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Reinforce peer Education Program Leadership, Action, Youth: promoting grassroots sport through E-Learning educational training success and social inclusion with academic preparation.



RE-Play 2.0 Mentoring program for young sport coaches



RE-Play 2.0 Mentoring program

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Pre-module Mentoring Young Coach

The purpose of this pre-module is for both the mentor and mentee to gain knowledge and understanding of the role of a mentor, the benefits of gaining a mentor for both the mentor and mentee as well as to provide some tips on how to build an effective mentor-mentee relationship. Finally, guidelines for monitoring the mentor-mentee partnership will be provided as well as for how the REPLAY mentoring program will work in the coming months.

What is Mentoring?

*Mentoring is not a new activity and some consider it to originate in Greek mythology
“Mentor” being a trusted advisor or friend” (Galvin, 2004)*

Coach mentoring can be considered a *formal* or *formalised informal* process that allows a less experienced coach to learn, grow and develop. It is also defined as “one to one support of a novice or less experienced practitioner (mentee) by a more experienced (mentor), designed primarily to assist the development of the mentee’s expertise (Hobson, Ashby, Malderez, & Tomlinson, 2009, p. 207). The purpose is to help raise knowledge, by providing learning and development opportunities to facilitate improvements in current skills and competencies. Within this project the young coach (i.e., the mentee) will have opportunities to explore a range of skills and strategies which can help to improve their effectiveness.

*Behind every successful person,
there is one elementary truth:
somewhere, somehow, someone
cared about their growth and
development. This person was
their mentor (Kaye, 1997)*

This requires a process of interaction where the intention of helping a less experienced coach to improve is facilitated through guidance, encouragement, data and feedback. The mentor will learn to appreciate the satisfaction gained from another’s development and success. Below we outline some of the key benefits of mentoring for both the Mentee and Mentor.

What are the Benefits of Mentoring for the Mentee and Mentor?

Advantages of Being a Mentor	Advantages of Having a Mentor
<ul style="list-style-type: none"> • An opportunity to develop key coaching related skills such as listening, questioning and providing feedback • An opportunity to share your own knowledge and experiences • A motivational experience • An opportunity for self-reflection • An incentive to work on your “toolkit” 	<ul style="list-style-type: none"> • An opportunity to develop key coaching related skills and techniques • An opportunity to receive personal feedback and guidance from an expert • An opportunity to build confidence • An opportunity to develop and understand personal coaching beliefs and philosophy • An opportunity to develop self-reflection skills

Working Together: Building an Effective Mentor - Mentee Relationship

It is not uncommon that a mentor (i.e., the experienced coach) will have their own preferences and values about what they believe is suitable for them, for other coaches and for the athletes. Most decisions and approaches to coaching will align with one's fundamental beliefs. However, a mentor's role is to also try to understand the position of the mentee (i.e., less experienced coach) and to support them in the decisions they make and how they may wish to also carry out their coaching tasks. In the first meeting get to know each other's backgrounds, experiences, likes and dislikes and be prepared to be flexible and open to new ideas. Remember that your mentor is a voluntary mentor which means that they do not get paid and are doing this to support you in their free time. Appreciate it and be ready and prepared for your meetings.

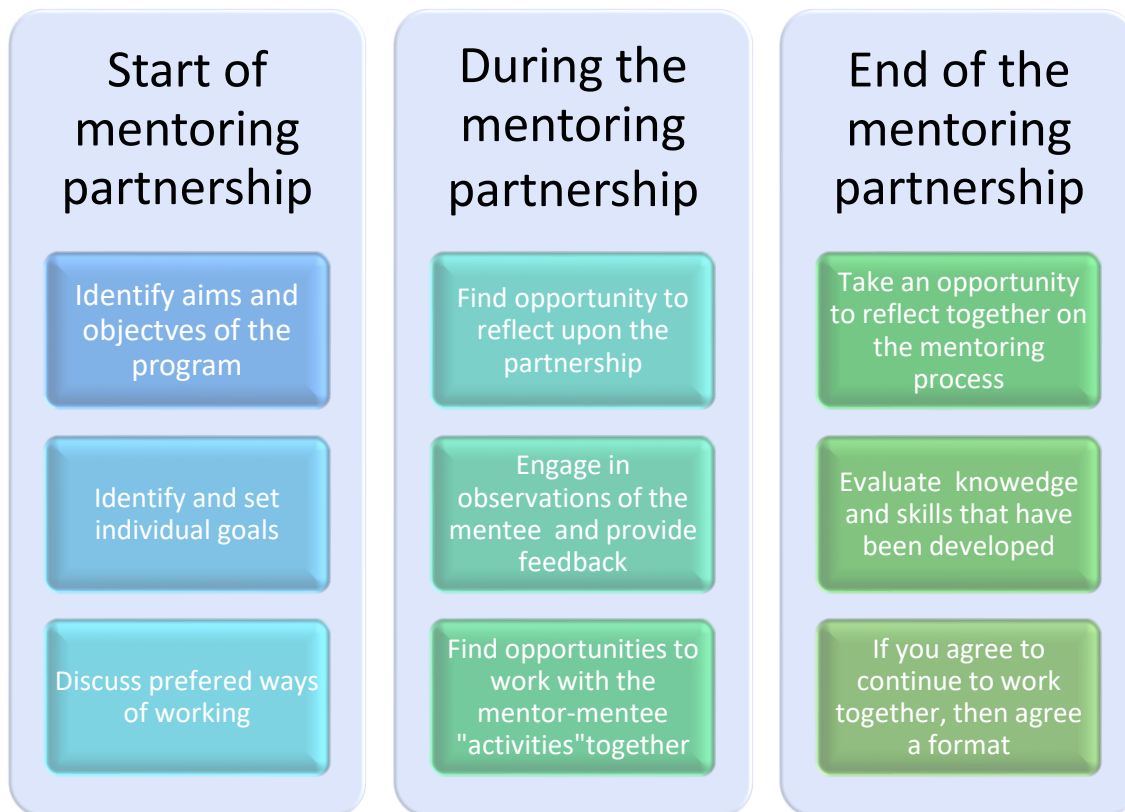


Top Tips for Building an effective Mentor-Mentee Relationship

- Clear roles and responsibilities should be established between mentor and mentee together
- Set goals together and agree on clear aims and objectives and ways of working
- Build rapport, trust and respect towards each other. Ensure confidentiality
- Openness and honesty are key! Be prepared to be brave
- Communication should take place in a trusting environment Discuss where that might be
- Listen and be prepared to provide honest feedback
- Take time to understand the mentee such as their learning preferences and styles

Monitoring and Evaluating your Mentoring Relationship

It is important that you continually monitor and evaluate your mentor-mentee relationship throughout this program to ensure it is progressing and that the aims and objectives of the partnership and program are being met. Below we provide recommended steps that can be taken to effectively manage the mentoring relationship.



How will the REPLAY mentoring program work for both the mentor and mentee?

Once your mentor-mentee relationship has been established, we suggest you follow the recommendations

1. Mentors should meet and discuss the aims and objectives of the program, set individual goals and discuss preferred ways of working.
2. The complete program should last a minimum of 10 weeks and a maximum of 15 weeks. Each subject should take no longer than 2 weeks.
3. Mentors should meet with mentees for at least one hour on each topic within each module.
4. Mentor and Mentees should work through the module and mentor-mentee activities and discuss together the discussion questions provided in the module.
5. Mentor to write a short evaluative report regarding their mentees development and ways of working with each module. Template is provided.
6. Mentor to be available via telephone/email at convenient times. This should be discussed together.
7. Upon completion of each chapter, the mentee should engage with the chapter Quiz prior to moving onto the next topic.
8. Prior to moving onto the first chapter please complete the following questionnaire regarding how you feel about your coaching competencies.

Module 1:1 Children's rights – safeguarding and protection

This part of the mentoring program will cover what children's rights in sport are and how to understand how rights can be implemented in the work as a coach to make the sport environment a safe place for young athletes. This module embrace how young coaches can develop a protective coaching practice and how to deal with risk situations that may occur in the sport context.

This mentoring module cover:

- a) learning goals for mentors and mentees,
- b) knowledge on children's rights, why protection of children in sport are needed, and how safeguarding can be applied in sport practice.
- c) mentor-mentee activities to develop an understanding of children's rights in relation to sport practice and the coaching role,
- d) questions for mentors and mentees to discuss to strengthen the ability to transform children's rights into the daily coaching practice.



a) Learning goals for mentors and mentees

Under module 1:1, *the mentor* (university sport student) should be able to:

1. Transmit knowledge of UNCRC and its significance in youth sports to young coaches.
2. Understand how to communicate the idea of empowering children in sport with help of UNCRC art 2, 3, 12, and 19.
3. Convey the message that coaches are important in the development of a safe and sound youth sport where children and young athletes are protected.

By the end of module 1:1, *the mentee* (young coach) should be able to:

1. Understand the content of five articles of United Nation Convention of the Right of the Child (UNCRC); Art 2, 3, 12 and 19.
2. Understand how to increase children's influence and participation in the sport and to demonstrate knowledge of harm and abuse in sport that put children at risk.
3. Work consciously based on the best interests of the child.
4. Problematize situations, attitudes and social interactions in sport practice that may involve a risk for violation of children's safety and rights in sport.

b) Safeguarding and protecting children

Why do we need to protect children in sports?

Sport clubs should adopt a child centred approach that explicitly recognises children as rights-holders. This should be embedded in the sport club's culture and practices but also inform all decision-making. It is evidently from sport research and sport practices that sport sometimes fails to take full account of the children's views and the risks of abuse, violence and exploitation children and young athletes are exposed to in various sports.

There are organisational cultures who silences problems of harm, abuse and inequity in children's sports (Brackenridge, Kay & Rhind, 2012). Coaches are in a position with responsible to ensure that sports with young people takes place in safe environments. Children have the right to participate in sport in a safe, equitable and enjoyable environment. Their rights are enshrined in the United Nations Convention on the Rights of the Child.

Problems of abuse, violence, and exploitation

Over the past 15 years victims of all forms of violence in sport have started to be able to have their voices heard and responded to. Previously there has been little questioning of the perception that sport is only good for children and young people. Until early 2000s very few sports organisations had put in place systems and structures to protect children with children's rights in mind or to respond to complaints about behaviour of adults or other young people in sport that could lead to negative results for children.

Power of coaches – children subordinated position

*Often adults take the decision and plan for what should be done in practice and competition. This has led to a construction of a youth sport based mostly on an adult perspective of sport where children are in a subordinated position in many sports practices. To share the power with young people and to decrease the power of adults a **child-centred culture may be developed**, where protecting, promoting, and realising children's rights is crucial to empowering children, so they can thrive, both now and in the future.*

Dominating cultures of performance and winning

Children are increasingly placed under pressure to be competitive and succeed at all costs, which results in them resorting to practices that are not in their best interests, e.g., selective mechanisms, injuries from overtraining and inappropriate dietary habits linked to body image concerns.



Lack of preventive work for protection of young athletes

Sport clubs may be keen to protect children from exploitation and harm. But their knowledge of the UNCRC and children's rights more generally is typically limited. Child safeguarding in sport has been given too little attention by many clubs, organisations, funding bodies and governments for a considerable amount of time. The most common reactions being that it does not happen, is someone else's responsibility or is an isolated incident.

What are children's rights about?

The most comprehensive human rights document regarding children under 18 years old is the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC was adopted in 1989. The United Nations (UN) wrote the Convention on the Rights of the Child.

The UN promotes CRC content which is of social and cultural benefit to children's well-being; providing children the rights to recreation, leisure, freedom of expression and association, and to be consulted on matters affecting them; and protecting children against abuse, neglect and exploitation.



UNCRC article no 2. No discrimination

Article two means that everyone has the right to be treated with dignity and respect and not be discriminated against based on without regard for the child's or its parents' gender, race, age, ethnicity, ability, sexual orientation, beliefs, religious or political affiliation.

Article 2

1. States Parties shall respect and ensure the rights set forth in the present convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

UNCRC article no 3. Best interests of the child

Article three means that the best interests of the child must be a top priority in all decisions and actions that affect children.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

UNCRC article no 12. Respect for children's views

Article twelve means that every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

UNCRC article no 19. Protection from violence

Article nineteen means that every child has the right to be protected from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.

Article 19

1. *States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.*

How to develop a safe and protective coaching practice

In sport coaches should always act in the best interests of the child and protect children under 18 years old from abusive behaviour. However, there is a gap between the policy and practice in sport when it comes to children's rights and preventive work (Eliasson, 2019).

1. Make children's views visible and take them seriously

Children, coaches, and parents have sometimes different views on what was most valuable in children's sports, and this affects their expectations and interactions (Eliasson, 2015). Abused children are afraid to talk about their experiences. Therefore, children's views must be made visible and put into the centre of children's and youth's sports.

- a) Devote time and attention to listening to children and youth athletes and develop listening skills among coaches and athletes. When talking to children, try to understand their viewpoints and take these seriously and integrate in sport practice.
- b) Plan regular sharing views and listening activities into your training week. Make eye contact and ask open-ended questions, listen to their opinions, and seriously show interest in what they are saying.
- c) Encourage children to express their views, listen to each other in different situations and show the importance and value of expressing views and listening to others' views.

2. Recognising abusive actions and interactions among peers and coaches

Good coaches are vital role models in children's sport, and they generally provide children with skilled instruction in a safe and non-threatening environment (Child Protection in Sport Unit, 2022).

To recognise abusive actions and interactions:

- a) Be concerned about poor practices, winning at all cost practices, overzealous coaching, abuse exclusion and selection mechanisms, and the commodification of young athletes.
- b) Be aware of abuse such as emotional abuse, bullying, neglect, sexual and physical abuse
- c) Develop measures aimed at recognising abuse in sport. Take steps to minimise any abuse identified through a risk assessment

3. Understanding risk for emotional abuse in competitive situations

Children and young people in sport are often dependent on adults in sport, and for example the coaches for selection or for participation in competition. Coaches may use their position of power in a way that leads to experiences of emotional abuse (Gervis, & Dunn, 2004). To understand the risk;

- a) Be aware of dependencies between coaches and athletes. For talented young people who dream of success in sport this bond may be even harder to deal with.
- b) Create awareness of initiation ceremonies which involve abusive and violent tendencies. This should not be sanctioned or ignored by adults as it is difficult for a young athlete to speak out against older peers.

- c) Educate young athletes and coaches about UNCRC and risk for abuse in sport.

4. Action plan for preventing and managing violation of children's rights

Codes of conduct, practice and ethics are one of the most common mechanisms for raising standards of safety and behaviour (Brackenridge, Fasting, Kirby et al. (2010).

- a) clarify the objectives of codes of conduct aimed towards preventing violence against children in sport and assure effective codes of conduct
- b) an effective code includes clear aspirational standards based on consensus principles that include explicit guidance to help sport coaches make informed decisions in ethically ambiguous situations.
- c) Set up child safeguarding strategies for sports structures, activities, and events

c) Mentor-mentee activity

Meeting 1

For safeguarding to be effective, procedures must be credible for children and help to ensure a prompt response to concerns about a child's safety or well-being. Violence against children is distressing and can be difficult to deal with. Sport organisations have a duty to ensure that advice and support is in place to help people to play their part in safeguarding children.

