



Manual for the Coach Educator

I. FootbaLLL Coach Course Design

II. Training Material for the FootbaLLL Coach Course

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The project HATTRICK addressed to young male football players and their coaches, therefore the wording of this brochure is not gendered.

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I. FootbaLLL Coach Course Design.....	2				
1. Introduction.....	2	4.3 The structure of the HATTRICK FootbaLLL Coach Course.....	9	1.2 Overview on the training activities for the HATTRICK Coach Course ...	13
2. HATTRICK: Football – Learning – Integration	3	4.4 Involvement of the coaches in the Players Workshops	9	2. Practical games which can be executed with the football team	14
2.1 HATTRICK Project target groups and produkts.....	3	4.5 Individual coaching	10	3. Theoretical Input	15
3. The role of the coach.....	4	4.6 Conditions for a successful Coach Course design	10	3.1 Teamwork and teambuilding.....	15
4. Content and structure of the HATTRICK Coach Course.....	5	5. Example: How to deliver a module of the HATTRICK Coach Course	11	3.2 Leadership	16
4.1 Goals of the HATTRICK FootbaLLL Coach Course	5	II. Training Material for the FootbaLLL Coach Course	13	3.3 L(Earn) Respect	18
4.2 General overview on training modules and competences in the HATTRICK Coach Course.....	6	1. Training activities in the modules of the HATTRICK Coach Course	13	3.4 Motivation	19
		1.1 Before going into the topic.....	13	3.5 Communication.....	23
				3.6 Conflict management	24
				4. References.....	27

I. Football Coach Course Design

1. Introduction

The educational dimension of sport is undeniable as it offers a chance of reaching the „harmonious development“ of an individual. It promotes educational values such as fair play, sacrifice, equality and unity. It is a tool for cultural and educational renewal because sport allows the individual to grow and develop.

Sport is a factor for integration, participation in social life, tolerance and acceptance of differences and respect for the rules.

It is an opportunity for growth, a school of life that teaches important values and skills: the ability to be comfortable in a group; to compare themselves with their own abilities; to understand the cause-effect relation in action and take decisions, following the rules but thinking freely.

Football in itself has something unique, for more than a century it has been the most participated sport that is played and loved by all layers of society. People all over the world share their passion for football constantly, in the stadium, at home, at work, at the football club and in the street. The impact of the game on our every day lives makes it a powerful tool in empowering the important issues of lifelong learning and integration.

Through the HATRICK project, transversal competences acquired in football will be realised and expanded systematically through training and coaching sessions. It will bring the learning opportunity for lifelong learning into the football clubs and will open a new pathway to education.

HATRICK has a two-fold strategy:

1. HATRICK Football¹ Workshops for 15–25 year old football players are offered. These workshops deal with specific top-

1 The triple L in FootballLL stands for **LifeLong Learning** and symbolises the combination of football and learning.

ics, including specific activities, which have been chosen and developed to reach the aims of the HATRICK project.

2. HATRICK enables football coaches to support their players in the process of individual development, lifelong learning and integration.

The following document – the *Manual for the Coach Educator* – focuses on the qualification of football coaches in the HATRICK project.

This manual is a document for trainers, teachers or adult educators working with football coaches, to qualify them to conduct HATRICK workshops and HATRICK activities with their football team. This is to enable their development as facilitator and supporter of the players in their acquisition and further development of integration and social skills.

This manual includes

- A short introduction to the HATRICK project and its objectives (Chapter 2)
- Information about the role of the coach, as it has been described in the literature and in connection to the HATRICK objectives (Chapter 3)
- An overview of the HATRICK FootballLL Coach Courses' content, structure and its link with the FootballLL Workshops for players (Chapter 4)
- A general overview of the thematic modules developed for the HATRICK Coach Course with a list of several training activities which can be offered by coach educators for the specific target group (= football coaches)
- An example for how to deliver a module of the HATRICK Coach Course
- An overview of the training activities for the Coach Course (including activities for evaluation)

- An overview of practical games, which are included in the toolkit for players but can be also useful to practice with the football coaches
- Theoretical input of each module's contents which the coach educators could use or handout as supportive literature

On additional CD:

- A description of training activities which the coach educators can choose during the course
- A list of activities that can be used for the evaluation by the coach educators during the HATTRICK Coach Course

2. HATTRICK: Football – Learning – Integration

The basic idea of HATTRICK is to use the potential which young migrant footballers display on the football pitch for (re-)entering education and vocational training and thus improving their social integration.

HATTRICK aims to systematically expand a range of competences acquired in football and needed in professional life to open a new informal pathway to education by exploring football clubs as new places of learning to engage disadvantaged young men into lifelong learning activities which will aid their integration into society.²

2.1 HATTRICK project target groups and products

HATTRICK seeks to engage:

- Young migrants
- Young men with a migrant background

- Other young male adults who are socio-economically disadvantaged, with a low level of education, or at risk of exclusion in lifelong learning activities
- Football coaches working with this target group

Football clubs will be explored as possible new places of learning through a two-fold training strategy:

1. HATTRICK will develop and test "FootbaLLL (Football and LifeLong Learning)" workshops for 15–25 year old migrant football players in which:

- Transversal skills developed through football are made visible
- Pathways into education and training are (re-)opened (and thus their)
- Integration into society at large is improved

2. To enable football coaches to support their players in the process of integration into lifelong learning, the football coaches will be engaged in a training programme called "FootbaLLL Coach Course" where their skills will be enhanced and tested.

The first step in the training process of the HATTRICK project is the involvement of football coaches, to introduce the idea of the HATTRICK project to them, to make them familiar with the aims and topics and **to involve them as experts in the field of football coaching and working with football teams.**

The topics chosen for the HATTRICK FootbaLLL Coach Course are closely linked to the topics of the HATTRICK FootbaLLL Workshops for players.³

- In the first phase of the Coach Course, coaches and the educator agree on a specific topic they want to work on.
- This topic is trained regarding to the structure of each module (see chapter 4).

² More Information on www.hattrick-project.eu

³ See: HATTRICK FootbaLLL Workshop Design

- Practical activities are tested in the HATTRICK Coach Course and later conducted with the players. This is the main link between the coaches and the players qualification.

The following flow chart gives an overview on the qualification process in the HATTRICK FootballLL Coach Course:

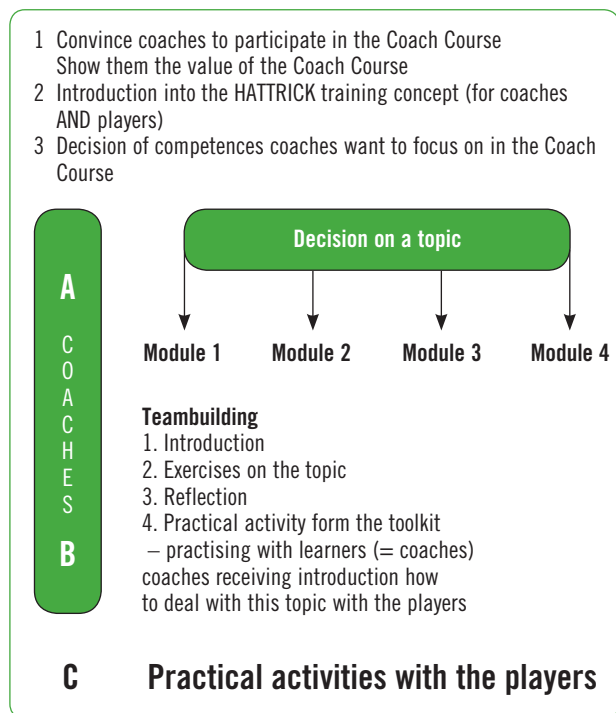


Figure 1: Procedure for the HATTRICK Coach Course → steps

Chapter 4.3 of this manual includes a detailed description of content and structure of the HATTRICK Coach Course. Self-reflection and dealing with ones' own role as a football coach is one of the main parts in the coach course. The following chapter gives a short introduction on the role of a coach as seen in literature and the connection to the HATTRICK objectives.

