

SUPPLEMENTARY FILES

Supporting information is presented in the online version of this article on the publisher's website.

FILE 1 Interview guide

What kind of theoretical knowledge do you need in your mental health promotion work?

How do you put theoretical knowledge into practice in mental health promotion work?

What laws and regulations do you take into account in your mental health promotion work?

What kind of communication, cooperation, and assessment skills do you need in mental health promotion work?

How do you take advantage of your attitude toward the promotion of mental health in your work?

How do you speak for health promotion in your mental health promotion work?

How do you utilize your beliefs about mental health in your mental health promotion work?

How do you lead your own work when promoting mental health?

FILE 2 An example of the coding procedure: how the subcategory “Customer-oriented attitude” was produced inductively

Main category	Subcategory	Reduced statement	Original statement
Attitudinal competence	Customer-oriented attitude	We start with the customers goal and need	“That’s how we start with the customer's goal and need.” (T2)
		We think the situation and challenges from the customer's point of view	“I start by thinking about their point of view of the situation, how it's made up, and what they think are the key challenges.” (T2)
		What are the clients` wishes and what kind of support they need	“Really listen to the clients and their wishes, and what kind of support they really need.” (T1)
		You cannot bring up your own attitude too much	“Because your own attitude shouldn’t be brought up too much either.” (T1)
		Basic principles in customer work are resource-orientation and solution-orientation	“So, there's a basic principle to that customer work, it's that resource-orientation and solution-orientation.” (T3)
		I'd start based on the age of the client	“What age group, so I'd little bit like start on that basis.” (T5)
		How the client starts the discussion, whether the client is socially tense	“Like how that adolescent starts the discussion. Is the client like socially tense or something.” (T5)

FILE 3 Features of the research team members

Author (gender)	Credentials Occupation at the time of the study	Education in qualitative research methods	Experience of qualitative research methods
H.S. (female)	RN (Master) Mental Health Nurse in a Student Healthcare Unit	Formal Master level courses on qualitative research methods	No prior experience of qualitative methods in research work.
V.M. (female)	RN, PhD Principal Lecturer at a University of Applied Sciences	Formal Master and PhD level courses on qualitative research methods	Has used qualitative methods in research work previously. Has teaching and thesis supervisor experience on qualitative research methods.
H-L.M. (female)	RNM, PhD, Adjunct professor Director of Nursing Excellence in a University Hospital Adjunct professor at a University	Formal Master and PhD level courses on qualitative research methods	Has used qualitative methods in research work previously. Has teaching and thesis supervisor experience on qualitative research methods.