Focus: Discuss mentee experiences, needs and development objectives regarding children's rights and safeguarding in his or her sport context. Watch part one of video Module 1:1 Safeguarding and protecting children and young athletes

Assignment 1. To do until next meeting: *Find out what safeguarding procedures is developed in your sport club and how children's rights are integrated in rules or guidelines for coaches. How have your organisation made information available to children, parents, and coaches?*

Meeting 2

Children's sport should be carried out in a safe, positive, and encouraging atmosphere. Standards of behaviour set a benchmark of what is acceptable within the sport environment.

Focus: Discuss and elaborate on the results and experiences of assignment from the first meeting.

Assignment 2. To do until next meeting: *Find out if your sport club has developed codes of conduct for coaches that describe what an acceptable standard of behaviour is and how this promotes a best practice. Find out how your coaching practice and your coaching behaviour can be even more adjusted to the rights of the child and all the children in your group or team. Watch part two of video Module 1:1 Safeguarding and protecting children and young athletes*

Meeting 3

Organisations need to know whether safeguarding is effective and if improvements and adaptations are needed.

Focus: Discuss and elaborate on the results and experiences of assignment 2 a) from the second meeting. Discuss questions (d) or any questions which the mentee find relevant and significant to understand safeguarding of young athletes in sport.

d) Questions to discuss

1. How can a coach adopt a child centred approach that explicitly recognises children as rights-holders?
2. How can a coach integrate children's rights and safeguarding in the daily sport practice?
3. What may be difficult with working as a coach with children's rights in mind?
4. If you have worked with safeguarding in sport, what reactions have you got from young athletes and others?

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Figure 1. United Nation Convention of the Rights of the Child. Unicef.org



Module 2.2 Make your coaching more inclusive

(Developed by Big Bang Ballers, France & GEA Coop Sociale , Italy)

Introduction

This module aims to help coaches make their activities more inclusive, this means that they must open up their sports sessions to all, regardless of social, age or motor skills (disability) differences. But what is inclusion? **Inclusion** in the broadest sense is a process whereby efforts are made to ensure that all people, regardless of their experiences, and achieve their potential in life.

Inclusion is to be contrasted with exclusion and integration. Indeed, **social exclusion** is the relegate or social marginalisation of individuals, who do not or no longer correspond to the dominant model of a society, including the elderly, people with disabilities or other minorities, whereas integration is adding marginalised people to an existing group without taking into account their differences and without encouraging mixing and matching between these two groups. With **integration**, it is up to the person with a disability to adapt or re-adapt to society, whereas inclusion seeks primarily to transform society. It aims to remove barriers to access for all to mainstream education, health, employment, social services, leisure, etc.



Exclusion



Intégration



Inclusion

Segregation

Inclusion in a sport activity is when the practice is adapted to as many people as possible or at least to the different groups who wish to participate. For sport to be effectively inclusive, it is the rules of the game that are made to be changed, it is not up to people to adapt to the rules. So, inclusion is about getting all types of people to play together by adapting the rules so that everyone can fully participate without being frustrated by the level of play and without frustrating the other participants.

We started from the following observation: today, many people are excluded from society, whether for reasons of gender, culture or health (disability, age, obesity...). This exclusion can have very negative effects, whether in terms of education, health, professional life or even from a social point of view, by causing a lot of loneliness for the marginalized people. But for the dominant group as well, the lack of diversity has also its side effects. First it can create a lot of pressure for everyone to fit in the only "valid" model whereas in an inclusive society the diversity and differences are seen as rich. Secondly, being used to the diversity of people favors open minded perspectives and enhances solidarity and empathy, whereas non inclusive environments favors competitive behaviors and short minded perspectives. We believe that fighting against marginalization impacts everyone for good. To do this, we use sports and

sports games as tools to break down barriers such as language. In this way, through sport, we are able to create links with marginalized people and we can direct them towards actors who favor their inclusion while continuing our sessions with them, which offer them a place to meet, have fun and develop.

We therefore consider that inclusion has several advantages in itself. Including a marginalized person means allowing him or her to create social links with other people, it means giving him or her opportunities to express himself or herself, and it means giving him or her access to different structures that can help him or her in his or her daily life, whether it be in education or in integration into society.

As far as sports activities are concerned, most sports sessions today are categorized by gender, level, age or morphology. There is therefore very little exchange between the different "types" of participants. In addition, some people who do not fit into the predefined boxes find themselves isolated and excluded from sport. We therefore believe that it is very important to make coaching more inclusive because the benefits of sport are numerous; indeed, sport allows us to maintain our physical and mental health, it allows us to transmit strong values (surpassing oneself, team spirit...) and it allows us to create social links, and this should be accessible to all. To make the benefits of sport accessible to all and to fight against discrimination in society, coaches must make their activities more inclusive

Learning objectives:

At the end of this module, the young coach should be able to **open up** his or her **sports sessions to a wider range of people**. For example, a coach who usually runs sessions mainly with boys should be able to open up his session to girls, to people who do not speak the same language or to people with different or limited motor skills after this module. Therefore, our module aims to provide young coaches with ways to make their sessions inclusive. These ways can be to improve their ability to reach out to a different audience. They can also be adaptations to their sport or practice, to make sure that each player can be given a role to play together, valorising their diversity. This module aims to promote equal opportunities and social inclusion by equipping coaches with specific skills. Indeed, as mentioned above, sport has many benefits, both physical and moral: supporting coaches to do inclusive activities, we want to make sport and its benefits accessible to as many people as possible. Moreover, through our various experiences, we have realized that sport is also a way to create social links by breaking down barriers of language, origin or social situation. Finally, at the end of this module, coaches should be able to go and find different audiences, to include them progressively in sessions "for all", adapting the rules to ensure everyone participation, and strengthening interpersonal relations.

Key concepts: Practical Methods to design Inclusive Sport activities

Big Bang Ballers have developed a method to promote the inclusion of beneficiaries (migrants, people from disadvantaged groups) in sports activities, called "**crossing rebounds towards inclusion**". This method is a set of actions, with the same audience, in order to revitalize them, socialize them and act for inclusion and emancipation.

The method aims at developing the personal well-being of excluded groups accessing the benefits of sport, to use sport as a tool for socialisation and the fight against discrimination,

and to empower these groups. Moreover, the 3 benefits of this method are linked and mutually reinforcing. Indeed, an individual who develops social links will feel better in his or her daily life and will feel more empowered as a person, creating a virtuous circle to improve their social situation and to empower them. This method is based on 5 steps to bring an individual to inclusion, each step should be done until the audience feels ready for the next step. The duration of each step can be different depending on the audience.

The first of these steps is "going towards", it consists in moving towards external sports practice areas, where the educators will establish links with the public on the spot. Outreach also means going to see any public that wants to participate in a sports session. Usually people at risk of marginalization and not used to playing sports will be reluctant to participate on their own initiative, they need to be reached and supported, gain their trust and make them feel welcome to participate. For example, during a session, if we see people who would like to take part but do not step in, going towards means going to talk to them, get to know them. Through this discussion, people express their difficulties and give us information that we can use to adapt the practice in order to be inclusive. This discussion is even more important if the person's difficulties are not visible, as physical disabilities might be. This outreach is a key step to ensure that the practice is designed and tailored inclusively.

The second stage of this method is building trust in a non-mixing airlock; it consists in the fact that once the first contact has been established, supporting measures to accompany these groups must be planned, to allow them to feel at ease in participating. Moreover, the non-mixing lock means that we must first work with each group individually. This is done so that they can appropriate the space and practice in a context where they feel comfortable and where they will not feel discriminated against. Therefore, in the context of a sports coach, applying a gender no-mixing airlock consists of doing sports sessions only for one type of public, so that these people feel confident in their practice and ready to be mixed.

Non-mixing can be from a gender, social or health point of view. This stage should also be carried out on a regular basis, in order to create self confidence, habits and for everyone to reach a level that allows them to take pleasure in the practice.

The third step is the cross-meetings by block, to mix the audiences by group, for example groups of the same age, and make them meet around the practice of sport, thus creating an opportunity for beneficiaries with specific problems to know the specificities of the others. These meetings should be on a small scale (maximum 30 participants) and the participants should be prepared and made aware of these moments. For example, in the children's activities we had a group of intellectually disabled children and a group of Roma children. After building their confidence in the single-sex lock, we crossed the groups in a basketball activity, creating an interesting dynamic where the groups learned about each other's difficulties and helped each other.

This stage can also be made up of large gatherings open to all, for example intergenerational and inter-level meetings involving different publics. These large events require adapting the sport to very different audiences in order to make them cohabit in the same sporting activity. Thus, coaches must be prepared to modify the rules, the distances on the field, the sizes of the targets or the roles of each participant. The point of these large gatherings is to normalise the differences, and to create habits so that everyone can play with different people.

The final step in our method of inclusion in sport is the autonomisation to achieve sustainability of the inclusion after the intervention of the inclusive practices, maintaining the continuity of the inclusion process that has begun. The aim of this stage is to allow participants to integrate sport communities without relying too much on the efforts of an inclusive coach or an association, progressing in the practice by offering the participant a framework to progress and improve, both from a sporting or personal point of view.

This method is a long term process that depends a lot on the audiences, to make sports activities more inclusive. Thanks to this method, we make sport and its benefits accessible to as many people as possible, reducing discriminations and inequalities.

Tools and techniques:

There are several main principles that govern an inclusive sports session:

- Balancing -> favouring beginners
- Balancing -> favouring beginners
- Encourage team play
- Avoiding domination situations
- Promoting transmission

All these principles come together in one fundamental principle: **to enable people with different abilities to flourish in the same practice.**

The importance is the foundation of a session. First of all, analyze the needs and the capacities of the public to adapt the session, change the rules, adapt the environment (size of the field), the target (the height..), the role of each participant... Then think about how to welcome the public: if they don't know each other, start with a little presentation game, also to gather more information of the different states of minds asking them how they feel, expectations from the session, to build a positive environment and help participants take other's emotions into consideration, it also creates a space where everybody feels free to express themselves. Then the warm up. This step allows the public to slowly start the activities, and it allows you to gather information about the capacities of each participant.

During the activity itself : you have to keep an eye during the activity to spot any frustration or incident, and feel free to take Time outs, adapt the rules or the environment, or raise awareness from the participants on the problems. For example, if someone that plays at a lesser level is excluded, you can add a rule that everybody has to touch the ball to make the point count, or that for begginers rules can be softened.

The end of the session is important. Keep at least 10 minutes for the feedback after the activity. This time will allow you to evaluate your session, to know how they feel after the session, to express any frustration but also satisfaction. Sharing these considerations will also enhance the perspective of the participants that will learn to take in consideration what it takes from everyone to create the best environment for practice. This will help you to build the next session thanks to what they said to you and inform them of what they have to expect for the next session.

Finally, there are indicators of whether an inclusive sports session has been successful. If it is successful, all participants are able to play at their level, having fun, developing their skills and bonding with other participants.

On the other hand, if the session is unsuccessful, it means that participants are frustrated because they cannot express themselves at their level (strong or weak), it means that there is domination of some participants over others and it means that there is animosity between participants.

TPSR model

A technique used by Gea Cooperativa Sociale in its work on inclusion through sport is the TPSR model - Teaching Personal and Social Responsibility through Physical Activity. The model is particularly well suited to teams of children and young adults, but can be used with any team.

It is an approach to inclusive teaching that the coach should have in place on an ongoing basis during training. The TPSR model is a humanistic, developmental and student-centered approach to teaching physical education that seeks to build on students' enjoyment of physical activity to initiate discussions about personally and socially responsible behavior both inside and outside of the gymnasium.

The TPSR Model was developed to help students (players) learn to be responsible by giving them increasing amounts of responsibility and by carefully shifting a significant portion of decision-making responsibilities to them.

The teaching personal and social responsibility (TPSR) model (Hellison, 1985, 2011) was originally developed by Don Hellison while working with low-income urban children in physical activity settings. Four themes represent the essence of TPSR: integrating responsibility into physical activity, empowering students, creating strong teacher–student relationship, and promoting transfer of responsibility (Hellison, 2011). The TPSR model and programmes based on it provide people with guidelines for and practice in taking responsibility for their personal development and well-being and contributing to the well-being of others. The goals and means of TPSR are in line with theories of social psychology, particularly self-determination theory (Deci & Ryan, 2000), and sport pedagogy, such as the teaching styles spectrum (Mosston & Ashworth, 2008).

TPSR-based programmes use physical activity as a vehicle to teach students (players) various life skills. The students (players) practice the life skills in sport programmes and attempt to transfer the skills to other settings such as school, community, and home life.

Coaches can use the form in annexe below to organise their training sessions.

Mentor-Mentee activity Discussion topics/questions :

To go further into the theme of this module, mentor and mentee can ask themselves other questions, the answers to which will enable them to improve the inclusive coaching. These questions could be

- How do you allow an allophone person to be included in an existing group?
- What are the difficulties that can be encountered when crossing two groups of people with different problems? For example, a public with social differences (people in exile) and a public with mobility problems (disability).
- Are the difficulties of inclusion the same with children as with adults?
- Are there any limits to inclusion? Are some crossings impossible and which ones work best?

With these questions, the coach will be able to go even further in inclusive coaching. Other questions will also emerge as the²² coach's experience grows.

Finally, after this module, the young coach should be able to include any type of public in a sports session, he should be comfortable going to reach out to new publics and develop their thrust, while being able to adapt.

ANNEX 1 : Form for TPSR Based program

CENTER/PLACE:	N° PLAYERS/ AGE:	DATE:
NUMBER OF THE SESSION:	RESPONSIBLES:	LIFE SKILL:
OBJECTIVES		
CONTENTS	-	
METHODOLOGY	-	
SPACE	-	
MATERIAL		
AWARENESS TALK		
How long? About 3 minutes	<u>Welcome/Awareness Talk</u> During this talk, usually just a few minutes, the coach can go over the plan for the day, invite input from players, and most importantly, remind them of the goals and objectives of the program. The coach must try to create a positive environment and a space where everyone feels free to express themselves.	
MAIN PART – WORKING THE AIMS AND THE PROPOSED VALUES/LIFE SKILLS		
	<u>Physical Activity Training Time</u> This constitutes the majority of the training and could involve any age appropriate physical activity, exercise, or sport content that would normally be taught to a given group in their physical education program. The key difference is that the teaching strategies employed during this activity time shift power to the players and put them in responsible roles. The key here is to integrate the teaching of responsibility with the teaching of the physical activity. <u>Teaching strategies:</u> <ul style="list-style-type: none"> ● Modeling Respect – The coach models respectful behavior in interactions with the players and others. ● Setting Expectations – The coach organizes all aspects of the trainings and clearly communicates directions and behavioral expectations to players. 	

