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# ENHANCING MENTORING SKILLS OF SPORT COACHES

EMSCO-Interview on mentoring skills report



## Enhancing Mentoring Skills of Sport Coaches

Project code 2018- 3066/001-001

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### **This publication**

This publication is one of the final outputs of the project EMSCO - Enhancing Mentoring Skills of Sport Coaches, Erasmus Plus Sport Programme. Project code 2018- 3066/001-001.

### **The Project**

The main objective of the project was to develop the training of sports coaches with particular attention to the development of mentoring skills.

<http://www.emscoproject.eu/>

### **The project partners**

- [Fondazione Laboratorio per le Politiche Sociali – LABOS](#) (coordinator), ITALY.
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# INTRODUCTION

This publication is one of the final outputs of the project EMSCO - Enhancing Mentoring Skills of Sport Coaches, Erasmus Plus Sport Programme.

The main objective of the project was to develop the training of sports coaches with particular attention to the development of mentoring skills. We are referring to that set of very important maieutic approaches and methodologies in order to make sport a truly effective educational experience.

Such skills are often acquired by sports coaches spontaneously and autonomously, because the coaches training paths do not usually include the study and acquisition of mentoring methodologies and approaches.

Improving the mentoring ability of sports coaches means promoting sport as an educational tool that can strengthen the self-esteem of young people, discover and train their potential, and cultivate the ability of young people to relate to diversity, to include and respect everyone, to develop healthy competition and thus contribute to the development of a less violent, more inclusive, multicultural world.

## Aim of the research

The “*Emsco-Interview on mentoring skills report*” is an output linked to B2 - EMSCO Good Practices Report, or rather, more precisely, an additional report.

Previous research on good practices - in fact - has raised the need to explore the experience of sports coaches more fully with respect to some key questions. Here are the questions we asked:

## BACKGROUND OF THE COACH

- 1.WHEN did you start training?
- 2.WHY did you start training? (your motivation)
- 3.HOW did you start training?

## YOUR COMPETENCIES

- 1.WHEN did you start training?
- 2.WHY did you start training? (your motivation)
- 3.HOW did you start training?

## ROLE OF THE COACH IN YOUR EXPERIENCE

7. Do you think you have a role in the growth of your athletes? If yes, how?
8. Do you create a personal relationship with your athletes apart from sport issues?
9. Do you talk to athletes/children individually? Do you recognize from the side of your athletes the need of talking to you individually?

10. Is there an episode in which you intervened that had a significant impact on a boy/girl's life? Could you share it?

11. In your opinion, what principles and values do young people/athletes learn through sport?

12.a. Do you think your coaching activity help to develop young people's potential?

12.b. If you read this potential list (see table below), which of these features do you think your athletes/young people are developing through sports?

13. According to various theories of experts, young people aged 14 and over are looking for a reference adult outside the family, Do you agree? And if so, Do you think that the coach could be this reference adult? Why?

### MODEL OF COACHING

14. Do you think you play a role model for the young people/your athletes?

15. What do you think are the features of a good/successful coach?

16. Do you include any personal method/component of coaching to develop the potential of young people?

### TIPS FOR COACHING

17. What tips or suggestions would you give to a coach who is at the beginning of his career?

WISDOM	COURAGE	HUMANITY	JUSTICE	TEMPERANCE	TRASCENDENCE
Curiosity	Audacity	Love	Leadership	Forgiveness	Appreciation of beauty
Love for knowledge	Persistence	Kindness	Impartiality	Humility	Gratitude
Openness of mind	Integrity	Social intelligence	Citizenship	Prudence	Hope
Creativity	Vitality			Autoregulation	Humour
Foresight					Spirituality

*(Human potential according to the humanistic coaching approach, by Luca Stanchieri)*

## Results

The research has revealed, despite the multiplicity of experiences, some important common elements.

### **The motivation in being a coach**

A first aspect concerns the motivation in choosing to be a sports coach. A motivation fundamentally linked to two aspects:

- A previous significant experience in the field of sport, and therefore the passion for sport, and the desire to share this passion through teaching.

The meeting with significant people, intended both as sports coaches and as students. In particular, teaching young people with disabilities becomes for several of the interviewees a starting point, a discovery of the educational and transformative power of sport..

### **Train mentoring skills**

As regards the training of coaches, and the learning of those skills related to mentoring, and which concern various soft skills and relational and social competences, an aspect that has already emerged from lean research on good practices as well as on the contents of the coaches' training courses is confirmed. . Training takes place above all on the basis of practical experience, driven by the needs given by the children met. These elements are lacking in the formal training of coaches, but it is above all practical experience that allows them to focus and strengthen mentoring skills. It is interesting to note, however, that the “mentoring” category is not part of the background of the interviewed coaches. We could almost say that I know it's about mentors who don't know they are.