3. The role of the coach

The role of the coach, especially in disadvantaged social contexts, is that of an educator as well as a motivator and he or she becomes a role model for the players. The coach needs to behave in a way that is an incentive for players; he or she motivates players to engage in activities on the pitch which will be reflected in their everyday lives. The pitch becomes a place of learning, a place of growth and sharing, where the players, thanks to the help of the coach, can grow up better understanding themselves and learning to better understand others.

Coaches should be aware that they need to find a balance between technical and social aspects when dealing with their team. Therefore technical and theoretical skills should be established in balance with communication and social skills.

The individuality of players could also indicate cultural and social diversity. This is because players may also be part of a wider socio-cultural environment which could influence the personality and behaviour of the players. Their values, their ideas about a successful game performance, their style of communication and football and team-cooperation may differ from each others. Within this context, coaches help the team to create a new environment which uses the input of all team-members towards an environment of acceptance of diversity and social integration.



Figure 2: Who is the coach?

It is important to underline that the traditional authoritarian figure of the coach and directors is becoming outdated outside the world of professional football teams. The coach's role of today may be more that of a good teacher and communicator, who is able to offer to his players learning and fun based sessions. The coach of today needs to show mutual respect, develop trusting relationships with players and be able to handle socio-cultural diversity within his team. He/ she also can be a catalyst for empowerment and to motivate personal development and integration in all parts of society.

The HATTRICK project links to this perspective – seeing the football coach not only as a teacher for playing football but also for a potential supporter in the integration process and ideally as a motivator for young players to direct them towards the potential lifelong learning offers.

But mostly football trainers in the lower amateur leagues were appointed because of their football experience and expertise. Therefore they often lack the qualifications needed to act also as something like a lifelong learning- and integration coach. This is a big missed opportunity, as young people often listen more to their football coaches than to ordinary teachers or educational counsellors. The HATTRICK Coach Course addresses at this important target group with the aim to qualify them to act as lifelong learning coaches of their team players.

4. Content and structure of the HATTRICK Coach Course

4.1 Goals of the HATTRICK FootballLL Coach Course

Through research within the HATTRICK partnership, a needs analysis report has been delivered in which the most important educational goals have been defined. The results of the interviews conducted with football coaches as well as with players and functionaries showed that the coaches need to strengthen competences such as:

- Social competences
- Intercultural competences
- Common values
- Sportsmanship
- Communication skills
- Teamwork and teamspirit
- Conflict management
- Self management

During the interviews, the coaches were very clear on the types of training they wished to receive to assist them in their preparation of working with target groups. Key areas were the understanding of cultural differences and ways to promote teamwork. This programme will meet the needs of the coaches as this will offer them the chance to develop new skills as a facilitator.

In the HATTRICK FootballLL Coach Course, the competences are summarized in 4 training modules, each module focusing on a special topic or competence (→ general overview of training modules and competences, p. 6):

Module 1: Teambuilding and teamwork

Module 2: Promoting leadership

Module 3: (L)Earn respect

Module 4: Creating motivation

Each module aims to develop specific skills including the development of new ideas and reflections about the role as a coach. In addition to the specific competences, each module provides 'cross' skills including communication skills, working in a group and respect for the others etc.

It is important for the coach educator to be aware that the coaches come from different social and educational backgrounds and it will be easier for some to recognize and identify our goals, than others. All coaches, regardless of their background or experience will be able to benefit from the HATTRICK Coach Course.

4.2 GENERAL OVERVIEW ON TRAINING MODULES AND COMPETENCES IN THE HATTRICK COACH COURSE

Presentation of the HATTRICK project – integrated in Module 1

Module 1: Teambuilding and teamwork

Aims/Objective	Improve communication skills Develop ability to observe the group and its dynamics Stimulate self reflections relating their role in the group/working with the group
Method	Interactive group session, active participation; discussion, non formal education, practical training
Learning material/Activity	1. Group discussion: What makes a good or bad team? 2. Case study on group dynamics /group development 3. Eggexercise 4. We complete each other 5. Paper Towers
Learning outcome for coaches	Understand different stages of teambuilding and the dynamics and roles within a team Can handle diversity in a team Gain an understanding of the benefits of teamwork Gain an understanding of practical/applied activities to enhance team development
Transfer for players – on the pitch – professional/career life	Support the players in being a good team player – in the football team as well as in professional life
Duration	max. 120 min
Accessories	Informal space, papers and pens, power point, white board, football pitch, cones, bibs, whistle, colours and flipchart

Module 2: Promoting leadership

Aims/Objective	Provide an understanding of different styles of leadership Improve the ability of conflict management
Method	Interactive group session, active participation, brainstorming, focus group, forum theatre/role play, practical training

Learning material/Activity	6. Brainstorming: What is leadership? 7. Presentation of the movie clip: “Remember the Titans” followed by debate and questions 8. Group discussion about conflict management 9. Different leaderships 10. Qualities, characteristics and roles of sports leaders 11. Trust me 12. Workshop on Conflict Transformation 13. Nonviolent Conflict Resolution Augusto Boal oppress theatre 14. “Conflict is...”
Learning outcome for coaches	Learn the importance of communication connected to the role as a leader Learning to cope with conflict situation within the team To distinguish different styles of leadership and to know their own style and how to handle it
Transfer for players – on the pitch – professional/career life	Showing the players how to communicate effectively Transfer to the players the skills to cope with conflicts in different situations and settings To let them aware of the importance of rules to live together respecting each other
Duration	max. 120 min
Accessories	Informal room, papers and pens, flipchart, video screen, projector, laptop, movie clip, football pitch, balls
Module 3: (L)Earn respect	
Aims/Objective	To develop intercultural competences and to use diversity as a potential for a team
Method	Interactive group session, active participation, focus group, practical training, small working group, debriefing, plenary
Learning material/Activity	15. Group discussion about ‘Cultural differences on values and behaviour linked to the term respect’ 16. Case studies earning respect 17. Focus group about earn/learn respect 18. “Check your stereotypes” 19. Do you represent a culture type? Find out your culture type. 20. Same style – different culture 21. Value cap 22. Find the potentials of diversity 23. Cross cultural meaning 24. Intercultural simulation for HATTRICK Football Coaches

Learning outcome for coaches	Raise awareness of cultural differences Know the different meaning of respect in different cultures Define a common concept of “respect” Show respect to other cultures and attitudes
Transfer for players – on the pitch – professional/career life	Support their players in awareness rising and understanding of different cultures and attitudes Help the players to integrate themselves and others, in the team, on the football pitch, in daily life situations
Duration	max. 120 min
Accessories	Informal room, paper, pens, flip charter, projector, laptop, football pitch, 2 balls, 8 pieces of sticks, 2 threats
Module 4: Creating motivation	
Aims/Objective	Developing coaching skills to prepare the coach for his role as a co-adult educator Provide and develop strategies to motivate the players to learn
Method	Interactive group session, active participation, discussion, reflection, practical training
Learning material/Activity	25. Motivation/Create motivation 26. How can we analyze different motivations of players? 27. Finding strategies – how could a coach improve the motivation of players 28. Visualization
Learning outcome for coaches	Coaches know motivation strategies and how to use them in training situations with their football team Coaches understand the importance of personal development of themselves and their players
Transfer for players – on the pitch – professional/career life	Being a good role model for their players, underlining the importance of their personal engagement and self-development and learning for their personal and professional daily life Players realize that they can benefit from education. Help players to develop transfer self-esteem and self-management Show the players that they can reach aims and be successful in playing football as well as in their work life
Duration	max. 120 min
Accessories	Pitch, balls, paper and pens, informal rooms, football pitch, balls, flip charter, paper and pens

4.3 The structure of the HATRICK FootballLL Coach Course

The HATRICK FootballLL Coach Course follows a 4-module structure. Each module focuses on a special topic (4.1) or competence (or a combination of competences) and is divided into a more content orientated learning session and a practical training session in order to provide the coaches involved a complete understanding of the programme.