<p>Time:</p> <p>Time:</p> <p>Time:</p>	<ul style="list-style-type: none"> ● Providing Opportunities for Success – The coach structures all activities so that no players are excluded or unable to successfully participate due to individual differences. ● Fostering Social Interaction – The coach creates structures that allow players to have interactions with one another that are not directly controlled by the coach. ● Assigning Management Tasks – The coach asks players to contribute to the management and organization of the training by taking on specific tasks or jobs. ● Promoting Leadership – The coach shares some instructional responsibility with players by given them the opportunity to instruct or lead some of their peers. ● Giving Choices and Voices – The coach creates opportunities for players to voice their opinions, offer suggestions, and make decisions. ● Involving Players in Assessment – The coach lets players engage in self- and or peer-assessment. ● Addressing Transfer of Life Skills – The coach directly addresses the life skills taught in the program and their application outside the program. <p>- Activity 1: Warm up</p> <p>- Activity 2,3,4</p> <p>- Activity 5: Cool down</p>
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GROUP MEETING/ OBSERVATIONS AND REFLEXIONS:

Group meeting
 After most of the time has passed in the training and the physical activity is completed, the coach gathers players together to discuss the training. This provides players an opportunity to share their opinion about the training, make suggestions, as well as comment on the group’s performance and cohesion. Only a few minutes are necessary for this meeting.

Reflection Time
 For the last few minutes of the training, players are asked to reflect on their OWN attitudes and behaviors during the training. Using the responsibility levels as reference points, the coach prompts the players to think about their performance that day relative to each. Depending on the number of players and the climate of the program, the coach may have players share their self-reflections at this time verbally, with a hand signal (thumb up for ‘great’, sideways for ‘okay’, or down for ‘needs work’), or writing in a reflective journal.

Relational Time
 This refers to the informal one on one interactions the coach has with players that help to create a welcoming environment and establish personal relationships with players. It is an opportunity to chat, ask players how their day is going, and discuss things that may be coming up or going on in their lives. Unlike the other components that occur in a specific order, Relational Time can happen whenever an opportunity arises, (i.e. before or after the training, or even during the training while the players are in transitions).

Module 3.3 Manage challenging behaviour

(Developed by University of Maia and Polytechnique Institute of Maia, Portugal)

a. Introduction

Anyone involved in activities with children and young people, may at some point need to deal with challenging behaviours. Sport practice is no different, although we believe it is an adequate context to deal with them and to overcome them. Managing disruptive behaviours involves the universal principle of ensuring the welfare of children and youth, namely never subject them to any form of treatment that is harmful, abusive, humiliating or degrading. Also, children and youth should be supported to participate in sport, according to their individual needs and social, and emotional development.

Through using a Positive Youth Development (PYD) approach it is more likely that challenging behaviours rarely occur or are easier to deal with. This type of approach focuses on the strengths rather than on the weaknesses of the individual. Thus, this method highlights children and youth strengths, instead of treating the problems experienced throughout the developmental process (Lerner et al., 2005).

Traditional punishment should not be a strategy anymore. Contrariwise, making the individual reflect on his/her own behaviour and how to change it, should be the right way to deal with this type of actions. The PYD approach aims to avoid disruptive behaviours but can use them to empower the individual.

PYD states that all individuals have the potential to become successful adults, in contrast to the idea that some youngsters may be a lost cause (Santos et al., 2017).

b. Learning goals

This module has the purpose to enhance the capacity of Young Coaches to deal with challenging behaviours, using a Positive Youth Development (PYD) approach as the main tool. In this context, the learning goals for mentors and mentees are:

Mentors

- To demonstrate how to identify a challenging behaviour;
- To explain that, when dealing with challenging behaviours, the focus must be on the behaviour itself and not on the athlete as an individual;
- To clarify that when dealing with challenging behaviours, athletes must never be subjected to any form of treatment that is harmful, abusive, humiliating or degrading.

Mentees

- To understand and identify a challenging behaviour;
- To understand that when dealing with challenging behaviours, the focus must be on the behaviour itself and not on the athlete as an individual;
- To understand that when dealing with challenging behaviours, athletes must never be subjected to any form of treatment that is harmful, abusive, humiliating or degrading.

c. Main Content

Challenging behaviour is defined as a behaviour that is disruptive and doesn't allow the coach to deliver the activity safely and effectively to the group, or a behaviour that puts children/youth

at risk. Additionally, challenging behaviour has also been defined as a behaviour that is “of such an intensity, frequency, or duration as to threaten the quality of life and/or the physical safety of the individual or others and it is likely to lead to responses that are restrictive, aversive or resulting exclusion” (Royal College Psychiatrists et al., 2007, p. 14).

In sport, creating a productive learning environment is dependent on coach and athletes behaving in productive ways. Often, athletes will readily do what the coach asks of them and conduct themselves in a manner conducive to success. What happens however when an athlete’s behavior becomes disruptive to the learning environment?

Historically, the method applied for inappropriate behavior would often be discipline – physical or verbal. It is still common that coaches discipline their athletes by telling to run, to do push-ups or sit-ups, yelling at them, or some other sort of punishment that no one is especially happy with or empowered by. Contrariwise, discipline means engaging in the training necessary to produce or establish a specific pattern of behavior, especially training that produces moral, mental, or physical improvement (Himberg, et al. 2003). There are two types of discipline: positive and negative.

Negative discipline includes things like yelling, telling athletes they are no good, or formalized physical punishment (running lines). These are all considered reactive behaviors. They provide no formal consideration to the importance of safe and positive learning environments. Negative discipline is often centered on catching and emphasizing when athletes do something wrong. This happens at many levels and can be very subtle.

On the other hand, positive discipline focuses on the positive points of behavior. It is based on the idea that there are no bad people, just good and bad behaviors. Coaches empower athletes to solve problems by focusing on solutions to the problems being faced rather than focusing on the problems themselves. People engaging in positive discipline are not ignoring problems, rather they are actively involved in helping their athletes learn how to handle situations more appropriately while remaining calm, friendly, and respectful.

A coach implementing positive discipline will offer a chance to learn. Often, we learn by making mistakes. Rather than just yelling ‘NO’, a coach initiating positive discipline may write down the situation and review it afterwards with the athlete. Focus should be on what athletes can do rather than on what they cannot. This will teach them tools and how to use them appropriately.

Table 1 – Learning goal 1 (steps, content, strategies, and examples)

Learning goal 1 - How to identify a challenging behaviour		
Mentors: 'To demonstrate' & Mentees: 'To understand'		
<p>Challenging behaviour is defined as a behaviour that is disruptive and doesn't allow the coach to deliver the activity safely and effectively to the group, or a behaviour that puts children/youth at risk. The best strategy to deal with challenging behaviours is to know how to avoid them and detect possible signs.</p>		
Steps	Content & Strategy	Example
1	<p>Identify challenging behaviours</p> <ul style="list-style-type: none"> - Pay attention to all signs that can develop into disruptive behaviours. 	<p>. To know how to identify possible signs of disruptive behaviours (noisy athletes, lack of attention and commitment, demotivation, disrespectful answers/actions, ...).</p>
2	<p>Have in mind athlete's motivation for sports practice and its goals since it may avoid challenging behaviours</p> <ul style="list-style-type: none"> - Understand athlete sport choice; - Assess athlete sport talent; - Set realistic goals; - Promote a fulfilling and rewarding sports environment; - Understand family/community support. 	<p>. Initial questionnaire about the athlete's sport, personal and social motivation, interests, needs and ambition/goals.</p> <p>. Establish periodic meetings with athletes to discuss their commitment and progress.</p> <p>. Establish periodic meetings with family/community to understand their support and their perception about athlete commitment.</p>
3	<p>Have in mind athlete's concentration/focus levels during sports practice since it may avoid challenging behaviours</p> <ul style="list-style-type: none"> - Aware of athlete physical and concentration/focus fatigue, during training sessions and competitions. 	<p>. Include positive competition in most exercises (including cooperation and enhancing positive relationships).</p> <p>. Promote diverse and pleasurable training sessions (e.g., change the normal activity, include other and different sport activities).</p>
4	<p>Have in mind athlete's needs for enjoyment in sport since it may avoid challenging behaviours</p> <ul style="list-style-type: none"> - Promote a balance between training and fun/enjoyment. 	<p>. Planning adequate trainings considering volume, intensity, and resting times.</p> <p>. Planning adequate number of competitions during the session.</p>

Table 2 – Learning goal 2 (steps, content, strategies, and examples)

Learning goal 2 - The focus must be on the behaviour itself and not on the athlete as an individual		
Mentors: 'To explain' & Mentees: 'To understand'		
<p>Positive discipline focuses on the behavior and not on the person. There are no bad people, just good and bad behaviors. Coaches empower athletes to solve problems by focusing on solutions to the problems being faced rather than focusing on the problems themselves. Understand that a person is influenced by the sum of previous and current experiences, that may lead to the emergence of challenging behaviours.</p>		
Steps	Content & Strategy	Example
1	<p>Distinguish the athlete from his/her behaviour</p> <ul style="list-style-type: none"> - Focus your attention on the behaviour and not on the athlete; 	<p>. Promote the best strategies to develop a positive and open training climate (e.g., safe environment; mutual trust).</p>

	<ul style="list-style-type: none"> - Avoid punishment or other similar strategies that focus on the person and his/her identity and personality. 	<p><i>. Promote positive behaviours and encouragement instead of punishment (punishment does not change behaviour, it also does not represent what should be the right behaviour).</i></p>
2	<p>Choose the adequate feedback/strategy for the behaviour</p> <ul style="list-style-type: none"> - Assess athletes' personality and social context; - Choose the feedback according to the athletes' personality and social context; - Understand if the challenging behaviour is a group problem or an individual issue. - Choose the feedback category; - Choose the feedback according to the challenging behaviour. 	<p><i>. Analyze the athlete's behaviour during training and competitions, avoid biased or previous opinions; pay attention to all the dynamics that could be influencing the behaviour.</i></p> <p><i>. To know the feedback categories:</i></p> <ul style="list-style-type: none"> - <i>Regarding the form (visual, auditiv, kinaesthetic, mix)</i> - <i>Regarding direction (athlete, group or team)</i> - <i>Regarding the objective (prescriptive, description, evaluative)</i> - <i>Regarding valuation (positive or negative)</i>

Table 3 – Learning goal 3 (steps, content, strategies, and examples)

<p>Learning goal 3 - Athletes must never be subjected to any form of treatment that is harmful, abusive, humiliating or degrading Mentors: 'To clarify' & Mentees: 'To understand'</p>		
<p>The coach must always respect the athletes and protect their physical, social, and psychological integrity/wellbeing.</p>		
Steps	Content & Strategy	Example
1	<p>Understand the concept of safe environment in sport</p> <ul style="list-style-type: none"> - Apply strategies to avoid any kind of violence against athletes. 	<p><i>. Violence may occur in different sport settings (training, competition, ...) and with different forms (physical, phycological, social, digital, verbal, negligence, sexual, ...).</i></p>
2	<p>Identify violence against athletes</p> <ul style="list-style-type: none"> - Pay attention to violent behaviours that may occur. 	<p><i>. Violent behaviours can come from different actors (coaches, technical staff, managers, medical staff, other athletes, parents, ...).</i></p> <p><i>. To know how to identify possible signs of violence against athletes (crying, lack of commitment, demotivation, social isolation, sadness, tiredness, ...).</i></p>

d. Mentor – Mentee activity

In the following table, we present mentor-mentee activities with some case scenarios.

Table 5 – Mentor-mentee activities

Meeting	Task
1 st	Introductory meeting to establish trust and rapport. Discuss about mentee' difficulties, needs and development objectives. Plan the next steps.
2 nd	Evaluate Learning goal 1 through a personal discussion about what are athletes challenging behaviours in real context. Case scenario: the mentor asks the mentee what he/her (mentee) would do if he/she noticed that his/her athletes were disrespectful.
3 rd	Evaluate Learning goal 2 through a personal discussion about the distinction between the behaviour itself and the individual Case scenario: the mentor asks the mentee how different athletes react in the presence of different feedbacks.
4 th	Evaluate Learning goal 3 through a personal discussion about the possible existence of violence against athletes in real context. Case scenario: the mentor asks the mentee if he/her (mentee) detected any signs of possible violence against athletes (even if the violence is perpetrated by the coach/mentee).

e. Discussion Topics/Questions

Our proposal of Topics/Questions to be discussed is based on the possibility that mentor and mentee must examine all Contents & Strategies of each Learning goal and each mentee and find examples in his/her own sport.

- Concerning a disruptive behaviour:

- distinguish between direct feedback such as 'What are you doing?' and 'What do you think you are doing?'
- distinguish between evaluation feedback such as 'Don't you see you are hurting your colleague?' and 'Don't you think you can act in a different way?'
- distinguish between the effect of punishment trough physical exercises and a private conversation about the reasons of the disruptive behaviour.

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Module 3.4 Promote children and youth positive development

(Developed by University of Maia and Polytechnique Institute of Maia, Portugal)

a. Introduction

Positive Youth Development (PYD) is an asset-building approach to youth development that emphasizes enhancing strengths and developing potential in youth (Lerner, 2017). Sport is a privileged context to apply PYD, and so, to promote children and youth positive development. It should enhance performance and physical activity, as well as sociopsychological competences, social inclusion, positive relationships, soft skills, personal interests, etc, in a healthy lifestyle perspective. The promotion of healthy habits at younger ages will contribute to increase the likelihood of active and healthy lifestyles in adulthood. In a positive perspective, it is important to develop, at younger ages, the individual competences as a contribution for his/her success as well as the success of the community to which he/her belongs. Reducing risky behaviours and increasing self-esteem, contributes positively to a better transition to adulthood.

Undeniably, human behaviour and developmental change occurs within systemic bidirectional relations between individuals and their contexts. Based on the development of the five indicators known as the 5Cs (i.e., Confidence, Competence, Connection, Character, and Caring) (Lerner et al., 2011), sport, through a PYD approach, allows the individual to psychologically grow. Indeed, psychological growth and well-being is most likely to occur when young athletes are engaged in a desired activity within an appropriate environment, are surrounded by caring adult mentors and a positive group or community and learn or acquire skills that are important for managing life situations (Holt et al., 2016).

In this context, Contribution is known as the 6th C of PYD and refers to contributions adolescents make to themselves, family, community, and civil society. Also, within the PYD through sport, it is most likely that challenging behaviours rarely occur or are easier to deal with.

Mentors and mentees should understand the importance of the overall development of children and young people and just not focus on the sports performance. In this sense, knowing how to be a coach implies more than technical and tactical sport skills. It also entails knowledge and understanding of PYD considering psycho-sociological competences.

b. Learning goals

This module has the purpose to enhance the capacity of Young Coaches to promote social inclusion through grassroots sport, using a PYD approach as the main tool.

In this context, the learning goals for mentors and mentees are:

Mentors

- To transmit the importance of commitment with athletes,
- To convey the relevance of sport results success and the athlete well-being,
- To spread the idea that sport is a place of inclusion and equity,
- To communicate the idea that sport offers social opportunities to all.