### **The role of sport and the coach in the life of young people**

The awareness of the fact that sport, and the way the coach teaches it, plays a role in young people's lives is absolutely present. Also interesting is the awareness that the values that sport helps to cultivate depend on the type of sport:

*“Yes, I think my role in the growth of an athlete is very important. The coach is a reference figure, in life there are many times of reference figures, but the coach has something special which is the context in which he operates, the sports context is based on one or more interests in common with the 'pupil, the type of activity has been chosen and we have not found it as maybe it happens in most contexts.”. (Giorgio Tuscolano, free climbing instructor)*

*“I am sure I have a role in the growth of my athletes (...) I always try to teach them how important their attitude is. I want to teach them that making mistakes or missing a dive is ok, but the important thing is that you get back on the springboard and you try again until you get it right because in life nothing will be easy and you will have to work hard to achieve all your goals”. (Paola Marconi, Diving Instructor)*

*“I try to instill values, such as sportsmanship, companionship, that rivals are also partners in the same profession. (...) I also want to convey sports and social values that are needed to practice team sport”. (Rafa Arcilla, Football coach)*

*“Yes, because you are an authority figure and you can change the negative vision to a positive one. I want to teach to the kids that everyone can make a mistake, even the coach and the referee because we are not figures with absolute truth; we make mistakes as everyone does. Also, I want them to express frustration and find themselves skills to manage it”. (Clara San Martín, Rugby coach)*

*“We introduce our athletes to basketball between the ages of 6-7. We go on a long-term basketball journey with our children. We are together with our athletes for a minimum of 8-9 years. In addition to the technical trainings, I do everything we can to ensure that our athletes have a good profession in Social Conformity, Ethical, Respectful, Social, and hopeful future”. (Bayram Acar, Basketball coach)*

### **Sport develops values and potential**

During the interview we asked the coaches which values. in their experience, boys learn in sports. We then proposed to the coaches a list of human potentials, according to the approach of Luca Stanchieri's Humanistic Coaching, asking what potential, according to them, sport was developing in their students. Here are some of the answers:

*“Through sport you enter in a particular world, you can make many experiences on your own skin, able to transmit many teachings (....) You learn that there is always someone better and deserves your applause and your smile because your value doesn't change. You learn that if you support a friend his performance will be better and a very precious thing is born called friendship. You learn trust, and to give it to who deserves it. That we must never give up, but if it happens we must forgive it.” (Giorgio Tuscolano, free climbing instructor)*

*“Respect of the opponents, respect of their teachers/trainers and respect for the teammates. Hard work, perseverance and healthy life style. Friendship. Self-consciousness”. (Paola Marconi, Diving Instructor)*

*“The commitment is fundamental, the involvement in the activity, having a good attitude and ability to overcome”. (Rafael Manuel Navarro, Basketball coach)*

*“I think it depends on the sport, on mine that it is a team sport, companionship, sportsmanship, self-improvement working throughout the season”. (Rafa Arcilla, Football coach)*

*“Above all, teamwork and then in the end, fellowship and support”. (Maria Romay, Rugby coach)*

*“For team sport I think the most important values kids learn are respect, improvement resilience and support the other ones”. (Clara San Martín, Rugby coach)*

*“I would say that perseverance, work, companionship and dedication are very important”. (Fabio Rama, Tennis instructor)*

*“Discipline, basic knowledge about nutrition and training”. (Sebastian Szczepanik, Bodybuilding instructor)*

*“Through sports, they learn principles such as respect, a sense of “we, not me”, team spirit, cooperation, moral values, love, fair play, and friendship”. (Cengiz Yiğit, Tennis instructor)*

*“Young people learn the values of sports such as order, discipline, respect for the opponent, personal and physical development, socialization in the society, and adaptation to social rules”. (Kamil Bolat, Swimming instructor)*

*“They learn to be a team, to act together, to achieve together, in short, to be a group. In addition, skills such as respect, love, morality, socialization, Fair play, Friendship, Communication develop”. (Bayram Acar, Basketball coach)*

*“In the table proposed in the interview, I find that all written words can be found in sport climbing, even spirituality”. (Giorgio Tuscolano, free climbing instructor)*

*“Courage, audacity, persistence, humility, autoregulation”. (Paola Marconi, Diving Instructor)*

