. A fictitious name will be used in the document. During the interview you may refuse to answer any questions. After the completion of the interviews, you will receive your transcribed interviews. At this point, if you wish to make any changes to the transcription, you may. Participation in this study is voluntary and you may stop at any time. You may decide not to participate or to discontinue participation at any time without penalty or loss of benefits. A decision not to participate or withdraw will not affect your current or future relationship with Winona State University.

Little or no potential risks are identified. The benefits would include personal growth for each participant through opportunities for reflection and dialogue about their experience.

I truly appreciate your participation in this project. I want you to be as comfortable as possible. Please feel free to talk to me about any concern you might have. My phone number is: (512)542-1183. Email: lawren.mckinney@go.winona.edu.

This project has been submitted for guidance by the Institutional Review Board for the Protection of Human Subjects (IRB) since it is for a Master's Thesis Project at Winona State University. This data will only be used for educational purposes. If you have questions about your rights as a participant, contact Human Protections Administrator Brett Ayers at 507-457-5519 or bayers@winona.edu. This project has been reviewed by the Winona State University Institutional Review Board for the protection of human subjects.

Your signature indicates that you are at least 18 years of age, you have read the information provided above, and you have consent to participate. You may withdraw from the study at any time without penalty after signing this form

Participant's

Name _____ Date _____

Researcher's

Name _____ Date _____

Appendix C

Research Study Interview Questions

Individual Interview Questions:

- 2) Have you been mentored?
 - If yes,
 - a) Who was your mentor?
 - b) When did you get mentored?
 - c) How did you know you were getting mentored?
 - d) What was their system?
 - e) Why did this mentoring relationship stick with you?
 - If no,
 - d) How did you know you weren't being mentored?
 - e) What could have been different?
- 3) Have you been a mentor?
 - If yes,
 - a) Who do you mentor?
 - b) How did you know you were being a mentor?
 - c) What is your system?
 - If no,
 - c) Why do you think you are not being a mentor?
 - d) How could you change to become a mentor?
- 6) How has being mentored developed your leadership style?
- 7) What impacts of these mentoring relationships had on you as a leader?
- 8) Has your mentoring system helped develop your mentees as leaders?
 - If yes,
 - a) Where do you see change in them as leaders?
 - b) Have they adventured to new locations? If so, has the relationship continued?
 - c) If they are still around, has the relationship grown? And how has the relationship grown?