Mentees

- To understand the importance of commitment with athletes,

- To recognise the relevance of sport results success and the athlete wellbeing,
- To acknowledge the idea that sport is a place of inclusion and equity,
- To believe in the idea that sport offers social opportunities to all.

c. Main Content

When working with athletes in grassroot sports, mentors and mentees should understand the following idea:

“PYD through sport is intended to facilitate youth development via experiences and processes that enable participants in adult-supervised programs to gain transferable personal and social life skills, along with physical competencies. These skill and competency outcomes will enable participants in youth sport programs to thrive and contribute to their communities, both now and in the future.” (Holt et al., 2016, p. 231)

The sports training plans ought to be based on the five indicators known as the 5Cs aiming the 6th C, as follow.

“C” Definitions

1. **Competence:** Positive view of one’s actions in specific areas, including physical/motor (e.g., learning sport skills), social (e.g., conflict resolution), academic (e.g., school performance), cognitive (e.g., decision-making skills), health (e.g., nutrition and exercise), and vocational (e.g., entrepreneurial skills).
2. **Confidence:** An internal sense of overall positive self-worth and self-efficacy.
3. **Connection:** Positive bonds with people and institutions that are reflected in exchanges between the individual and his or her peers, family, school, and community and in which both parties contribute to the relationship.
4. **Character:** Respect for societal and cultural norms. Possession of standards for correct behaviours, a sense of right and wrong (i.e., morality), and integrity.
5. **Caring:** A sense and empathy for others.
6. **Contribution:** Refers to contributions adolescents make to themselves, family, community, and civil society.

Each one of the 5 Cs – Competence, Confidence, Connection, Character and Caring – is a singular competence. However, the development of each one of them contributes to the progress of them all. In other words, when working, e.g., physical competence, the athlete is also developing confidence, connection, character and caring. This type of approach creates a synergy, that will leverage to the emergence of the 6th C – Contribution.

Table 1 – Learning goal 1 (steps, content, strategies, and examples)

Learning goal 1 - The importance of commitment with athletes Mentors: 'To transmit' & Mentees: 'To understand'		
Despite athletes' gender, age, level of performance, socioeconomic status, ethnicity, family structure, ..., coaches must identify each athlete interests, goals and needs. For that, they must talk, listen, and understand them, providing the adequate support in the right moment. Commitment should emerge from an open and trusty relationship between coaches and athletes in a safe environment.		
Steps	Content & Strategy	Example
1	Have in mind athlete's sport goals and needs <ul style="list-style-type: none"> • Understand athlete sport choice. • Assess athlete sport talent. • Set realistic goals. • Understand family/community support. 	<i>. Initial questionnaire about the athlete's sport, personal and social motivation, interests, needs and ambition/goals.</i> <i>. Establish periodic meetings with athletes to discuss their commitment and progress.</i> <i>. Establish periodic meetings with family/community to understand their support and their perception about athlete commitment.</i>
2	Have in mind athlete's personal interests and needs <ul style="list-style-type: none"> • Aware of athlete physical and mental health. • Aware of athlete school demands. • Know what the athlete does in his/her free time. • Advise the athlete when need it. 	<i>. Having athletes school schedules and tests/exams.</i> <i>. Promote informal gatherings to openly talk about life (e.g., go to the cinema, have a snack, ... together).</i> <i>. Advise in a non-paternalistic way (e.g., lead the athlete to recognise their faults, weaknesses and needs).</i>
3	Have in mind athlete's social interests and needs <ul style="list-style-type: none"> • Aware of athlete relationships in and outside sport. • Advise the athlete when need it. 	<i>. Promote positive relationships between athlete, coach, and peers (e.g., during holidays promote different activities).</i>

Table 2 – Learning goal 2 (steps, content, strategies, and examples)

Learning goal 2 - The relevance of sport results success and the athlete well-being Mentors: 'To convey' & Mentees: 'To recognise'		
Sport is a context where performance results are aimed. Although, it is also a space where the personal development is expected. A balance between sport performance results and personal development should be the main goal.		
Steps	Content & Strategy	Example
1	Training and motor skill learning quality <ul style="list-style-type: none"> • Apply adequate sport coach competencies. • Aware of the physical and psychological demands in different stages of the sport training and competition. 	<i>. Promote the best strategies to develop athletes sport competencies (e.g., instruction, discipline, motivation, exercise, and planning).</i> <i>. Apply subjective and objective psychological and physical effort questionnaires.</i>
2	Acknowledge athletes' personal wellbeing <ul style="list-style-type: none"> • Assess athletes sleeping, eating and resting habits. 	<i>. Register periodically sleeping, eating, and resting habits (e.g., through simple questionnaires, mobile applications).</i>
3	Provide feedbacks <ul style="list-style-type: none"> • Acknowledge the different feedback types and when to apply them correctly. 	<i>. Motivational, Correction, Instructional, Verbal, Visual, Internal, External, ...</i>

Table 3 – Learning goal 3 (steps, content, strategies, and examples)

Learning goal 3 - The idea that sport is a place of inclusion and equity Mentors: 'To spread' & Mentees: 'To acknowledge'		
Although we are all being different, sport is a place where difference should not matter. Instead, difference is a resource to develop equity and personal/community growth.		
Steps	Content & Strategy	Example
1	Understand the difference between equality and equity <ul style="list-style-type: none"> • Address specific needs for each athlete. 	<i>. Establish individual objectives.</i> <i>. Create individual exercises, goals, and difficulties.</i> <i>. Create rules that promote social cooperation and team strategies (e.g., earn more points when all players participate in the same play).</i>
2	Provide the best practices to promote equity and social inclusion <ul style="list-style-type: none"> • Establish cooperation rules. 	

Table 4 – Learning goal 4 (steps, content, strategies, and examples)

Learning goal 4 - The idea that sport offers social opportunities to all Mentors: 'To communicate' & Mentees: 'To believe'		
Sport is socially valued as an environment for personal development. It is believed that what is learned through sport, during childhood and adolescence, is highly likely to be transferred to adulthood. This will strengthen social opportunities.		
Steps	Content & Strategy	Example
1	Understand sport as a context of personal development and contribution to a better transition to adulthood <ul style="list-style-type: none"> • Establish learning opportunities adequate to each personality within its context. 	<i>. Adjust the training conditions to each case scenario (e.g., children and youth in a disadvantaged situation).</i> <i>. Disseminate the work done within the community as an example to be followed.</i>
2	Understand sport as a resource to promote social justice <ul style="list-style-type: none"> • Create its own environment as an example to others. 	

d. Mentor – Mentee activity

In the following table, we present mentor-mentee activities with some case scenarios.

Table 5 – Mentor-mentee activities

Meeting	Task
1 st	Introductory meeting to establish trust and rapport. Discuss about mentee' difficulties, needs and development objectives. Plan the next steps.
2 nd	Evaluate Learning goal 1 through a personal discussion about what is commitment with athletes and the progress mentees have made in real context. Case scenario: the mentor asks the mentee what he/her (mentee) would do if he/she noticed that his/her athletes were lacking motivation.
3 rd	Evaluate Learning goal 2 through a personal discussion about the importance of sport results success and the athlete well-being, and the progress mentees have made in real context. Case scenario: the mentor asks the mentee what he/her (mentee) would do if he/she noticed that his/her athletes were eating poorly and/or showed lack of sleep.
4 th	Evaluate Learning goal 3 through a personal discussion about how sport can be a place of inclusion and equity, and the progress mentees have made in real context. Case scenario: the mentor asks the mentee what he/her (mentee) would do to promote equality and equity among athletes, within training sessions (e.g., dealing with equipment).
5 th	Evaluate Learning goal 4 through a personal discussion about how sport can be a place that offers social opportunities to all, and the progress mentees have made in real context. Case scenario: the mentor asks the mentee what he/her (mentee) would do to promote social opportunities to all.

e. Discussion Topics/Questions

Our proposal of Topics/Questions to discuss is based on the possibility that mentor and mentee must discuss all Contents & Strategies of each Learning goal and each mentee find examples in his/her own sport.

- What have you been doing to promote the perception of physical competence in each athlete?
- What have you been doing to promote social inclusion and equity?
- Are you being able to balance sport performance and athlete well-being? How?

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Module 4.5 Supporting athletes in pressured situation

(Developed by Associazione Sportiva Dilettantistica Margherita Sport e Vita Basket, Italy)

Introduction

Overall goal of this module is to provide practical knowledge on supporting athletes in pressured situation, raise awareness of framework of creating pressure environments and to use stress overcoming techniques.

It is expected that at the end of the workshop participants can successfully use pressure training method and use different methods and approaches for overcoming pressured situations.

Learning goals

After the workshop participants will be better able to:

- identify different strategies for pressure training environment;
- select the best strategies for pressure training environment;
- use stress overcoming techniques to resolve the pressured situations;
- Apply these techniques;
- understand the dimension of pressured situations and ways to mitigate it

What is stress? Stress arises when the demands or tasks of a situation seem difficult to us. From this point of view, stress is what we feel when life's difficulties are too severe. It is a mismatch, an imbalance between the demands of the situation and the resources and capabilities we have to deal with what is happening. It is a natural response to a situation where there are too many demands to cope. Because we are all different, a more complicated situation can lead one person to action and overwhelm another. Most often, if we suspect a possible negative outcome of a situation, we may experience higher levels of stress and anxiety.

Aim to train harder than the event will ever be, put yourself under more pressure than you will be under during the event, and learn to thrive under that pressure. That way, when it comes to the big day you will be prepared and ready for anything. You will be master of your own destiny.
– Jonny Wilkinson

Bob Bowman, in his book "The Golden Rules" detailed the lengths he went to put Michael Phelps under pressure, including intentionally stepping on his goggles and breaking them before he swam in an event so he got used to that scenario if it ever arose, which it did, in an Olympic final.' (in Beijing when his goggles filled up with water in the 200m butterfly). As a coach he discussed "*Three or four times a week, I will put my swimmers in a situation at practice where they are uncomfortable, and I expect them to rise to the occasion—or fall and have to deal with the consequences.*"

When implemented carefully and systematically, pressure training can lead to substantial performance benefits:

- Pressure practices create an opportunity for players to experience how to handle pressure in a learning context. Repeated exposure to pressure can facilitate the process of channeling pressure to develop mental toughness, resilience and the knack to perform under pressure. This approach of intensity training or pressure practise aims to inoculate pressure within athletes in order to develop readiness and preparedness for future attacks in competitions and "get comfortable being uncomfortable".

- Furthermore, this training would benefit athlete responses to these pressure-situations, thereby decreasing reactivity to stressors, and reducing anxiety (9) Repetitive exposure to pressure can provide for instinctual decision making during stressful situations.
- Finally, training under conditions pressure can prevent choking under higher levels of anxiety during competitive performance.

Mentor – mentee activity

How to create pressure training environments

Stoker et al. (2016, 2017) put forward their framework of creating pressure environments by examining how coaches successfully created these environments. The two strategies (demands of training and consequences of training) and sub-strategies have been explained below:

Strategy #1: Demands of training

Competitions are usually more physically and psychologically challenging and demanding as compared to situations that an athlete would normally encounter in training, hence, mentors can increase pressure during practice by manipulating tasks, athletes and environmental surroundings.

Strategy 2 #Consequences of Training

Just as mentors controlled the demands of performance; they can regulate the outcomes of performance through forfeits, rewards, and judgments.

To conclude, it is imperative that mentors create ethical and meaningful pressure training environments to promote development and performance. The mentoring staff plays a pivotal role in recognizing which athletes require greater support and assistance and should be able to assess when athletes are seen to be overburdened or show signs of an inability to cope with increasing pressure (burning out). It is beneficial for mentors to form strong relationships with players, provide debriefing sessions and value their feedback.

Mentor can also cooperate together with coach in order to implement mentioned strategies.

T- TAILOR TRAININGS
CUSTOMIZE TRAINING BASED ON WHAT CREATES PRESSURE FOR AN ATHLETE

H- HELP FOCUS ON WHAT IS KEY : WHAT ATHLETES CAN CONTROL
FOCUS ON ONES OWN PERFORMANCE, ATTITUDES, RESPONSES AND ABILITY TO BOUNCE BACK FROM MISTAKES

R-REGULARLY INTRODUCE COMPETITIVE PRESSURE
MANIPULATE AND CONTROL THE DEMANDS AND CONSEQUENCES OF TRAINING

I- INTRODUCE PSYCHOLOGICAL SKILLS & PERFORMANCE ROUTINES
PROMOTE LEARNING AND DEVELOPMENT OF SKILLS LIKE IMAGERY, RELAXATION, SELF TALK AND ATTENTIONAL CONTROL

V- VALUE FACILITATIVE ENVIRONMENTS
FOSTER A CLIMATE THAT BALANCES CHALLENGE & SUPPORT USE DEVELOPMENTAL AND MOTIVATIONAL FEEDBACK

E- EMBRACE PRESSURE
TEACH ATHLETES TO SEE PRESSURE AS AN OPPORTUNITY OR PRIVILEGE AND LEARN TO LOVE IT

FOR FULL BLOGPOST : [nainika_seth](https://sportspsychologyisthewayforward.wordpress.com) <https://sportspsychologyisthewayforward.wordpress.com>

Tips for athletes

Concentrate on breathing, focus on the process, focus on this very moment and performing each current skill as perfectly as possible and trust in your preparation. You have nothing to lose so play to win, focus on the process and not the outcome.

Embrace the Moment

If you see a situation as a challenge to be met rather than a threat, you are much more likely to perform at your fullest capabilities and more likely to succeed. Adrenaline can make us feel uncomfortable, but when you see a competition as fun, the energy and arousal you feel from the pressure becomes enjoyable. It fills you with enthusiasm, one of the best weapons for fighting anxiety and fear. When going into a performance, remind yourself that it is an opportunity to have fun, a challenge to be embraced rather than dreaded, having such a

positive mindset can help you to remain calm and perform well. Tell yourself things like 'this is a challenge to have my best performance ever,' or 'this is an opportunity to have fun and show how good I am.' Focus on the fun aspects of performing, embrace the parts of competing that you find most enjoyable and have a good time doing your best.

Remember You'll Have Multiple Opportunities

When you're feeling the pressure, remember that this is one of many opportunities that you'll have, you'll have plenty of chances to get it right and show what you're made of.

We get another chance over and over throughout our lives, it's rare that an opportunity is actually our last chance. Even if a situation really is a last chance saloon, acting and thinking that way isn't going to help you let go, flow and perform at your best.

Downsize the Importance

Treat a big performance like it's just like any other competition, while still giving your best effort. Many people will resist this method of reducing pressure by saying that it's unrealistic to tell yourself that a performance isn't important to us when we know it is. I would counter by saying that it's better than overexaggerating the importance of a situation, creating unnecessary pressure that negatively impacts performance that can cause panic and choking. For some athletes that struggle with nerves under pressure, downsizing the importance of an event can help a great deal. I suggest that these athletes slightly shrink the importance of a performance, stay mindful and give their best effort. Obviously, we feel pressure in the moments that we feel are important, but it's vital not to over exaggerate their significance.