During the implementation of the HATRICK Coach Course, the coach educator should consider the following structure in delivering the modules:

1. Introduction
2. Training activities
3. Reflection
4. Practical games
5. Reflection
6. Evaluation

Chapter 5 provides an **example of how to deliver a module**.

Each module aims to develop specific competencies using different methods such as case studies, focus groups, debates and brainstorming that are active methods in line with the primary objectives of the course including the development of new ideas and reflections about their role as coaches.

You will find a description of those methods in the toolkit for players.⁴

The modules will conclude with a practical session on the pitch during which coaches will test their newly acquired skills. The practical games are included in the toolkit of the players.

The practical games can be carried out with the team on the pitch in two different settings:

- a) During the coach course
- b) During the regular training with their team

In addition to the course modules HATRICK offers individual coaching sessions for the football coaches (4.5).

4.4 Involvement of the coaches in the players workshops

There is a connection between the topics covered in the FootballLL Workshops and the HATRICK Coach Course: the contents covered by the coaches during the Coach Course could be practised with the players on the pitch through games which are included in the toolkit for the players.

The following graphic illustrates that the link (how to improve player's competences) between the modules for coaches and the FootballLL Workshops for players is the *practice*. The coaches, after they participated in the HATRICK Coach Course, will work in the FootballLL Workshops with the players, putting into practice what they have learnt and then conducting session that focus on the most relevant competences the players need to develop.

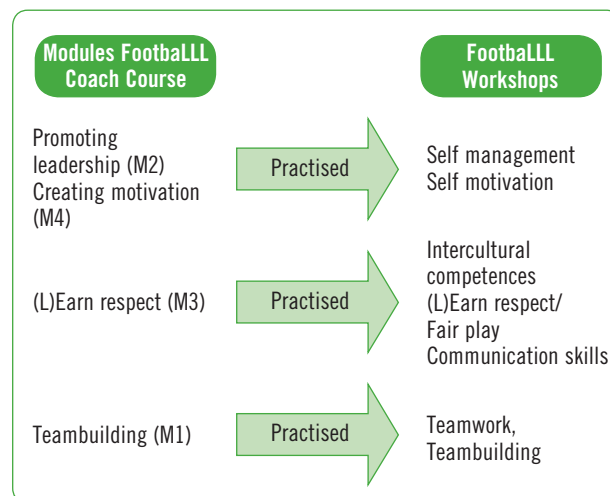


Figure 3: Example for link between FootballLL Coach Course and FootballLL Workshop in the HATRICK project

⁴ HATRICK Toolkit for FootballLL Workshops

4.5 Individual coaching

In addition to the course modules, HATTRICK offers the chance for individual coaching sessions for the football coaches. These coaching sessions should be used for discussing individual challenges the football coaches face in the work with their football team. As mentioned above (4.3) the football coaches should practice several activities with their teams – the individual coaching sessions give the opportunity to talk about their experience in testing exercises with their football team and to give feedback to the adult educator.

4.6 Conditions for a successful Coach Course Design

■ Interactive

It must be interactive, avoiding formal lessons and passive listening. It is important to stimulate reflection on the coaches experience. Stimulating new ideas and thoughts is an important exercise.

■ Self-reflection about the coaches role as a trainer

The course aims to stimulate self reflection in coaches about their role as a trainer, underlining the education process and to further develop their awareness of their position as role model for their players.

■ On the pitch and in a large informal space

It is important to create an atmosphere that communicates to coaches their part in an informal learning process. Theoretical elements will be minimised and instead we will focus on dynamic activities. There will be some exercises and games on the pitch that will allow the coaches to practice what they have learnt.

■ Links to the practical aspects of the coaches work

All topics will be linked to the practical aspect of coaching in order to develop the coaches' capacity to transmit educative values through practical activities. Through recognition of this

link they will be able to improve their skills in managing players from the target group. Coaches must feel that they can benefit from taking part in the workshop and improve their valuable skills content whilst having fun.

■ Use the coaches expertise

The coaches should be the protagonists of the course and it will be focused on their experiences in order to have a concrete situation to analyse and to share with the others. It's important to integrate into the course the coach's experiences in dealing with real situations and not only with theoretical parts. The experiences of the coaches have to be enhanced and used as an important resource to carry the course.

■ Practical training with the team

Each module of the course foresees a practical session in which the coaches will have a chance to put into practice some exercises from the modules with football players. The practical activities will be introduced during the modules and can be tested with some players or within the group of participants (coaches) themselves. It will be a kind of homework for the coaches then to practise these activities again in the regular training with their team – independent of the HATTRICK FootballLL Coach Course. Their experiences can be reflected in the individual coaching lessons or in the following course module. It will be an opportunity to test what they have learnt before the start of the HATTRICK FootballLL Workshops.

■ Modules should last approximately 2 hours

Each module should consist of a maximum of two hours alternating between classroom based activities (discussion, focus groups, reflections, films and debates) and practical activities. An evaluation exercise is also included. This will be dependent on the type and number of coaches you have.

■ **Every module should end with an evaluation**

Conducting an evaluation at the end of each module is a very important tool to enhance the topics discussed and to reflect on and recognise what the coaches have learnt as well as monitoring their learning progress.

5. Example: How to deliver a module of the HATTRICK Coach Course

As described in 4.3, the implementation of a module of the HATTRICK Coach Course, should consider the following structure:

1. Introduction
2. Training activities
3. Reflection
4. Practical games
5. Reflection
6. Evaluation

The following table gives an overview about a possible procedure of a module.

The authors of this manual want to stress, that this is the ideal structure of a training module. In the real training situation there might be circumstances which influence the possibilities of the educator. The training setting can differ from situation to situation and depends very much on the group of coaches. It is of course up to the educator to vary times/durations and also the content of exercises according to the group of learners, their needs and the training conditions.