*“For me, the first is respect, within the respect empathy, assertiveness, then commitment and ability to overcome”. (Rafael Manuel Navarro, Basketball coach)*

*“In football you have to be curious, creative and more as children”. (Rafa Arcilla, Football coach)*

*“I think curiosity, autoregulation and companionship are the most important”. (Maria Romay, Rugby coach)*

*“I think they develop teamwork, creativity, fellowship, autoregulation in many situations not only on the game”. (Clara San Martín, Rugby coach)*

*“Many values, companionship, perseverance, work, empathy, among others”. (Fabio Rama, Tennis instructor)*

*“Love for knowledge, Opened of mind, Persistence, Autoregulation, Appreciation of beauty”. (Sebastian Szczepanik, Bodybuilding instructor)*

*“Yes. Love, Integrity, Kindness, Gratitude, Forgiveness, Appreciation of beauty”. (Cengiz Yiğit, Tennis instructor)*

*“I think it has improved, but I do not agree with the arrogance item. The athlete must be humble. Common Sense, Self-Regulation, Continuity, Integrity”. (Kamil Bolat, Swimming instructor)*

*“Yes. Absolutely! Creativity, Curiosity, Humility”. (Eda Atakurt, Orienteering sport instructor)*

*“Curiosity, Social Intelligence, Appreciation of Beauty, Creativity, Foresight”. (Hüseyin Kiliç, Football coach)*



*“Creativity, Leadership, Foresight”.* (Bayram Acar, Basketball coach)

Here are some of the answers that emerged from the interviews. You can find much more by reading the following pages. Obviously this is a particular champion, coaches who have been chosen for their particular sensitivity and experience. But for this reason their experience can be defined as "representative"; that is, representative of a potential that the sports coach can embody.

Another element that we can draw in conclusion is to observe how - in the vast majority of interviews - the mentor figure is deeply linked to that of the coach, even if the interviewees are certainly never thought of or defined as “mentors”.

This is a further confirmation of the intuition that guided the EMSCO project, namely the importance of recognizing the role of mentor of the sports coach, and of developing training opportunities and tools to develop this function, to make sport more and more a profound educational opportunity.



# Emsco-Interview on mentoring skills for coaches

## *Interview scheme*

**Organization**.....

**Country**.....

**Author**.....

**Coach's Name**.....

**Sport**.....

### **Methods of conducting the interview**

*You can conduct the interview in various ways:*

- *meeting the interviewees, and recording the interview (in audio or video format) and then transcribing it;*
- *you can carry out the interview in presence or remotely (via telephone or skype);*
- *you can record what the interviewee will tell you (in audio or video format) and then subsequently transcribe;*
- *you can write the answers yourself while the interviewee tells;*
- *you can ask the interviewee to write the answers, if he is available to do it.*

*After the interview, please remember to have the interviewee sign their disclaimer.*

### **BACKGROUND OF THE COACH**

1. **WHEN** did you start training?
2. **WHY** did you start training? (your motivation)
3. **HOW** did you start training?

### **YOUR COMPETENCIES**

4. What kind of training education did you receive?
5. Did your training as a sport coach include the development of soft skills (such as effective communication, team building, team management etc.)?
6. If yes, how many hours of training? And what soft skills have you developed?

### **ROLE OF THE COACH IN YOUR EXPERIENCE**

7. Do you think you have a role in the growth of your athletes? If yes, how?

8. Do you create a personal relationship with your athletes apart from sport issues?
9. Do you talk to athletes/children individually? Do you recognize from the side of your athletes the need of talking to you individually?
10. Is there an episode in which you intervened that had a significant impact on a boy/girl's life? Could you share it?
11. In your opinion, what principles and values do young people/athletes learn through sport?
- 12.a. Do you think your coaching activity help to develop young people's potential?
- 12.b. If you read this potential list (see table below), which of these features do you think your athletes/young people are developing through sports?
13. According to various theories of experts, young people aged 14 and over are looking for a reference adult outside the family, Do you agree? And if so, Do you think that the coach could be this reference adult? Why?