Stay Focused on the Process

Most athletes who perform well aren't thinking about the outcome, they're immersed in the process, focusing on their activity in the moment.

Maintaining focus on the process helps to depressurise things by preventing distracting thoughts from diluting your concentration and it causes you to do the things that you have to do to perform well. By simply doing your best on each task in each moment, you keep your mind focused on what you need to do and not on negative thoughts that can distract you and derail your performance.

Stay in the moment, focus on what is happening now, rather than what has, will, might, or should be.

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Module 4.6 Planning training programs

(Developed by University of Belgrad, Serbia)

Introduction

This module aims to provide a broad basis for acquiring and using knowledge in planning sports training programs for young or amateur athletes.

After gaining knowledge from this module, **mentors** will get familiar with all the necessary aspects that can affect planning the training cycle in sport. Based on the new theories presented in this module and their previous experience in sport, mentors will be able to work with mentees through an interactive approach – by connecting theoretical knowledge and practical experience.

At the end of this module, **mentees** will be introduced to the basics of planning a training program and will know the answers to key questions in training design:

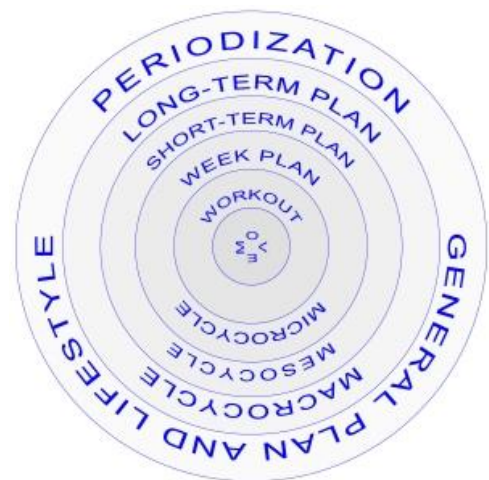
- What types of motor abilities exist and at what age can they be developed?
- What types of preparation for athletes exist?
- What are the differences between athletes' basic and specific physical fitness?
- How to prevent athletes' injuries by planning training cycles and each training?
- What are the definitions of essential concepts such as training load and adaptation to training?
- What are the key variables of a training program for physical development?

Central to training theory and Training Cycle

Central to training theory is the idea that a structured training system can be established to incorporate training activities to develop specific physiological, psychological, and performance characteristics of individual or group sports athletes. It is possible to modulate the adaptive process and direct specific training outcomes. This process of modulation and direction is facilitated by understanding the bioenergetic functions (how the body supplies energy) required to meet the physical demands of various physical activities. The coach who understands the bioenergetics of physical activity and sport—as well as the impact of the timing of the presentation of training stimuli on the timeline for physical adaptation—will have a greater chance of developing effective training plans (Bompa & Buzzichelli, 2015).

This theory basically represents the main concept for planning the training process: it doesn't matter just what type of exercises and stimuli we give athletes through training and competitions. It is equally important how we will coordinate these stimuli with each other, when we expose the athlete to these stimuli (in relation to age, time of year, distance from the competition, in relation to other stimuli among themselves), or whether such exercise to stimuli setting contributes to the ultimate goal of working with each athlete.

Every coach must always keep in touch with the **training cycle**:



1. long-term annual or multi-annual work plan (**macrocycle**) with the single athlete or group of athletes,
2. short-term goals for the development of athlete's motor skills that are realized during one or several months (**mesocycle**) and
3. specific goals within the weekly work plan (**microcycle**).

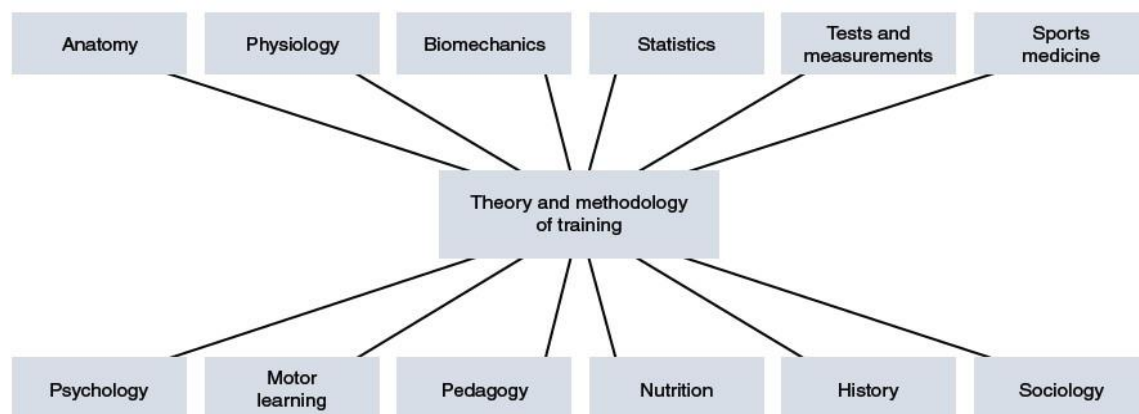
When these plans and goals are set, it is much easier to plan each training and all exercises within one training.

*Scheme of Planning and
Periodization Principle
(scheme made by Aagaard, 2012
for
<https://fitnesswellnessworld.com/>)*

Objectives of Training

Training is a process by which an athlete is prepared for the highest possible level of performance. The coach can direct performance optimization by developing systematic training plans that draw upon knowledge from various scientific disciplines, as shown in figure 1. The training process targets the development of specific attributes correlated with the execution of various tasks. These specific attributes include multilateral physical development, sport-specific physical development, technical skills, tactical abilities, psychological characteristics, health maintenance, injury resistance, and theoretical knowledge. The successful acquisition of these attributes is based upon utilizing means and methods that are individualized and appropriate for the athletes' age, experience, and talent level.

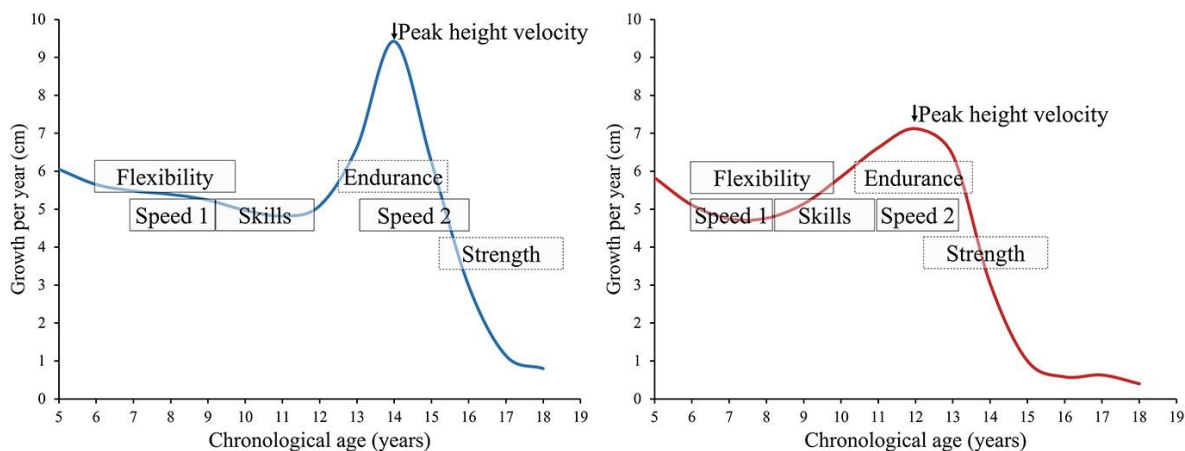
Multilateral and long-term development



Multilateral development, also known as general fitness, provides the training foundation for success in all sports. This development targets improving basic motor abilities, such as endurance, strength, speed, flexibility, and coordination. Athletes who develop a strong foundation will better tolerate sport-specific training activities and ultimately have a more significant potential for athletic development (Weston et al., 1996).

Some long-term athlete development models have proposed generic sensitive periods or “windows of opportunity” during childhood and adolescence that are optimal for training basic motor abilities such as strength or speed. It should be known that theories about the existence of sensitive periods have been questioned in the last decade. Still, some training methods and exercises should be prioritized or reduced at specific periods (e.g., prioritizing motor coordination training when motor coordination is impaired during PHV in an attempt to reduce injuries) (Van Hooren & Croix, 2020).

Peak height velocity (PHV) is simply the period of time in which a child experiences the fastest upward growth in their stature – i.e. the time when they grow the fastest during their adolescent growth spurt.



Sensitive periods to train general motor abilities in boys (left) and girls (right) (scheme from Van Hooren and De Ste Croix, 2020)

Sport-specific physical development

Sport-specific physical development, sometimes referred to as sport-specific fitness, is the development of physiological or fitness characteristics specific to the sport. This type of training may target several specific needs of the sport, such as strength, skill, endurance, speed, and flexibility (Trappe et al., 2000). However, many sports require blending key aspects of performance, such as power, muscle endurance, or speed endurance. There are many different classification of motor abilities which are related to sport, but one of the most common is the one made by Gallahue and his associates:

I - Motor fitness factors:

- 1) **Coordination** is the ability to integrate separate motor systems with varying sensory modalities into efficient patterns of movement. The more complicated the movement tasks, the greater the level of coordination necessary for efficient performance. Coordination is linked to the motor fitness components of balance, speed, and agility but does not appear to be closely aligned with strength and endurance.
- 2) **Balance** is the ability to maintain the equilibrium of one’s body when it is placed in various positions. Balance is basic to all movement and is influenced by visual, tactile-kinesthetic and vestibular stimulation

- 3) **Speed** is the ability to cover a short distance in as brief a time as possible. Speed is influenced by reaction time (the amount of elapsed time from the signal “go” to the first movements of the body) as well as movement time (the time elapsed from the initial movement to completion of the activity).
- 4) **Agility** is the ability to change the direction of the body rapidly and accurately. With agility, one can make quick and accurate shifts in body position during movement
- 5) **Power** is the ability to perform a maximum effort in as short a period as possible. Power is sometimes referred to as “explosive strength” and represents the product of force divided by time. This combination of strength and speed in children’s activities that require jumping, striking, throwing for distance, and other maximum efforts.

II – Physical fitness factors

- 1) **Strength endurance** is the ability of a muscle or a group of muscles to perform work repeatedly against moderate resistance.
- 2) **Aerobic endurance** is an aspect of muscular endurance specific to the heart, lungs, and vascular system. It refers to the ability to perform numerous repetitions of a stressful activity requiring considerable use of the circulatory and respiratory systems.
- 3) **Flexibility** is the ability of the various joints of the body to move through their full range of motion.
- 4) **Body composition** is defined as the proportion of lean body mass (similar to muscle mass) to fat body mass.

Key variables of a training program for physical development

The efficiency of a physical training program results from the manipulations of **volume** (duration, distance, repetitions, or tonnage), and **intensity** (load, velocity, or power output), which are key variables in training. These variables should be manipulated according to the physiological and psychological requirements of the training goal. Thus, when designing the training program, the coach must first decide which variable to emphasize to meet the performance objective. The manipulations of these variables will establish distinct training-induced outcomes that can significantly affect the athlete’s performance. The coach must continually monitor the athlete’s responses to the training program to determine whether the training variables require further adjustment.

Volume is a primary component of training because it is a prerequisite for high technical, tactical, and physical achievement. The volume of training, sometimes inaccurately called the duration of the training, incorporates the following integral parts:

- The time or duration of training.
- The distance covered in the running or the amount of tonnage in strength training.
- The number of repetitions of an exercise or technical element an athlete performs in a given time.

Intensity, or the qualitative component of an athlete’s work, is another important training variable. Intensity is a function of neuromuscular activation, with greater intensities (e.g., higher power outputs, higher external loads) requiring greater neuromuscular activation.

The assessment of intensity is specific to the exercise and the sport:

- Exercises involving speed are usually assessed in meters per second, rate per minute, degrees per second, or power output (watts).
- When resistance is used in the activity, the intensity is typically quantified in kilograms, kilograms lifted 1 m against the force of gravity (kg/m), or power output (watts).

- In team sports, the intensity of play is often quantified as the average heart rate, heart rate in relation to the anaerobic threshold, percentage of maximum heart rate, or, more accurately, metabolic power zones.

Fundamental to the training process is the **trade-off between volume and intensity**. The interaction of these variables is crucial for the planning training program because of their specific effects on physiological and performance adaptations. Training Periodization attempts to target performance outcomes by manipulating both volume and intensity of training in a fluctuating fashion. The volume and intensity of training are inversely related in most instances. For example, when the intensity of training is the highest, the volume is generally low (Bompa & Buzzichelli, 2015)

Technical skills

This training focuses on developing the technical skills necessary for success in sporting activities. Perfect technical skills are based on multilateral and sport-specific physical development. For example, the ability to perform the iron cross in gymnastics appears limited by strength, one of the motor abilities. Ultimately the purpose of training that targets the development of technical skills is to perfect technique and allow for the optimization of the sport-specific skills necessary for successful athletic performance. The development of technique should occur under usual and unusual conditions (e.g., weather, noise, etc.) and should always focus on perfecting the specific skills required by the sport.

There are two most common ways (methods) for learning a new technical skill:

- 1) **Learning the skill as a one-part entity**. This way of learning is called deductive. The athlete learns some skill (e.g., shooting, throwing, dribbling) by a general rule, and that it can be applied to specific situations or be specialized (e.g., to correct positions of legs, shoulders, or arms while shooting a basketball free throw, but only after the athlete leader the general technique of shooting).
- 2) **Learning the skill patterns and working on all the rules one by one** so you can do the skill itself. This way of learning is called inductive. For example, you first learn two-leg vertical jump, then how to throw the ball, then hand release of the ball during shooting, and, in the end, you practice the shooting of free throw.

Depending on the technical skill, sometimes it is better to use a deductive approach and sometimes an inductive one.

Tactical abilities

The development of tactical abilities is also very important to the training process. Training in this area is designed to improve competitive strategies based on studying opponents' tactics. Specifically, this type of training is designed to develop strategies that take advantage of the technical and physical capabilities of the athlete so that the chances of success in the competition are increased.

Psychological factors

Psychological preparation is also necessary to ensure the optimization of physical performance. Some authors have also called this type of training personality development training. Regardless of the terminology, the development of psychological characteristics such

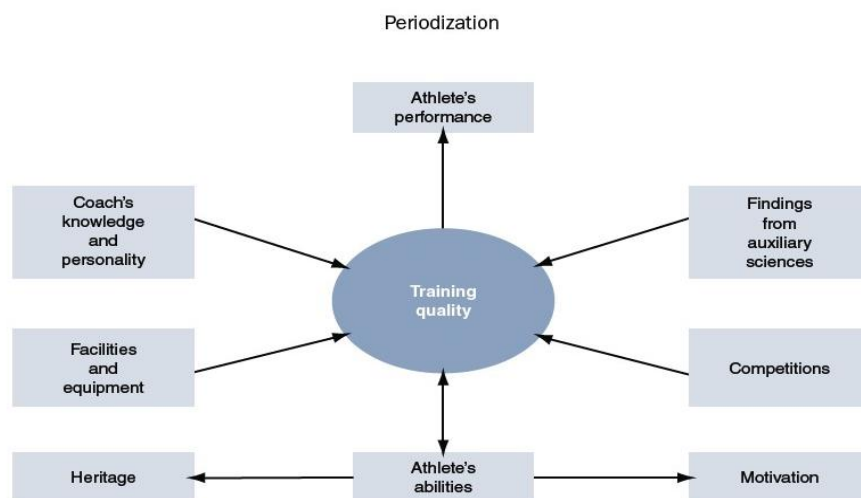
as discipline, courage, perseverance, and confidence are essential for successful athletic performance.