Modules Football
Coach Course

Promoting
leadership (M2)
Creating motivation
(M4)

(L) Earn respect (M3)

Teambuilding (M1)

Table 1: Example how to deliver the module 3: (L)Earn respect

Module 3: (L)Earn respect Competences trained: Common values / Intercultural competencies		
Part	Content	Duration
1. Introduction	Explanation of the purposes Discussion with the coaches: Input: ■ Cultural diversity in a football team: resource or limit? ■ Knowledge about the culture or the country of your team Use of flipchart to write their reflections and facilitate questions from the participants.	approx. 15 minutes
2. Training activities	Find common values from individual values Ask the participants to write down in a paper which are the 3 values most important for them according to their culture in football. Then ask to make a couple and share these values and find 3 common values. After that, 2 other couples come together and they have to negotiate only 3 common values etc. At the end there will be 2 big groups and all together they have decided the 3 most important values in football for the group.	approx. 30 minutes
3. Reflection	How did you feel? How did you find / negotiate the common values in a couple? How did you negotiate the common values in a big group? Have you felt that your own values were not considered? Have you realize that some of your own values were similar to the values of the others?	approx. 20 minutes
4. Practical game(s)	The coaches' educator should find practical games relating to the contents of the modules using the toolkit for players. In the toolkit there is a general overview with all practical games for players classified according to the competences which the practical games could develop in the players. The coach educator should introduce to the coaches the practical games and the coaches should try practical games on the pitch with some players in order to test their newly acquired skills. List of practical games → see page 13/14	approx. 30 minutes
5. Reflection	To come back to the flipchart and check all together if all questions can be answered or if the participants want to change their point of views etc.	approx. 10 minutes
6. Evaluation	Mood space The trainer in the middle with the participants around him or her. The trainer says a comment about the workshop. If the participants agree they move nearer to him or her. Alternately each participant comments on the workshop and the others have to move closes or further away from him or her according to whether or not they agree with their opinions.	approx. 10 minutes

II. Training Material for the Football Coach Course

1. Training activities in the modules of the HATTRICK Coach Course

The following part of the manual includes training materials that can be used in the 4 modules of the HATTRICK Coach Course. The brochure contains of a short introduction and overview on the training activities. The additional CD provides all activities and exercises. Chapter 2 links to the toolkit for the HATTRICK FootballLL Workshops for players – showing the wide range of practical games and exercises which can optionally also be used in the Coach Course. This overview of activities is followed by a base of theoretical input.

1.1 Before going into the topic

With the start of the first HATTRICK training module, the authors recommend starting the first session with a short **introduction of the HATTRICK Project**, presenting the aims of the project and the competences focussed upon during the course:

Opening Discussion:

Ask football coaches about their expectations about the HATTRICK project and their motivation to participate in the Coach Course.



15 minutes

- Why do you think football has been chosen as a vehicle to meet the project aims?
- What do you think your role is on the course as a coach? Give examples of how you can apply your role.
- Do you know of any people in the club who would meet the target group criteria or could benefit from the course?
- Finally, can you set your own objectives for the course?

The training activities described on the following pages are according to the 4 modules, which are focusing on the main 4 topics/competences and can be used in different phases of the coach course (introduction, reflexion, exercises...). Specific activities which can be used for evaluation will be presented.

1.2 Overview on the training activities for the HATTRICK Coach Course

This list gives you a short overview on the activities and exercises which can be used in the HATTRICK Coach Course. The detailed description of all activities is provided on the additional CD.

Training activities module 1

1. Group discussion: What makes a good team or bad team?
2. Group Dynamics/Group Development
3. Eggexercise
4. We complete each other
5. Paper Towers

Training activities module 2

6. Brainstorming: What is leadership?
7. Presentation of the movie clip: “Remember the Titans” followed by debate and questions (PowerPoint)
8. Group discussion about conflict management
9. Different leaderships
10. Qualities, characteristics and roles of sports leaders
11. Trust me
12. Workshop on conflict transformation
13. Nonviolent conflict resolution Augusto Boal oppress theatre – forum theatre
14. “Conflict is ...”

Training activities module 3

15. Cultural differences and similarities on values and behaviours linked to the term “respect”
16. Case studies – earning respect

- 17. Focus group about earn/learn respect
- 18. "Check your stereotypes" – activity about cultural stereotypes and personal experiences on diversity
- 19. Do you represent a culture type? Find out your culture type!
- 20. Same style – different culture: Football attitudes in different countries/ cultures
- 21. Value cap
- 22. Find the potentials of diversity
- 23. Cross-cultural meaning of the term respect
- 24. Intercultural simulation for HATTRICK FootballLL coaches: Hatt & Trickerstan

Training activities module 4

- 25. Motivation/create motivation
- 26. How can we analyse different motivations of players?
- 27. Finding strategies – how could a coach improve the motivation of players
- 28. Visualization

Activities that can be used for evaluation

- 29. Mood space
- 30. Sequential evaluation
- 31. Dart board of evaluation
- 32. Dice evaluation
- 33. Net-work for evaluation
- 34. Creative thinking-evaluation



2. Practical games which can be executed with the football team

Here is a general overview of the practical games which the coaches could use to test their newly acquired skills during the course. Please, see the Toolkit for HATTRICK FootballLL Workshops to check the practical games which are suitable to integrate them in the coach course.

WS Part/ Element	Competence	Number of exercise to use (Toolkit)
Introduction	Self-management	4, 5, 6,
	Intercultural & social competences	19
	Communication	3, 7, 14, 19
	Common values & sportsmanship	12
	Team spirit & Fair Play	1, 2, 3, 4, 5, 6, 7, 12, 14
Practical training part A foot- ball-related	Self-management	13, 18, 27, 30, 36, 37
	Intercultural & social competences	18, 29
	Communication	27, 28, 29, 36, 37, 38
	Common values & Sportsmanship	28, 30
	Team spirit & Fair Play	12, 14, 16, 25, 33, 34, 35, 36, 37, 38

WS Part/ Element	Competence	Number of exercise to use (Toolkit)
Reflection	Self-management	26, 35
	Intercultural & social competences	20
	Communication	14, 20, 21, 24, 26, 33, 34, 35
	Common values & sportsmanship	12, 21, 24, 33
	Team spirit & Fair Play	12, 14, 34, 35
Practical training part B not football-related	Self-management	16, 22, 37
	Intercultural & social competences	8, 20, 23, 29
	Communication	8, 15, 16, 17, 20, 21, 22, 23, 24, 25, 29, 31, 32, 34, 37, 38
	Common values & sportsmanship	21, 24, 32
	Team Spirit & Fair Play	15, 16, 17, 25, 29, 31, 34, 37, 38
Evaluation	Self-management	16, 22, 26, 35
	Intercultural & social competences	9, 11, 19, 23
	Communication	9, 10, 11, 14, 16, 19, 22, 23, 24, 25, 26, 33, 34, 35
	Common Values & sportsmanship	10, 12, 24, 33
	Team spirit & Fair Play	12, 14, 16, 25, 33, 34, 35

3. Theoretical Input

This chapter delivers the theoretical base for conducting of all four modules in the HATTRICK Coach Course. This may be useful when preparing modules and can offer additional literature for the coaches if they want to deepen their theoretical knowledge.

3.1 Teamwork and teambuilding

The concept of team and teamwork has been debated, researched, discussed and observed by many. A number of books on team work and team spirit are available in the market. At the very basic level, a team is a group of people who come together to strive for a common goal.

Specifically, it is a combination of respect, trust, and enjoyment amongst a group of individuals who work towards agreed common goals. It is not a simple concept and is often elusive to some teams and coaches, but when it flourishes it increases the chances of winning and fosters commitment.

Building team spirit is one of the most satisfying experiences for a coach. The building blocks to team spirit include other aspects of team management including motivation and goal setting, player management and cohesion.

The teambuilding activities are necessary to foster a sense of belonging and kinship among the members which allows them to work better, in a well coordinated, team like manner. Verily, if these teambuilding activities be properly undertaken, they can help in development of extremely strong team bonds.

The primary agenda of all teambuilding is to encourage individuals to look towards the team's perspective when taking even the smallest professional decision. Thus, the team members can interact better with each other and bring their collective capability to bear against any challenges that are presented to them.

Consider this as aligning the goals of every individual team member to those of the team as a whole.

Teambuilding activities must not focus on creating a feeling of interdependence among team members but the opposite. The goal is to make every team member realize that he or she is a very important part of the team and if they fail to do their part, the failure is not theirs alone but also of other members of the team.