Health maintenance

The overall health of the athlete should be considered very important. Proper health can be maintained by periodic medical examinations and appropriate training scheduling, including alternating between periods of hard work and periods of regeneration or restoration. Injuries and illness require specific attention, and proper management of these occurrences is an important priority during the training process.

Injury resistance

The best way to prevent injuries is to ensure that the athlete has developed the physical capacity and physiological characteristics necessary to participate in rigorous training and competition and provide appropriate training applications. The inappropriate application of training, which includes excessive loading, will increase the risk of injury (Linossier, Dormois, Geysant, & Denis, 1997). With young athletes, multilateral physical development must be targeted, as this allows for the development of biomotor abilities that will help decrease the potential for injury. Additionally, the management of fatigue appears to be of particular importance. When fatigue is high, the occurrence of injuries is markedly increased (Rahnama, Reilly, & Lees, 2002); therefore, developing a training plan that manages fatigue should be considered important.



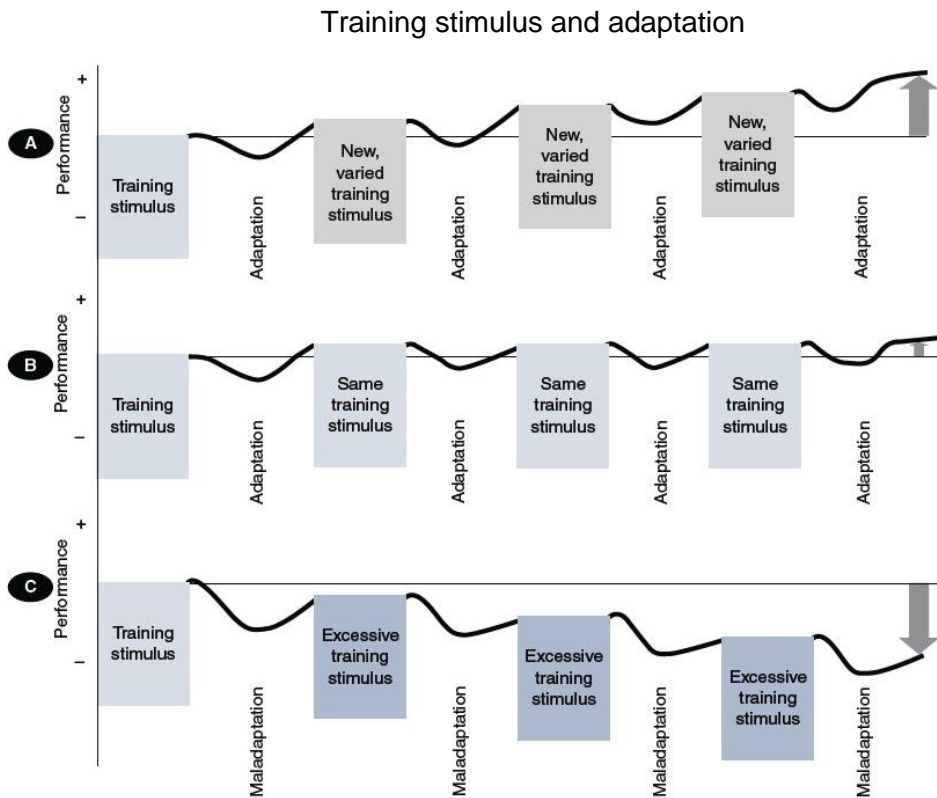
Theoretical knowledge

Training should increase the athletes' knowledge of the tactical, physiological and psychological basis of training, planning, nutrition, and regeneration. The athlete must understand why certain training activities are being undertaken. This can be accomplished by discussing the training objectives established for each aspect of the training plan or requiring the athlete to attend seminars and conferences about training. Arming the athlete with theoretical knowledge about the training process and the sport improves the likelihood that the athlete will make good personal decisions and approach the training process with a strong focus, allowing the coach and athlete to set training goals better.

Take full advantage of modern technologies: find videos on YouTube, Vimeo, Instagram, TikTok and send them to your athletes or find interesting profiles on social networks that your athletes can follow. Enable them to become more successful in sports through fun and what they love.

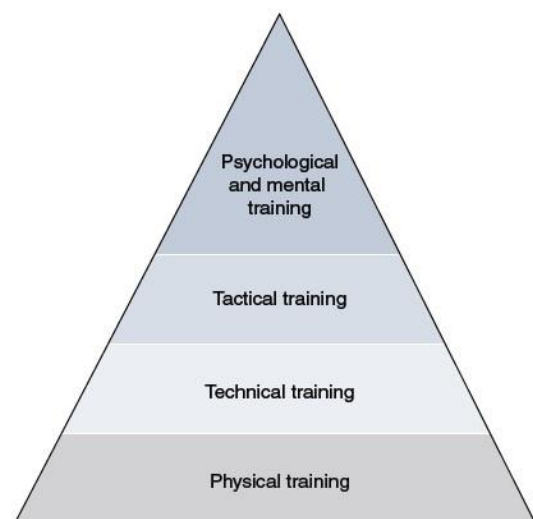
Adaptation

Training is an organized process whereby the body and mind are constantly exposed to varying volume (quantity) and intensity stressors. The ability of an athlete to adapt and adjust to workloads imposed by training and competition is as important as the ability of a species to adapt to the environment in which it lives: No adaptation, no survival! For athletes, an inability to adapt to constantly varying training loads and the stressors associated with training and competition will result in critical fatigue levels, overreaching, or even overtraining. In such circumstances, the athlete will be unable to achieve training goals.



Preparation for training

All athletic programs should address the physical, technical, tactical, psychological, and theoretical aspects of training. These factors are essential to any training program regardless of the athlete's chronological age, individual potential, level of athletic development, training age, or training phase. However, the emphasis on each factor varies according to the time of year, the athlete's training age, biological age, and the sport. Although training factors are highly interdependent, there is a specific manner in which each is developed. Physical training is the foundation on which all other training-related factors are developed. The stronger the physical foundation, the greater the potential for developing technical, tactical, and psychological attributes.



Injury prevention

Participation in sport and recreation has significant positive implications for public health across the lifespan; however, the burden of sport-related musculoskeletal injury is significant, with the greatest risk being in youth and young adults. Moving upstream to primary injury prevention is a public health priority that will have significant implications for reducing the long-term consequences of musculoskeletal injury, including early post-traumatic osteoarthritis. The primary targets for preventing musculoskeletal injury in sports include neuromuscular training (NMT), rule modification, and equipment recommendations. Exercises such as balance, easy plyometric, plank on unstable surfaces, etc., which belong to the NMT, can reduce the incidence of injuries by up to 35%. (Emery & Pasanen, 2019).

Basic way to prevent injuries is to design each training session properly – it must always consist of 3 basic parts, which are equally important for developing young and adult athletes, and preventing injuries. These three basic parts are:

(1) **Introductory part** – use it for initial warm-up and preparation of the athlete's body for high-intensity exercises in the main part of the training. This part of the training should take from 20 to 30% of the total training duration (for a 60 min training, the warm-up should take about 15 min). It usually consists of stretching exercises, warm-up exercises, balance exercises, but also some easy movement exercises;

(2) **The main part** – use it to expose the athlete to hard and intense exercise sessions (for example, learning complex technical skills, improving speed or improving muscle strength, etc.). This part of the training should take from 40 to 60% of the total training duration (for 60 min training, the main part of the training should take about 30 to 40 minutes). The main part of the training should be the most psychologically and physiologically demanding part of the training in which the goals set in the micro-, meso- and macro- cycle are realized;

(3) **The final part** – use it to gradually reduce the intensity of exercise for recovery and mental relaxation of athletes. This part of the training should take from 20 to 30% of the total training duration (for a 60 min training, the warm-up should take about 15 min). This part of the training should be used for procedures such as stretching, cooling, shaking, etc. (Augustsson, Augustsson, Thomee, & Svantesson, 2006)

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Module 5.7 Showing good leadership

(Developed by GEA Coop Sociale , Italy)

a. Introduction to the Module

The topic of leadership is extremely topical and extends into ever wider areas. This can be explained by the definition sociologists use to describe the era we are living in, namely: 'the era of performance': a historical period in which people are no longer considered as persons but as performance subjects. For those who live in the world of competitive sport, this distortion (while representing a critical issue) is considered 'normal'. Before this era of performance began, the management model of sport and that of work had only a few points of contact: now they are perfectly superimposable. Even the language underlines this without equivocation; e.g. the word training has taken the place of apprenticeship or training, the task has become the expectation of performance, everything is measured and becomes a ranking. The focus on performance in people's lives results in an increasingly competitive working environment. Leadership therefore becomes a fundamental requirement for the manager who must be able to strike a solid and continuous balance between meeting the needs of the individual and the group while maintaining high levels of production. In developing leadership's skills, it is important to be aware of the importance of diversity and equality in leadership, to show young athletes, coaches and sport managers a good leadership that can contribute to improve inclusion and equality in sport.

b. Learning goals.

Under this Module ***the mentor*** (university sport student) should be able to:

- acquire knowledge on different styles of leadership, there is no one only way to be a leader
- develop awareness on their own approach to leadership,
- reflect on the importance of equality and inclusion in leadership.

By the end of this Module, ***the mentee*** (young coach) should be able to:

- reflect on their own approach towards leadership in their own sport environments,
- promote an equal approach of leadership in their work with children and young people in sport sessions and activities
- inspire their peers, coaches and athletes, as well as kids and children valorising an equal and inclusive model of leadership in sport.

c. Content of the Module

Neuroscience has therefore invested a lot of research into leadership models, producing very interesting results that have led to a preference for 'transformational' over 'transactional' leadership. Transactional leadership (based on an exchange of interests in terms of negotiation between leader and co-workers: "I give you work and a salary and in return you give me your time and expertise, I reward you if you achieve the goals assigned to you, I punish you if standards are not met, etc."). Transformational leadership, on the other hand, is based on a relationship of exchange in terms of values, the fallout of which is individual and collective growth; a relationship that makes the leader and his or her collaborators a team that shares values, ambitions, objectives and is consolidated and strengthened through a relationship of mutual respect and trust.

This type of leadership speaks of a working method that - although always based on technical competences (hard skills) - is implemented through soft skills (or personal skills

where soft does not stand for minor but for transversal) such as emotional intelligence, empathy, divergent thinking, creativity, listening, involvement, humility. --short fact sheet on each of the soft skills.

And it also speaks of a working method that focuses on concepts such as talent, the uniqueness of each individual, the fascination and challenge represented by the concept of limits, the richness of diversity (diversity management). One of the most exciting parts of sport is the opportunity to work together with many different people (different cultures, languages, age groups, gender, social and economic backgrounds, etc...) and a good leader is able to value them all, knowing and using each athlete's specific characteristics at their best. True leadership is essential, and sports organizations with effective leadership in diversity and inclusion often make the difference. Through effective communication, support of participation, and the expression of shared goals, better performance can be realized. These important factors create a culture of respect and inclusion where diversity thrives. The performance model developed with transformational leadership is therefore based on concepts that are not measurable but that do exist and that, as many recent and less recent studies show, can improve efficiency.

Why diversity matters

Diversity in sport as in life is the mix of peoples' different characteristics and backgrounds (i.e. race, ethnicity, gender, age, disability, sexual orientation, religion). In order to visualize diversity in sport, think about your local community: does your team/club reflect the diversity of your local community?

[McKinsey's annual Diversity Matters report](#) on more than 300 companies worldwide shows us that the relationship between soft skills and increased company profitability is proven, as a good representation of minorities and women in senior management increases economic performance by 20% to 40% of the relevant parameters.

Also not to be underestimated is the ethical contribution, which, indeed, according to studies carried out by the World Bank, is also confirmed in public administrations, where diversity management is able to decrease corruption and increase popular consensus. Moving away from vertical leadership styles will require in-depth changes at many levels, not only in the person themselves, but also in their organization, and in society at large. Tackling these issues requires asking difficult questions, challenging our own thinking, and the way we work. Getting more women and girls involved in leadership positions and as role models requires deconstructing leadership, self-reflection on how we use our leadership, and a change of attitude that starts understanding that leadership is fluid and never static. Persistent structural barriers, which permeate the sport system at all levels and especially within its leadership, prevent women from reaching the highest positions. Despite the gradual increase in women's participation rates in sport, there are still very few women in leadership positions in Olympic and Paralympic committees, European and national sport governing bodies, and national sport federations:

- Women in Europe earn on average 14% less per hour than men. That is the equivalent of 2 months of free work
- Only 24% of world leaders are female and an average of 30% of sport board positions being held by women
- Women's sports still make up only 4% of sports coverage worldwide and national and professional female athletes are still paid less than men.
- Only 10% of the coaches of the last 4 Olympic games were female

- By 2019, only 33% of IOC Members were women.
- Only 4% of president positions in federation are held by women in Europe
- Only 19% of UEFA national associations have females at management level

Female leadership is not only about making room for women in the existing sports male-dominated management ecosystem. It is about rethinking leadership, how we're organized, how we work, how we inspire others and thinking about how it can be done in a way that creates safe spaces for women and fosters different and non-patriarchal male and female leadership styles.

Six Emotional Leadership Styles

There are six "emotional leadership" styles:

- 1) *Visionary* - lets the group go where they have to go, but would not tell them how to get there, consequently motivating the group to struggle forward. The group openly shares information, hence giving knowledge to others. These types of leaders may fail if they have to motivate more experienced experts or peers. This leadership style is better to be used when a new direction is needed within your enterprise or business.
- 2) *Coaching* - connects to organizational goals, holding long conversations that reach beyond the workplace, helping people find strengths and weaknesses and tying these to career aspirations and actions. They are good at delegating challenging assignments, demonstrating faith that demands justification and which leads to high levels of loyalty. Done badly, this style looks like interference. It is best used when individuals need to build long-term capabilities.
- 3) *Affiliative* - creates connections between and with people around him/her, and thus harmony within the organization. It is a very collaborative style which focuses on emotional needs over work needs. Done well, it is often used alongside visionary leadership. It is best used for healing rifts (make an unfriendly situation friendly again) and getting through stressful situations. When done badly, it avoids emotionally distressing situations such as giving negative feedback
- 4) *Democratic* - acts to value inputs and commitment via participation, listening to both the bad and the good news. It is best used to gain buy-in or when simple inputs are needed (when you are uncertain). When done badly, it looks like lots of listening, but very little effective action.
- 5) *Pacesetter* - builds challenging and exciting goals for people, expecting excellence and often exemplifying it themselves. They identify poor performers and demand more of them. If necessary, they will roll up their sleeves and rescue the situation themselves. They tend to be low on guidance, expecting people to know what to do. They get short term results, but over the long term this style can lead to exhaustion and decline. It is best used for results from a motivated and competent team. Done badly, it lacks emotional intelligence, especially self-management
- 6) *Commanding* - calms fears and gives clear directions by his or her powerful attitude, commanding and expecting full compliance (agreement is not needed). They need emotional self-control for success and can seem cold and distant. This approach is best in times of crisis when you need unquestioned rapid action and with problem employees who do not respond to other methods.

Everyone has a predominant leadership style. Each style works best in different situations, resonating differently with the people you work with, and producing different results. The best leader is able to have a fluid leadership style and reads the room to choose the best one fitting each moment. There's no good or bad emotional leadership style. The ideal leader knows how to navigate them all.

Anyone can learn how to use these leadership styles. However, take care to choose the style that's best suited to the needs of the people you work with and the specific situation.

d. Mentor-mentee activity

What's your leadership style?

Remind participants of the 6 leadership styles. Give the participants 5-10 minutes to fill in this quiz to explore their own leadership style.

Definition of each leadership style:

- What it is
- When to use it
- How to develop it

Ask the group:

- How many of each style do we have in the room?
- Can someone share one strength and one weakness from being this type of leader?

Gather and stimulate feedback from participants experiences on the topic of leadership.

e. Additional resources on leadership

- Emotional Leadership styles: <https://www.mindtools.com/pages/article/emotional-leadership.htm>
- Quiz: <https://www.coach-you.co.uk/leadership-style-assessment/>
- Visionary Leadership: <https://www.mtdtraining.com/blog/what-is-a-visionary-leadership-style.html>
- Coaching Leader: <https://futureofworking.com/coaching-leadership-style-advantages-disadvantages-and-characteristics/>
- The affiliative leadership: <https://status.net/articles/affiliative-leadership/>
- Democratic Leader: <https://blog.vantagecircle.com/democratic-leadership/>
- The pacesetter leadership style: <https://taskworld.com/blog/what-is-pacesetter-leadership-4-real-world-examples/>
- The commanding leader: <https://www.eureconsulting.com/leadership-styles-commanding/>

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Module 5.8 Communications skills

(Developed by Umeå university, Sweden)

a. Introduction to the module

2. Communication is ever present in our lives and is one of the most important skills a coach can have. Successful coaching is not just about being able to teach the skills and tactics of the sport; success also depends on being able to communicate effectively, not only with those you are coaching, but also with parents, officials, and other coaches. It is not just about *what* you know but also *how* you are able to communicate that knowledge to others. You will find that your communication skills build better relationships and, therefore, more successful coaching sessions. Therefore, this module aims provide you with some foundational knowledge on how best to communicate effectively with those in your coaching environment, whether that be with your athletes, other coaches and/or parents,

a. Learning goals for the young coaches

- By the end of this module, the young coach should be able to:
 - Understand the process of effective communication
 - Understand the differences between verbal and non-verbal exchanges
 - Understand how to send and receive messages more effectively
 - Understand and apply constructive communication
 -

Understanding the Communication Process

To be able to communicate effectively, coaches and their players must consider the communication process that they go through. Communication can be a simple linear process, whereby a message is sent as an action to simply transfer or exchange information. This is what we call *Communication as Action*. For example, a coach may send a message to update his players that training will start 30 minutes later than usual. The process is simple, first the coach decides to send a message to his players, then the coach translates (encodes) their thoughts into a message and then channels (either verbally, through text, email) that message to the players. Next, the players receive the message and optimally understands it (perhaps responds internally by getting upset, or feeling relieved). Message sent and received. This has been illustrated in Figure 1.

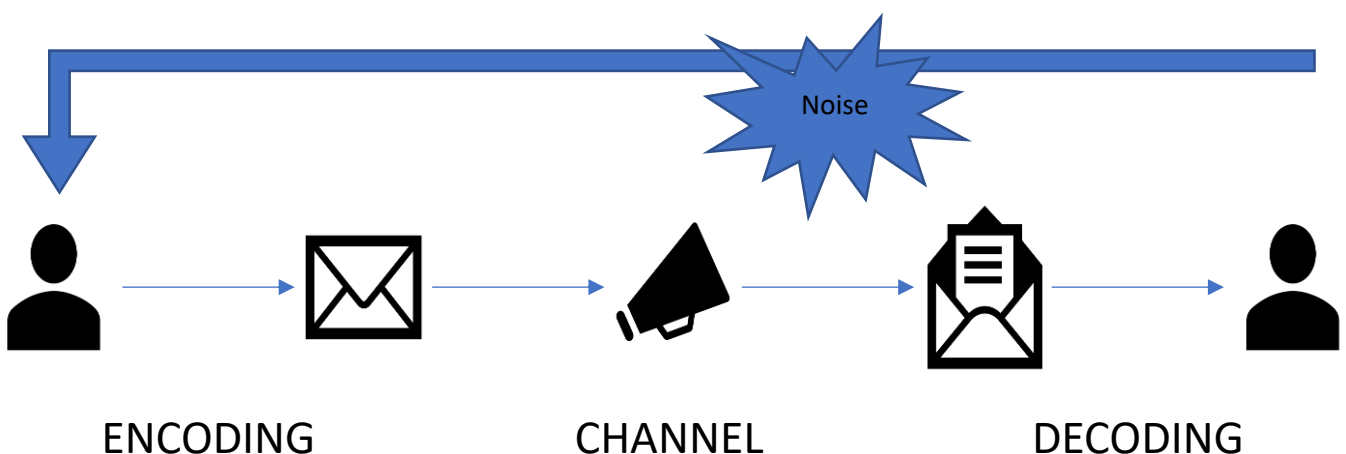


Figure 1. Communication as action

On the other hand, communication is also interactive where the receiver of a message responds and messages are exchanged. This is considered *Communication as Interaction*. Here the coach and the player use the same process as described above, however, the player has possibility to respond to the message (i.e., give feedback). For example, a last-minute football tournament was organised and the coach wanted to know if any of his players were available. When the players receive the message from the coach, they decode the message (interpretation, feelings, thoughts) and respond either verbally or non-verbally. This has been illustrated in figure 2. An important thing to note within the figure is the consideration of *Noise*. Noise is interference that has the potential to keep a message from being understood correctly and/or achieving its purpose. Noise can include literal noise including traffic, parents cheering to psychological noise such as competing thoughts, worries, and feelings that may capture our attention. Communicating accurate messages involves reducing both literal and psychological noise.

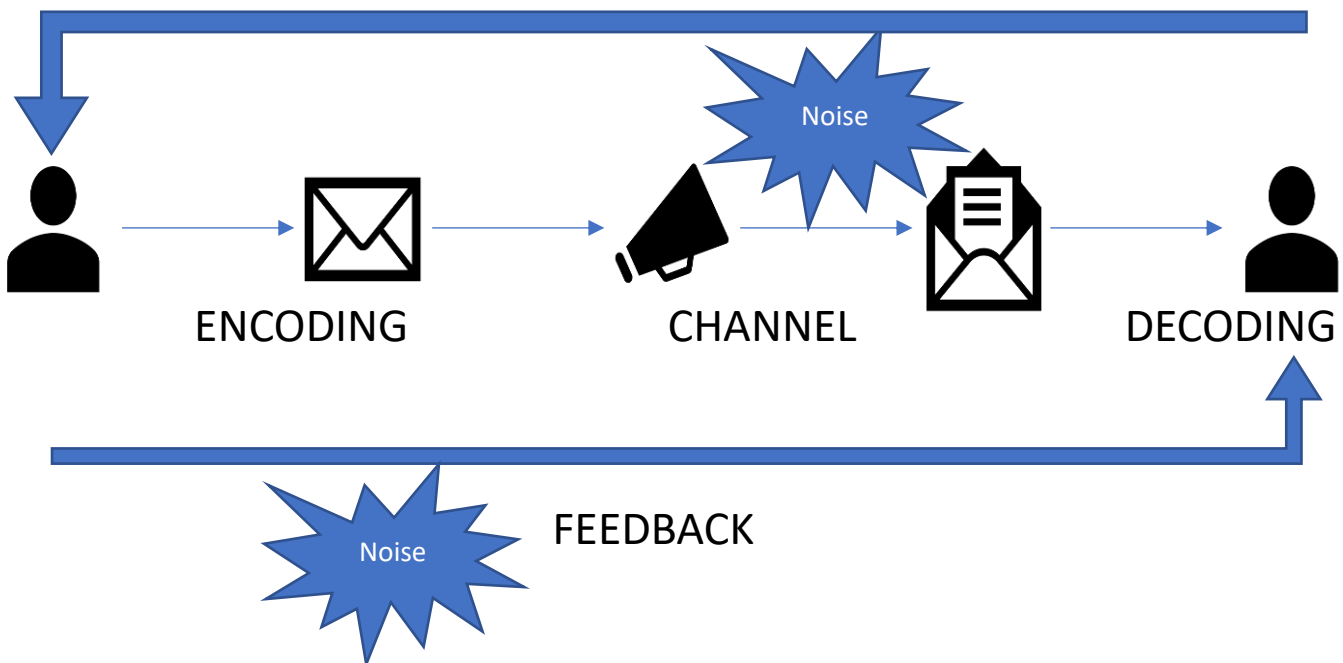


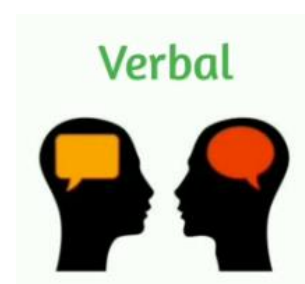
Figure 2. Communication as interaction

Sending and Receiving Messages Effectively

Being an effective communicator means that you get your messages and intent across to everyone you coach. Generally, communication involves people interacting with one another to convey information. The most obvious form of communication is verbal communication, but body language and other behavioural mannerisms (i.e., pitch of voice, appearance) are also forms of communication which is referred to as non-verbal communication. Below we provide more detail and guidance regarding these forms of communication

Understanding Verbal Communication

Verbal messages are created with language and should be sent clearly and interpreted correctly. In essence, we have to pick the right time and place to deliver our communication.



That said, coaches and parents can sometimes choose the most inappropriate times to deliver their communication (right after a game, or in front of a whole team, or when high in emotions)

Understanding Non-verbal Communication

We are often unaware of the many non-verbal cues that we use when communicating. As much as 50% -70% of communication is non-verbal. It is therefore important that coaches and their athletes be mindful and observant of their own non-verbal cues and of each other’s as this will help to facilitate an effective approach to sending and receiving messages.

Non-verbal cues may include a basketball player using a nod of the head to indicate which direction the ball should be received or a coach addressing what he/she wants the players to do during a game by using a series of gestures known only to his or her team. A nod or shake of the head, a thumbs up, or any other gesture to convey a message can be a powerful form of communication within sport, but it can also be difficult to interpret accurately.

Furthermore, non-verbal messages or cues are less likely to come under conscious control and can often give away our unconscious feelings and attitudes towards a situation. For example, before starting a training session, a coach asks her athlete how he is feeling. The athlete shrugs his shoulders, looks down to the floor, sighs and says “oh I’m fine”. Although the players words suggest everything is ok, the coach knows otherwise from the non-verbal gestures being displayed. Below we identify the key forms of non-verbal communication cues that is important to observe.

Facial Expressions

The most expressive part of the body. Eye contact is important for you to consider as it can display the meaning that you and your player are listening, interested or even when you might be confused. The smile can both invite verbal communication and elicit feedback about the effectiveness of your communication



Voice Characteristics


The sound of the voice can reinforce or undercut verbal communication. Sometimes *what* we say is not matched with *how* we say it! The quality of the voice can often reflect feelings, attitudes and moods. Voice characteristics can include the pitch (high or low), tempo (speed), volume (loud, or soft) and rhythm.



Body Position and Posture

Body position is about personal space between you and others (i.e., your players, other coaches, parents). This represents how coaches and athletes communicate by the way they use space. Posture is how we might



	<p>carry ourselves. Often athletes can display sadness by hands in pockets and head down. A coach can display control and confidence by standing tall and having a bounce in their step.</p>
Gestures	<p>Coaches and athletes gestures often convey messages. For example, a coach folding their arms across their chest might communicate a lack of openness or their head in their hands as a sign of being unhappy or frustrated.</p> 

Guidelines for Sending Messages (Weinberg & Gould, 2016)

- ✓ **Own your message:** Try to use an “I” or “my” message, rather than “we” “you” or “the team”. You disown your messages when you when you say “the team feels...” or “We feel...” or “you always say...” Such statements can often come across as judgmental and can often attack a person’s self-worth. Using others to express your own feelings can imply cowardice in. Using others to express your own feelings can imply weakness in expressing your own messages and will usually result in defensive reactions. Instead, use the word I to take ownership of your own feelings and thoughts about a situation: “I feel that you could have put in more effort on pitch today”. This approach will help build openness and trust between you and your athletes.
- ✓ **Be direct:** Coaches who “beat around the bush” and avoid straightforward communication have the potential to confuse their athletes and messages will not get through effectively. Here are some tips for saying things clearly
 - Organise your thoughts before speaking with your athletes
 - Explain thoroughly but try not to make it too long winded that your athletes become uninterested
 - Do not send your message indirectly through a third person
- ✓ **Be clear and consistent:** We can often say things that imply a different message so avoid sending double messages. For example, a message such as “you are a great player, but I don’t think this game is for you” sends acceptance and rejection and may leave the athlete feeling confused and hurt. Try not to say something one day and contradict it the next. Your athletes will get their wires crossed.
- ✓ **Separate fact from opinion:** Identify what you see, hear and know and then clearly outline your opinion and conclusion of these facts.
- ✓ **Be consistent with non-verbal messages:** Make sure that your body language and facial expressions do not contradict your words. If it is ok, that your athletes make a mistake make sure your body language shows that also. Additionally, do not try to fool your athletes by putting on a happy or blank “mask”.
 - Don’t be afraid to smile- this can provide reassurance to an uncertain athlete and lets them know you enjoy coaching them

- Try to avoid serious or blank facial expressions. This provides no cues or feedback to athletes and may create a hostile environment
- Avoid standing with crossed arms or with hands in your pockets. These actions can make an athlete feel that you do not care or that you are upset with them
- Carry yourself in a pleasant, confident manner. This will help to build openness and trust.
- ✓ **Solve problems together and avoid controlling behaviours:** Controlling coaching behaviours do not elicit favourable outcomes. Try to avoid delivering your messages with threats, punishments or judgement. This will diminish your athletes' motivation, competence and self-worth. When challenges arrive, find solutions together. This can often be achieved by use of open-ended questions "How can we manage this together?" "How can I support you?"
- ✓ **Look for feedback that your message was interpreted correctly:** Check that your message has been received correctly. You can either watch for non-verbal or verbal signals that the person has received the intended message or ask questions to solicit feedback. For example, "Do you understand what I am saying?" "Are you clear about what I would like you to do?" "Could you tell me what I have asked you to do?"