It must be noted that competitiveness is one of the key aspects of teambuilding activities. It allows and empowers the team to create an environment of coordination as well as healthy competition. At the same time, competition within the team should be kept in check. If the level of competition in the team goes out of control, not only will individual team members suffer, but also the team as a whole will have to bear setbacks. Team members will not compete against the challenges the team faces as a whole, but every team member will become a challenge for every other team member. The result will be an ever increasing amount of internal strife which will eventually lead to the collapse of the entire team.

Furthermore, it is extremely important that teambuilding activities be chosen with appropriate care and deliberation. Not every kind of teambuilding activity can suit every team. Proper selection of such activities will not only ensure best results, it will also increase the effectiveness of other such activities within the team. Proper teambuilding is therefore the key to success of every team.

When considering group dynamics, we can see that for a collection of people to be defined as a group, the members must:

- Interact with one another
- Be socially attracted to each other
- Share goals or objectives
- Have a shared identity which distinguishes them from other groups

How would you develop the players as a team?

Consider the stages of team development:

1. Forming – identifying individual behaviors, initial teambuilding activities;
2. Storming – potential problems that may arise within a group of this nature;
3. Norming – how might football promote norming;
4. Performance – how would you know when a group/team has reached this stage?

These steps above can be followed when the coaches reflect on the team development.

3.2 Leadership

Leadership is stated as the „process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task“⁵.

Definitions more inclusive of followers have also emerged. Alan Keith stated that, „Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen.“⁶

The **democratic leader** makes decisions by consulting a team, whilst still maintaining control of the group. The democratic leader allows the team to decide how the task will be tackled and who will perform which task. A good democratic leader encourages participation but never loses sight of the fact that they bear the responsibility of leadership. The democratic leader values group discussion and input from the team. The democratic leader motivates the team by empowering them to direct themselves. The leader and group jointly analyse the problem, and decide together on a course of

5 “An Integrative Theory of Leadership” by Martin Chemers . Publisher: Lawrence Erlbaum Associates. Place of Publication: Mahwah, NJ. Publication Year: 1997

6 „The Leadership Challenge“ by Alan Keith of Genentech.

action. The leader does some things, but not everything, helps the group get its way, pulls with the group and respects others.

The **autocratic leader** dominates team members and makes decisions on their own without seeking or allowing input from group members. Autocrats set timelines, tasks and then asks for suggestions / objections. They are quick to both praise and punish. This results in passive resistance from team members and requires continual pressure in order to get things done. Some instances call for urgent action and the autocratic style may be best. Most people are familiar with autocratic leadership and accept it.

The **laissez faire leader** performs a minimum of leadership functions and lets the group sort out their own roles and tackle their own work in their own way without his/her participation. The laissez-faire technique is usually only appropriate when leading a team of highly motivated and skilled people who have produced excellent work in the past. Once a leader has established that his team is confident, capable and motivated it is often best to step back and let them get on with the task since interfering can generate resentment and detract from their effectiveness.

Charismatic leaders tend to be very good listeners and great information gatherers. They like to expose themselves to a wide range of individuals in order to get new ideas. Charismatic leaders create a sense of purpose for their organisation that is motivating and inspiring. Charismatic leaders express things simply so that everyone gets it; they use positive language, often use stories, symbols, and metaphors to get their point across. They walk the talk, show empathy, remain optimistic, make everyone feel important and build confidence. Charismatic leaders question the status quo, take risks and thrive on innovation and change.

Leadership and Cohesion

Task cohesion is vital if a team want the “togetherness”. Leadership has a massive effect on team cohesion.

Cohesion is a dynamic process that is reflected in the tendency for a group to stick together and remain united in the pursuit of its goals and objectives

The trainers need to consider, according to the point of view of Carron⁷:

■ Social cohesion

Relates to how well the team members enjoy each other's company. In recreational sport, all of the players may get on well with one another and enjoy playing the game regardless of whether they win or lose

■ Task cohesion

Relates to how well group or team members work together to achieve common goals and objectives

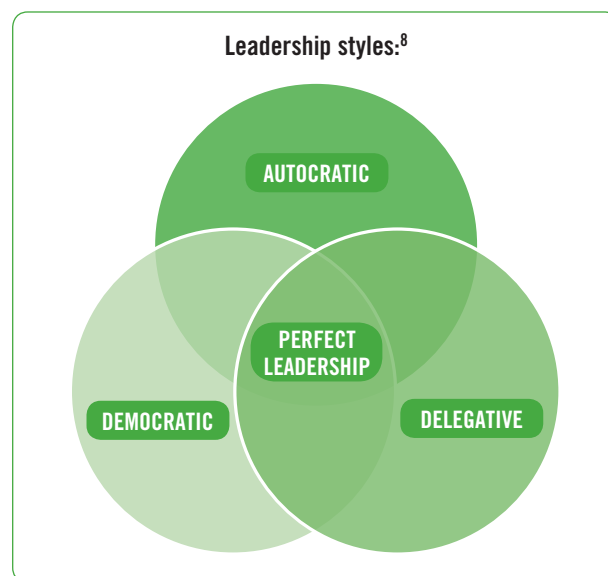


Figure 4: Leadership effects cohesion of a team!

7 CARRON'S MODEL of Factors Affecting Cohesion, „Social Psychology of Sport by Carron“, A. V. (1980). Ithaca, NY: Movement.

8 Source: <http://jalalonmanagementmatters.blogspot.com/2010/01/leadership-styles-part-i.html>; Leadership Styles – Part I.

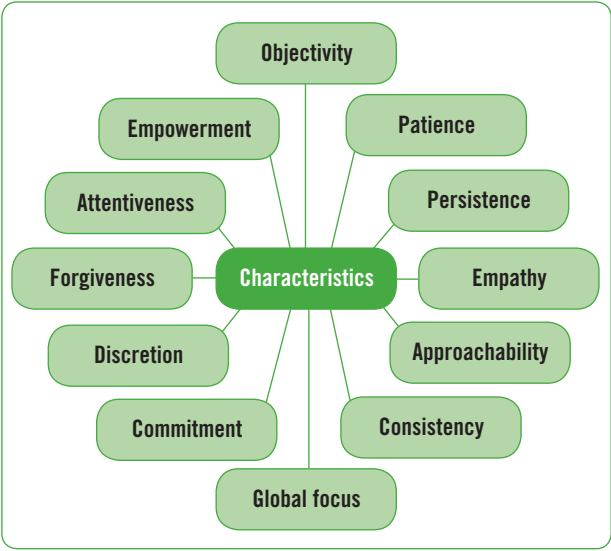


Figure 5: Characteristics of effective sports leaders⁹

3.3 (L)Earn respect

Within intercultural training, there is one model or analogy of culture that most agree sums up the concept best; and that is the iceberg. The iceberg perhaps lends itself best to this as it so graphically demonstrates the idea of having both a visible and invisible structure¹⁰.

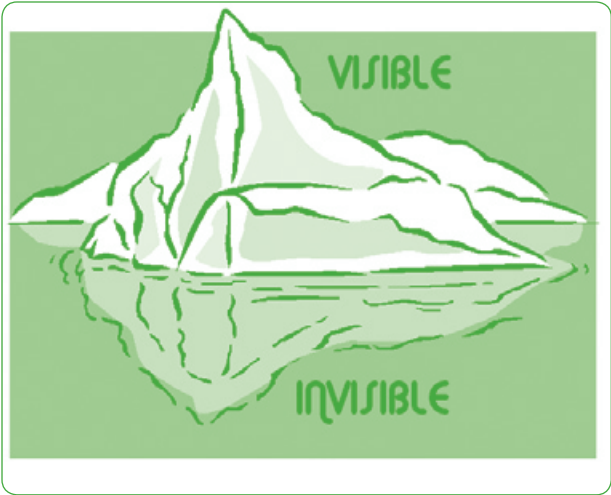


Figure 6: The iceberg-model

So why the iceberg model? The iceberg as mentioned above has the visible tip. These are the areas of culture that we can see manifest in the physical sense. In addition, more often than not these are the elements that we come into contact with first when diving into a new country or culture. Such „visible“ elements include things such as music, dress, dance, architecture, language, food, gestures, greetings, behaviours, devotional practices, art and more. In addition it can also relate to behaviours such as seeing people ignoring red traffic lights, spitting on the floor, smoking in public or queuing for a bus. All, depending on your own culture, may come across as weird, strange, rude, ignorant or simply silly.

None of the visible elements can ever make real sense without understanding the drivers behind them; and these are hidden on the bottom side of the iceberg, the invisible side. It is these invisible elements that are the underlying causes of what manifest on the visible side. So, when thinking about culture, the bottom side of the iceberg will include things such as religious beliefs, world-

9 Sugarman, Karlene. Leadership Characteristics <http://www.psywww.com/sports/leader.htm>
10 <http://www.kwintessential.co.uk/cultural-services/articles/inter-cultural-iceberg-model.html>

views, rules of relationships, approach to the family, motivations, tolerance for change, attitudes to rules, communication styles, modes of thinking, comfort with risk, the difference between public and private, gender differences and more.

The iceberg model is a key to understand the diversity of the people.

In a football team, the coaches have to be able to manage the diversity of the players (cultures/countries/ thinking/ way of life etc) enhancing the diversity as a resource; pointing out that the respect of everyone is the fundamental of the team.

Each players has the own personal/cultural story and try to know the stories of them is a good starter for strengthening strong relationship.

Learn to accept differences is the key to success of the team, not only at professional level (a good relationship between players has a positive impact in the results of the team) but especially at personal level.

3.4 Motivation

Motivating the team/players

There is no perfect method for motivating players as this changes from individual to individual and can depend on the current situation, such as the team's position in the league. In order to know how to motivate, it is essential that the coach understands the components of motivation and how these fit into a club environment.

Extremely high levels of motivation are necessary to repeatedly produce the kind of high quality training sessions and match activity that are required for elite football performance. Furthermore, maintaining motivation throughout the duration of a tough season, during periods of enforced rest through injury,

and following setbacks in competition and training, may be a characteristic that distinguishes elite performers from the rest.

Behaviour can be intrinsically motivated, extrinsically motivated or amotivated. Much of the research into motivation in sport has focused on two general types of motivation, namely, intrinsic and extrinsic.

Intrinsic motivation refers to engaging in an activity for the inherent satisfaction and pleasure that can be derived from it, whereas extrinsic motivation pertains to engaging in an activity in order to obtain rewards or avoid punishment. The third type of motivation, amotivation, refers to a lack of intention to participate in the activity. Sports participants tend to report very low levels of amotivation.

There are four types of **extrinsic motivation**, namely, external, introjected, identified, and integrated regulation, along with three types of intrinsic motivation (IM), namely, IM to know, IM to experience stimulation, and IM to accomplish things.

Along with motivation, this makes a total of eight types of motivation. The motives are proposed to lie on a self determination continuum ranging from lower to higher degrees of self-determination.

A review of the latest research into motivation can go a long way towards helping both player development and team success.

The nature of motivation

Motivation concerns energy, initialisation, direction and persistence – all aspects of activation and intention. In the real world, motivation is highly valued because of its consequences. It is therefore of preeminent concern to those in roles such as manager teacher, coach and parent, that involve mobilising others to act.

People are motivated to act by very different types of factors, with highly varied experiences and consequences. Players can genuinely value an activity or participate because there is a strong external coercion.

They can be urged into action by curiosity and interest or by a bribe. They can behave from a sense of personal commitment to excel or from a fear of being monitored. These contrasts between cases of having internal motivation versus being externally pressured are not uncommon.

Comparisons between players whose motivation is authentic (literally, self-authored or endorsed) and those who are merely externally controlled for an action, typically reveal that the former, relative to the later, have more interest, excitement, and confidence, which in turn is manifest both as enhanced performance, persistence, and creativity, heightened vitality, self-esteem and general well-being. This transpires even when the players have the same level of perceived competence or self efficacy for the activity. In addition, being intrinsically motivated leads individuals to experience pleasant emotions and to feel free and relaxed. They experience little tension or pressure and they are focused on the task.

There are two major components of motivation. The first deals with behaviour performed for itself, in order to experience pleasure and satisfaction inherent in the activity, and is termed

intrinsic motivation. This form of motivation is likely to occur when the activity is interesting, challenging, and provides players with clear feedback and freedom with which to perform the task.

Players who stay behind after training to practice various skills are representative of individuals who are intrinsically motivated.

Intrinsic motivation

The fact that most people show considerable effort and commitment in their lives appears to be more normal than exceptional, suggesting some very positive and persistent features of human nature. People are curious, self motivated, inspired, striving to learn, extend themselves, master new skills and apply their talents. It is also clear that the human spirit can be diminished or crushed, and that individuals sometimes reject growth and responsibility. Perhaps no single phenomenon reflects the positive potential of human nature as much as intrinsic motivation, the inherent tendency to seek novelty and challenges, to extend and exercise one’s capacities, to explore, and to learn.

The construct of intrinsic motivation describes this natural inclination towards assimilation, mastery, spontaneous interest, and exploration that is so essential to cognitive and social development, and that represents a principle source of enjoyment and vitality throughout life.



Figure 7: The self-determination continuum

Yet, despite the fact that humans are generously endowed with intrinsic motivation tendencies, the evidence is now clear that the maintenance and enhancement of this inherent inclination requires supportive conditions as it can be fairly readily disrupted by various non-supportive conditions.

Ryan and Deci's (2000) theory of intrinsic motivation does not concern what causes intrinsic motivation, rather, it examines the conditions that elicit and sustain, versus subdue and diminish, this innate tendency. Intrinsic motivation (IM), therefore, refers to engaging in an activity purely for the pleasure and satisfaction derived from doing that activity. When a player is intrinsically motivated he or she will perform the behaviour voluntarily, in the absence of material rewards or external constraints.

Players who go to practice because they find it interesting and satisfying to learn more about their sport, or players who practice their sport for the pleasure of constantly trying to surpass themselves are considered intrinsically motivated toward their sport. Extrinsic factors, such as being rewarded with money for engaging in an interesting activity can lead players to have a lower level of intrinsic motivation compared to non-rewarded players. Positive performance feedback increases intrinsic motivation whereas negative performance feedback decreases intrinsic motivation. IM stems from the innate psychological needs of competence and self determination. Thus, activities that allow individuals to experience feelings of competence and self-determination will be engaged in because of IM. Three types of IM have been identified as IM to know, IM to accomplish things, and IM to experience stimulation. Individuals who favour one type of intrinsic motivation over another may prefer participating in sports activities that are congruent with such an orientation.

Intrinsic motivation to know

IM to know relates to constructs such as exploration, curiosity, learning goals, IM to learn, and the need to know and understand.

Thus it can be defined as performing an activity for the pleasure and the satisfaction that one experiences while learning, exploring, or trying to understand something new. For instance, athletes are intrinsically motivated to know when they try to discover new training techniques for the sheer pleasure they experience while learning something new. Players who play because they enjoy finding out more about the game display intrinsic motivation to know.