Guidelines for Receiving Messages (Weinberg & Gould, 2016)

How messages are received and how we respond demonstrates how much we care and what that person has to tell us. If you care little or have little regard for an athlete or another coach have to say, it will show in how you attend and listen to them. For example, when interacting with others in your environment, do you find your mind wandering to what you are going to do after practice? Do you frequently have to ask your athletes or coaches, parents, "What did you say?" If so, you need to work on your listening skills. The best way to listen is to listen actively, with awareness, support, and empathy. Below you will find some top tips on becoming an active listener

Active Listening

On the whole, active listening is about paying attention to the speakers' total communication. How well you listen has a major impact on your effectiveness as a coach and on the quality of relationships you build with your athletes as well as with other coaches and parents.

Becoming an Active Listener

There are 5 steps that can help you to become a more effective listener:

1. Pay close attention

- Look directly at those who are speaking with you and maintain eye contact
- Put aside distracting thoughts
- Avoid being distracted by environmental factors (noise, other coaches, side conversations, phones)

2. Show that you are listening

- Use your non-verbal skills
- Nod, smile and use facial gestures
- Ensure your posture is open and Interested
- Show empathy

3. Provide feedback

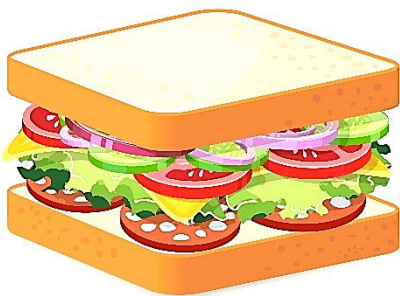
- Reflect on what is being said and ask questions
- Paraphrase- for example “what I hear you saying is..” and “what you are telling me is...”
- Ask questions to clarify certain points. For example, “what do you mean when you say...” or “is this what you mean...”
- Refrain from Judgement. Do not interrupt

4. Show support

- Use supportive behaviours as you listen
- Do not attack or evaluate the person you are communicating with
- Focus on immediate feelings and thoughts
- Remain open to new ideas
- Be flexible and adaptable to change

5. Respond Appropriately

- Be open and honest in your responses
- Give your opinions respectfully and remember the “I” message
- Refrain from reacting defensively
- Do not use “put downs” such as sarcasm and attacks



- 1. *A positive statement.* “you are doing great. Keep up the good work”
- 2. *Future Instructions.* “Next time, try to receive the ball on the inside of the foot and run with it”
- 3. *A compliment.* “Rebecka, you are working really hard out there”

Remember that an athlete who makes a mistake often will anticipate a negative response from their coach. This often makes an athlete “switch off”. Therefore, to ensure that the athlete remains focused and receptive to your feedback- start with a positive message! Following this you can move to more critical feedback. A key aspect to the sandwich approach is that at the second stage you provide future oriented instructions. This will allow the athlete to minimise their thoughts regarding the error and focus on the strategies they can use in the future. The final part of the sandwich should be a compliment so the athlete is able to feel good and remember the critical feedback that has been given!

Mentor-Mentee Activity

Below you will find two activities that both the mentor and mentee will work closely on together. You will be able to find the supplementary material in a separate file on the webpage.

Mentor-Mentee Meeting 1: Activity 1: Communication and Listening Self Evaluation Assessment

Upon completion of the module, the mentee should be provided with two communication and listening self-evaluation surveys (*activity sheet 1* and *activity sheet 2*). Mentee should complete both of these independently. Once completed, the mentor will score the test, following the instructions provided on the survey. The mentor should then work together with the mentee, using the completed survey to identify areas of communication and active listening that could be improved. The mentee should then actively implement these areas for improvement during the following weeks and meet together with the mentor to discuss steps taken to act upon the improvements needed.

Mentor-Mentee Meeting: Activity 2.

Mentor and Mentee to focus on “I” Message, rather than “YOU” message. Mentee to be provided with *activity sheet 3*. Mentee is provided with a number of statements that represent various communication messages that include “You” “Me” etc. The mentee should rephrase these statements to represent the “I message”. Mentor and Mentee to then role lay these messages together

Critical Thinking Discussion Points

Together, both mentor and mentee should discuss the following:

- Describe the steps involved in an effective communication process
- Provide an example or a situation, where the use of non-verbal communication might be disadvantageous/advantageous
- Provide an example or a situation where more verbal communication would be beneficial
- Discuss the sandwich approach to constructive critiques after a mistake.

Activity Sheet 1.

Communication Self -Evaluation

Think about how you communicate with others. How often do you find yourself engaging in the following behaviours? In the space provided indicate whether you engage in the behaviour on a scale of 1-5

1= Almost Always 2= Usually 3= Sometimes 4= Seldom 5= Almost never

1. I pay attention primarily to what an individual is saying and give little attention to what he/she is doing	1	2	3	4	5
2. I let an individual's lack of organization get in the way of my listening	1	2	3	4	5
3. I interrupt if I have something I want to say	1	2	3	4	5
4. I stop listening when I think I understand the idea whether or not the person has finished speaking	1	2	3	4	5
5. I fail to repeat back what has been said before I react	1	2	3	4	5
6. I give little verbal r nonverbal feedback to people I am listening to	1	2	3	4	5
7. I pay attention only to the words rather than the words tone and pitch being used	1	2	3	4	5
8. I let emotion words make me angry	1	2	3	4	5
9. If I consider the subject boring, I stop paying attention	1	2	3	4	5
10. I find myself unable to limit my criticism when it comes to performance	1	2	3	4	5
11. I allow distractions to interfere with my concentration	1	2	3	4	5
12. I do not recognise when I am upset or tired to speak or to listen	1	2	3	4	5
13. I raise my voice when I want someone to pay attention to what I am saying	1	2	3	4	5
14. I try to give advice when someone is telling me his or her problems	1	2	3	4	5
15. I find getting in the face of a communicator gets my point across	1	2	3	4	5

Weinberg & Gould, 2016

How to Score: Add up your responses to the 15 items. The higher your score, the most effective your communication skills. Your total score is less important than your response to specific items. When you score 1 or 2, this typically means you can improve on those aspects of communication

Activity Sheet 2

Listening Skills Self Evaluation

Think about how you listen to others. How often do you find yourself engaging in the following behaviours? In the space provided indicate whether you engage in the behaviour on a scale of 1-4

1= Never 2= Seldom 3= Sometimes 4= Often

1. You find listening to others uninteresting	1	2	3	4
2. You focus your attention on the speaker's delivery or appearance instead of the message	1	2	3	4
3. You listen more for facts and details	1	2	3	4
4. You are easily distracted by external noises	1	2	3	4
5. You fake your attention, looking at the speaker but thinking of other things	1	2	3	4
6. You listen only to what is easy to understand	1	2	3	4
7. Certain emotion laden words interfere with your listening	1	2	3	4
8. You hear a few sentences of another person's problems and you think about all the advice you can give them	1	2	3	4
9. Your attention span is very short, so it is hard for you to listen for more than a few minutes	1	2	3	4
10. You are quick to find things to disagree with, so you stop listening as you prepare your argument	1	2	3	4
11. You try to act as though you are listening by nodding your head and smiling but you are not really paying attention	1	2	3	4
12. You change the subject when you get bored or are uncomfortable with the conversation	1	2	3	4
13. You can get defensive when someone says anything that reflects negatively on you	1	2	3	4
14. You second guess the speaker, trying to figure out what he/she really mean	1	2	3	4

How to score: Add up your score. The following will give you some help in determining how well you listen. The lower your score, the most effective your listening skills are. Your total score is less important than your response to specific items.

14-24 (excellent), 25-34 (good), 35-44 (Fair), 45-56 (weak)

Activity sheet 3

I/YOU Messages

Below are 13 messages. Please change the following messages to a more positive “I” message. Additionally, there are 4 messages for you to write that expresses the words you often use with your athletes or other coaches that may not represent “I” messages. Write those down and rephrase those. Once you have completed the activity, spend some time with your mentor to role play each message and gain feedback.

Example: You never turn up on time	RE-PHRASE: I would appreciate it if you could turn up to practice on time
1. You don't listen to me	
2. You provide a really dumb idea	
3. You always argue with me	
4. You annoy me, go away	
5. Leave me alone	
6. You lie to me	
7. Shut up and stop complaining	
8. You need to pay more attention to me	
9. You didn't play well today	
10. You performed poorly today	
11. The team feel you should not be played today	
12. You need to stop arguing with everyone	
13. You frustrate me	

Module 5.9 Assessing socio-psychological skills

(Developed by Unió de Federacions Esportives de Catalunya, Spain).

a. Introduction to the Module

Psychosocial support is considered to be a transversal way of working to positively impact the wellbeing of children, who may have a lack of psychosocial skills if they ever have been in a vulnerable situation. In order to provide the necessary tools to develop these skills, it's necessary to be able to identify the skills that the kids have in our team. These types of skills are important for dealing effectively with the demands and challenges of everyday life, and also can help to empower each member of the team and their evolution within the sport.

Sport is recognized as a suitable context for learning and teaching psychosocial skills. It brings the possibility to transfer them to other domains in life. Supporting a comfortable psychosocial environment during sport practice or competition provides psychosocial well-being of children and youngsters practicing sport while they interact and communicate, even if the interaction is very short. As a result, it provides psychosocial conditions for promoting social inclusion through sport.

b. Learning goals.

Under this Module **the mentor** (university sport student) should be able to:

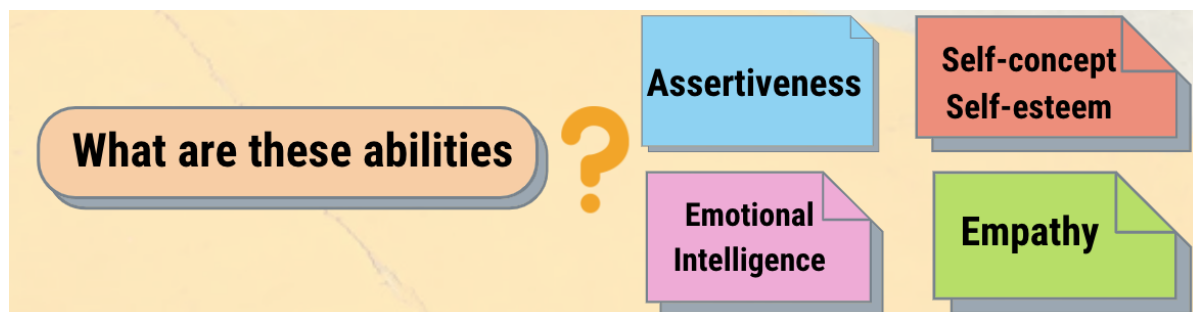
- a) provide knowledge on the different psychosocial skills,
- b) expose examples of situations for identifying psychosocial skills,
- c) reflect on the transmitted knowledge.

By the end of this Module, **the mentee** (young coach) should be able to:

- identify psychosocial skills,
- assess these skills in order to improve and promote them in the team of children and young people with vulnerable backgrounds,
- better understand team members and develop these skills through sport.

c. Content of the Module

Socio-psychosocial skills represent the set of skills that allow the individual to act competently and skillfully in the different situations of daily life and with their environment, supporting healthy behaviors in the different spheres. They allow people to control and direct their lives.



Self-concept and self-esteem

Self-concept is the image people have of ourselves, the perception of their own capabilities and individual characteristics.

Self-esteem is the assessment that a person makes of himself, this can be positive or negative depending on the evaluation of his /her ideas, thoughts and experiences. The self-esteem of each person is made up of the self-concept of each one and with self-acceptance, which is the self-recognition of qualities and defects.

Both self-concept and self-esteem are very important psychosocial skills. The fact of knowing yourself and having good self-esteem favors the management of emotions in different situations and being able to function successfully in the different social situations of life. Particularly, in sport it constitutes a very important element not only when it comes to learning and developing in sport, but also in its continuity in it.

Exploring self-concept can be a great learning and growth experience for individuals of all ages. A coach can work on it with a team within self-awareness activities that can help team members to discover who they are and understand better their needs, desires as well as their strengths and weaknesses.

Assertiveness

Assertiveness is the ability to be clear and direct, saying what people want without hurting the feelings of others or underestimating the value of others, only defending their rights as a person. It can be said that assertiveness fluctuates in a range that includes from aggressive reactions to passive reactions and the midpoint would be assertiveness.

It's important to evaluate this skill, to be aware of the reaction of the members of the team in the different social situations that occur within a team. It's in the social relationship between team members: how they speak to each other, how they react to coach's indications: by aggressive, passive or assertive style.

Aggressive style: Confront and downgrade the others' opinion. The profile is of a person who usually takes things defensively and even refutes with disrespect towards the coach and his teammates.

Passive style: He/she hides his/her opinion and feelings and lets others "walk all over him/her." It is a form of communication that avoids and prolongs issues instead of dealing with them head-on. They are most often seen as pushovers or powerless or uninterested.

Assertiveness style: Accept the criticism but give his / her opinion about the corrections. It's the profile who asks a lot, tends to listen actively and tries to understand the other's point of view.

Emotional intelligence and empathy

Emotional intelligence (EI) refers to the ability of people to identify the different emotions that oneself feels at each time, as well as those of others. But not only knowing how to identify them, but also in managing them in the most appropriate way according to the social situation in which they find themselves.

A good indicator to assess EI is the active communication of the emotions felt by the child / youngster both with the coach and with their peers. But not only its expression but also the ability to talk about their feelings and how to manage them. For example, how it manages and affects nerves before training or a competition.

A coach can ask such questions: How do you feel? How can this affect your practice of sport today?

Empathy is the ability to put yourself in the other person's place, understanding their point of view and the emotions they are experiencing and acting accordingly. It is important to observe behavior with peers. Having empathy means being able to have meaningful relationships with the emotions of others, both in happiness and sadness. An example would be expressing joy when a partner is successful, even if it is not their own, or feeling sadness when a partner is not at his best.

d. Mentor-mentee activity

The activity consists in giving feedback about different situations that could happen during practice with players or athletes who are training. The feedback should be descriptive, specific, based on precise examples, given in small doses and at an appropriate moment. Looking at the module, the mentee gives feedback being assertive, emphatic, confident and kind and clear.

As a mentor, read these examples of different situations and give the mentee time to think about the feedback that he/she is going to give you. Once the feedback is given, both can discuss what it was and what could be improved.

Examples of situations to practise feedback:

- A player improves his/her technique after a week of hard work
- A player is not doing taking care of his/her injury
- The team is unmotivated after a losing a match
- A player is not being punctual at practice a few sessions in a row

This activity can be used by mentor and mentee as well as by coach and players. This way, participants work on the achievement of the concepts about social skills, and also they can put it into practice in real training sessions

e. Additional discussion questions

- How can psychosocial skills help me and the players?
- What is the difference between self concept and self esteem?
- How should I communicate with my team about emotions and how to manage them?
- What are the difficulties about assessing psychosocial skills?
- How can I know my players' needs better?

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