Intrinsic motivation toward accomplishments

IM toward accomplishments can be defined as engaging in an activity for the pleasure and satisfaction experienced when one attempts to surpass oneself or accomplish or create something. The focus is on the process of accomplishing something and not the end result. This concept relates to constructs such as effectance motivation, mastery motivation, and intrinsic challenge. Trying to master certain difficult training techniques in order to experience personal satisfaction represents an example of intrinsic motivation to accomplish things in the sport domain.

Intrinsic motivation to experience stimulation

IM to experience stimulation occurs when someone engages in an activity in order to experience pleasant stimulating sensations (e.g. sensory pleasure, aesthetic experiences, as well as fun and excitement) derived from one's engagement in the activity. Research on the dynamic and holistic sensation of flow on the feelings of excitement in IM, on aesthetic stimulating experiences, and peak experiences is representative of this form of IM. Players who participate in their sport in order to live exciting experiences are intrinsically motivated to experience stimulation.

Extrinsic motivation

Contrary to intrinsic motivation, extrinsic motivation (EM) pertains to a wide variety of behaviours that are engaged in as a



means to an end and not for their own sake. Being extrinsically motivated can lead to players feeling tense and pressured, particularly if the goal they aspire to is outside their control.

Social approval, for instance, depends on others and is, therefore, to a large extent, outside of one's control. It was originally thought that EM referred to non-self determined behaviour, behaviour that could only be prompted by external contingencies (e. g., rewards). More recently however, it has been proposed that there are, in fact, four different types of extrinsic motivation that can be ordered along a self-determination continuum.

From lower to higher levels of self determination they are: **external regulation, introjection, identification, and integration.**¹¹

External regulation is the classic case of extrinsic motivation. It refers to behaviour that is controlled by external sources, such as material rewards or constraints imposed by others. Players who participate in sport in order to receive praise from their coach or because they feel urged to do so by their parents are motivated by external regulation. In this case, the sport is performed not for fun, but to obtain rewards (e. g., praise) or to avoid negative consequences (e. g., criticisms from parents).

Introjection occurs when an individual takes in an external regulation, but does not accept it as one's own. This kind of regulation comes from within the person, but is relatively externally controlled.

With introjection, the formerly external source of motivation has been internalised such that its actual presence is no longer needed to initiate behaviour. Instead, these behaviours are reinforced through internal pressures such as guilt or anxiety. It is

as if players replace the external source of control by an internal one and start imposing pressure on themselves to ensure that the behaviour will be emitted. Players who participate in sports because they feel pressure to be in good shape for aesthetic reasons, feel embarrassed or ashamed when they are not in best form, or feel guilty and anxious if they miss training, represent examples of introjected regulation. Motivation is internal but not truly self-determined.

Identification refers to an individual identifying with the value of behaviour. Thus, the individual feels that the cause of behaviour comes from within.

Integration is the highest level of internalised extrinsic motivation. In addition to identifying with the value of the behaviour, it has been fully integrated with other aspects of the self. Hence, the individual has a full sense that the behaviour is part of who he is. However, it distinguishes from intrinsic motivation, as the individual is not engaged in the activity out of interest, but because it is important to personal goals.

Whereas external regulation and introjection are perceived as external forms of regulation, identification, integration, and intrinsic motivation are perceived as internal forms of regulation.

If motivation has a casual influence on persistence, it might be possible to increase athletes' motivation and their persistence toward sport in general. This can be done football specifically, by helping the coaches to become more autonomy supportive, thereby enhancing athletes' feeling of competence and autonomy. It's important to teach to the players how to deal with the increased level of competence and autonomy and to become more proactive in their sport environment.

Another important issue is to motivate the players, through football, to engage them in personal development, motivat-

11 Ryan, R., & Deci, E. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68–78.

ing them to re-engage in new learning paths and support the players in the process of integration into Long Life Learning Programme.

Moreover the coach should be prepared to give their players tactical and technical knowledge and above all the fundamental principles that will be as useful on the pitch as in their everyday lives, such as humility, honesty, respect for their teammates and opponents with an awareness that the individual comes before the player.

The coach should encourage them ensuring they feel good about themselves and the team. A coach has to remember also, that a person or player's self-esteem must stand aside from their sporting performances. Whether they play well or badly, win or lose, they are still unique, worthy people and the coach must always make this clear.

That's why the importance of the coach as a role model. The coach should give to their players an example, showing always a good attitude, good communication skills, patience, respect for the others etc.

Conclusion

Motivation is a key means to achieving success. It greatly depends on the coaches' personality, attitude and means of getting players interested in bettering themselves and accepting the means by which they can develop. Generally, the coach should try to understand what motivation is and the ways to turn under or extrinsically motivated players into intrinsically highly motivated successful players.

In the end, Bill Beswick (Beswick 2010) states that the strongest motivation must be because the player wants to win and in a team sport the motivation must be because the players want to win together.

3.5 Communication

Parker (2003) says that, "open communication is an absolute requirement for successful...teamwork" (p. 117).¹² A team is communicating successfully when all team members are expressing their thoughts, ideas, and opinions and each member is listening and being open to what others have to say, whether in agreement or disagreement of what was said.

Wideman (2000) presents an analogy that seems the perfect way to explain the importance of communication as well as the quality necessary to be effective.

Communication is like engine oil: it needs to be applied to the machinery or the machinery will not start or, if it doesn't, it will quickly falter and grind to a halt. And the oil, like communication, needs to be continuously recycled and regularly replaced with new oil as the old becomes no longer usable. But what about the quality of the oil? Too little or too thin and it is not effective; too thick or too much and everything just gets gummed up (Wideman, 2000).

Oil is communication and the machinery is the team. The first step is to understand what effective communication is. Bethel (2000) explains that effective communication simplifies instead of complicating the message. Therefore, not only is it important to express thoughts through communication, but also to express them in a manner that is easily understood.

Effective communication within a team is a crucial element of being successful. A team shares common goals and everyone has to be on the same page to accomplish these goals. "Goals are the glue that holds a team..."

12 "Cross-functional teams" by Glen M. Parker (2003), working with Allies, Enemies and other strangers, Jossey Bass (page 181).

Without team communication there is confusion, misunderstandings and unhappy members. Group communication allows members to freely express themselves, and can provide accurate and comprehensive information. Communication in a team creates an environment of safety and security. When a group member feels the freedom to voice his opinion, he will feel safe in that group.

Communication is not limited to just verbally expressed ideas, instructions or opinions. Non-verbal messages, including facial expressions and body language, are an even more important element of communication. Messages sent by coaches, both verbal and non-verbal need to be positive. There is no room for impatience and frustration when trying to effectively teach something, and those emotions need to be absent from all forms of communication.

In order to attain the best effective communication for coaches, there are some critical factors that need to be involved. Any message that they want to send need to be carefully examined. The timing of the message is important, as is the clarity with which it is delivered. There need to be consistent expectations in order for a person to understand and make changes in their lives or performance.

Another key factor to effective communication includes making your positive communication moving or compelling. The person should understand what is being taught, believe that it is true and accept it as a way forward. When the message is delivered with energy and enthusiasm, it is more likely to be both accepted and remembered. Also a great teaching method is to involve the individual in some sensory way. The more senses we use when we learn something, the more likely we are to understand and remember it.

Coaches of any kind can benefit by putting into practice some of these basic communication skills. The greater the connection

with the players, the more effective the encouragement for change and growth. A good coach is a good communicator.

Coaches often exhibit a communication style which may be either competitive or cooperative. Competitive communicators tend to be slightly aggressive and view the player as a threat or enemy whereas a cooperative communicator, which is more appropriate, is assertive rather than aggressive and looks for mutually acceptable solutions. Being assertive illustrates your confidence in the subject and doesn't offend players or discourage them from contributing.

3.6 Conflict management

Conflict is an inevitable consequence of interacting with others. Typically, we don't think of conflict in positive ways. If asked what comes to mind when the word conflict is said, people often respond with terms such as upset, struggle, turmoil, anger, distracted and so on. As a consequence, many people prefer to avoid the issues. However, as complex as it may be, conflict is an opportunity for both growth and learning. As long as it is resolved effectively, it can lead to personal and professional growth.

In many cases, effective conflict resolution skills can make the difference between positive and negative outcomes. By resolving conflict successfully, you can solve many of the problems that it has brought to the surface, as well as getting benefits that you might not at first expect:

- Increased understanding: The discussion needed to resolve conflict expands people's awareness of the situation, giving them an insight into how they can achieve their own goals without undermining those of other people.
- Increased group cohesion: When conflict is resolved effectively, team members can develop stronger mutual respect and a renewed faith in their ability to work together.

- **Improved self-knowledge:** Conflict pushes individuals to examine their goals in close detail, helping them understand the things that are most important to them, sharpening their focus, and enhancing their effectiveness.

However, if conflict is not handled effectively, the results can be damaging. Conflicting goals can quickly turn into personal dislike. Teamwork breaks down. Talent is wasted as people disengage from their work. And it's easy to end up in a vicious downward spiral of negativity and recrimination.

If you're to keep your team effectively, you need to stop this downward spiral as soon as you can.

Conflict styles

In the 1970s Kenneth Thomas and Ralph Kilmann identified five main styles of dealing with conflict that vary in their degrees of cooperativeness and assertiveness. They argued that people typically have a preferred conflict resolution style. However they also noted that different styles were most useful in different situations. The Thomas-Kilmann Conflict Mode Instrument (TKI) helps you to identify which style you tend towards when conflict arises.

Thomas and Kilmann's styles are:

Competitive: People who tend towards a competitive style take a firm stand, and know what they want. They usually operate from a position of power, drawn from things like position, rank, expertise, or persuasive ability. This style can be useful when there is an emergency and a decision needs to be made fast; when the decision is unpopular; or when defending against someone who is trying to exploit the situation selfishly. However it can leave people feeling bruised, unsatisfied and resentful when used in less urgent situations.

Collaborative: People tending towards a collaborative style try to meet the needs of all people involved. These people can be highly

assertive but unlike the competitor, they cooperate effectively and acknowledge that everyone is important. This style is useful when you need to bring together a variety of viewpoints to get the best solution; when there have been previous conflicts in the group; or when the situation is too important for a simple trade-off.

Compromising: People who prefer a compromising style try to find a solution that will at least partially satisfy everyone. Everyone is expected to give up something and the compromiser also expects to relinquish something. Compromise is useful when the cost of conflict is higher than the cost of losing ground, when equal strength opponents are at a standstill and when there is a deadline looming.

Accommodating: This style indicates a willingness to meet the needs of others at the expense of the person's own needs. The accommodator often knows when to give in to others, but can be persuaded to surrender a position even when it is not warranted. This person is not assertive but is highly cooperative. Accommodation is appropriate when the issues matter more to the other party, when peace is more valuable than winning, or when you want to be in a position to collect on this "favor" you gave. However people may not return favors, and overall this approach is unlikely to give the best outcomes.

Avoiding: People tending towards this style seek to evade the conflict entirely. This style is typified by delegating controversial decisions, accepting default decisions, and not wanting to hurt anyone's feelings. It can be appropriate when victory is impossible, when the controversy is trivial, or when someone else is in a better position to solve the problem. However in many situations this is a weak and ineffective approach to take.

Once you understand the different styles, you can use them to think about the most appropriate approach (or mixture of approaches) for the situation you're in. You can also think about

your own instinctive approach, and learn how you need to change this if necessary.

Ideally you can adopt an approach that meets the situation, resolves the problem, respects people's legitimate interests, and mends damaged working relationships.

In a football team, the conflicts can happen often and the role of the coach is not easy because in addition to the technical issues, he has to manage often, a complex relational dynamics. He should manage the feeling of the players, and their emotional needs.

It is important to try to resolve these conflicts in order to avoid and possible outcomes that could affected the team game.

In this situation the contribution of the coach would be to bring the attention of the team constantly on the target group aims. The coach has to manage conflicts between players keeping a neutral position and facilitate them to resolve the conflicts, pointing out the importance of respect the point of view of each part involving in the conflict.

Using the tool: A conflict resolution process

Based on these approaches, a starting point for dealing with conflict is to identify the overriding conflict style employed by yourself, your team.

Below there are some suggestions that could be useful to read and explain to the players:

Step one: Set the scene

Make sure that people understand that the conflict may be a mutual problem, which may be best resolved through discussion and negotiation rather than through raw aggression.

If you are involved in the conflict, emphasize the fact that you are presenting your perception of the problem. Use active listening

skills to ensure you hear and understand other's positions and perceptions.

- Restate
- Paraphrase
- Summarize

And make sure that when you talk, you're using an adult, assertive approach rather than a submissive or aggressive style.

Step two: Gather information

Here you are trying to get to the underlying interests, needs, and concerns. Ask for the other person's viewpoint and confirm that you respect his or her opinion and need his or her cooperation to solve the problem.

Try to understand his or her motivations and goals, and see how your actions may be affecting these.

Be sure to focus on work issues and leave personalities out of the discussion.

- Listen with empathy and see the conflict from the other person's point of view
- Identify issues clearly and concisely
- Use "I" statements
- Remain flexible
- Clarify feelings

Step three: Agree the problem

This sounds like an obvious step, but often different underlying needs, interests and goals can cause people to perceive problems very differently. You'll need to agree the problems that you are trying to solve before you'll find a mutually acceptable solution.

Sometimes different people will see different but interlocking problems – if you can't reach a common perception of the prob-

lem, then at the very least, you need to understand what the other person sees as the problem.

Step four: Brainstorm possible solutions

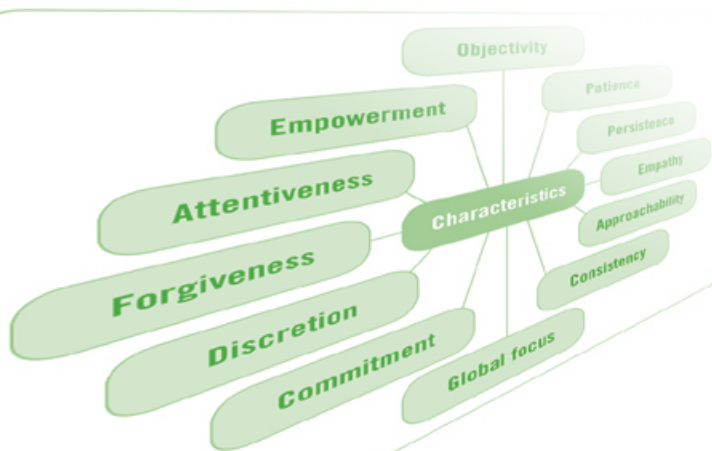
If everyone is going to feel satisfied with the resolution, it will help if everyone has had fair input in generating solutions. Brainstorm possible solutions, and be open to all ideas, including ones you never considered before.

Step five: Negotiate a solution

By this stage, the conflict may be resolved: Both sides may better understand the position of the other, and a mutually satisfactory solution may be clear to all.

However you may also have uncovered real differences between your positions. This is where a technique like win-win negotiation can be useful to find a solution that, at least to some extent, satisfies everyone.

There are three guiding principles here: Be calm, be patient, have respect ...



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