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*(Human potential according to the humanistic coaching approach, by Luca Stanchieri)*

# Emsco-Interview on mentoring skills report

## BACKGROUND OF THE COACH

### 1. WHEN did you start training?

Among the coaches interviewed there are coaches who have decades of experience:

*“More than 20 years ago at age 14-15” (37 now). (Sebastian Szczepanik, Bodybuilding instructor)*

*“Between 1986 and 1990, I worked as an assistant with various coaches. I officially started coaching in 1990. I have been coaching for 30 years. Currently, I am the fourth level Basketball Coach and I run all age groups of Malatya Metropolitan Municipality Sports Club Basketball team”. (Bayram Acar, Basketball coach)*

And coaches who have less experience:

*“I have been tennis coaching for 5 years at the Youth and Sports Provincial Directorate”. (Cengiz Yiğit, Tennis instructor)*

*“I started training in 2014”. (Paola Marconi, Diving Instructor)*

*“For 3 years”. (Clara San Martín, Rugby coach)*

*“I graduated from Kayseri University, Coaching Department of Sport Sciences. Since 2015, I have been a swimming coach at Adiyaman University since my area of expertise is swimming”. (Kamil Bolat, Swimming instructor)*

*“6 years ago”. (Rafa Arcilla, Football coach)*

*“4 years coach”. (Maria Romay, Rugby coach)*

*“I started training in 2012”. (Eda Atakurt, Orienteering sport instructor).*

*“I started in 2017 in Malatya Fenerbahçe football schools (I'm a fan of Galatasaray)”. (Hüseyin Kiliñç, Football coach).*

And coaches who started when they were very young:

*I started training at age 14 and started being a coach a year ago. (Fabio Rama, Tennis instructor)*

*I started training at 17. But the first coaching experiences with disabled kids started at 11pm. (Giorgio Tuscolano, free climbing instructor)*

*When I was 19 years old. (Rafael Manuel Navarro, Basketball coach)*

### 2. WHY did you start training? (your motivation)

From the type of answer to this question it appears that most of the coaches or sports instructors have started to train for extra-sporting reasons while the remaining part has started to train because he loves practicing the sport he teaches/trains.

Coaches who started because they loved the sport they practiced:

*“I started training because I loved practicing this sport and I wanted people to know how beautiful diving is and how much you can learn from it.” (Paola Marconi, Diving Instructor)*

*“I like sports, I really like basketball. The opportunity arose at the same time that I played, to take the physical preparation of the club where I trained and as I was studying INEF, I saw the opportunity to be a physical trainer and from there, I got into the worlds of training”. (Rafael Manuel Navarro, Basketball coach)*

*“I played basketball for years. I loved basketball. I have been lying and playing basketball since my childhood. In short, basketball is everywhere in my life. All social, cultural, professional and family plans are based on basketball. My love for basketball made me do it as a profession in the future. I want to tell you about a series that guides my life in the name of basketball. "White Shadow" is a TV series that marked my country in the 1980s. It has led to the recognition of basketball in our country and to meet basketball. While everyone was living with football at that time in our country, thanks to the series, whatever children found in the form of a circle: rebars, aluminum rods, buckets, pots, we pierced the gold and telephone poles, electric poles, whatever we found, we hit the pot and started playing basketball. The leading actor of the series, Koç Reeves, has established a school team consisting of latin and black youth. Especially Reeves, who chooses problematic young people for the team, is a good leader in team players, and they are concerned with all their social, economic and professional family problems; integrating young people into society and school has become a role model for me. And I started working on my dreams of becoming a coach in the future. As Koç Reeves, when I choose our club players, I build teams consisting of young people and children who are excluded by the socio-economic and low society”. (Bayram Acar, Basketball coach)*

Coaches who started after meeting significant people:

*“I feel competent and inclined for this activity, my educational qualification is oriented towards training (Sport Sciences). I like determined people, and in the world of sport this quality is enhanced. I met a boy born with neuro-motor problems and thanks to training he greatly improved his degree of autonomy, consequently also his self-esteem and he was able to integrate better with the peers. He showed me for the first time a different motivation from the ones I had seen so far, and above all he demonstrated its effectiveness”. (Giorgio Tuscolano, free climbing instructor)*

*“I accompanied my cousin to the parties and saw that the goalkeepers were the great forgotten and that is how I became interested in training the goalkeepers and in the end I ended up training everyone in general”. (Rafa Arcilla, Football coach)*

*“Because my technical manager suggested me an opportunity to coach and I took it”. (Clara San Martín, Rugby coach)*

Coaches who started for other reasons:

*“I started because I was a Leisure and Leisure Time Monitor and I really liked working with children as with sports”. (Maria Romay, Rugby coach)*

*“Because, I love to teach and to train and educate people”. (Eda Atakurt, Orienteering sport instructor)*

*“I wanted to get bigger more fit”. (Sebastian Szczepanik, Bodybuilding instructor)*

*“To contribute to turkish sports, to raise young people who will carry the sport forward and explain the meaning of the turkish flag to the whole world, to create a sports culture in young generations, to popularize tennis among the young people living in my country, to help them become a healthy individual”. (Cengiz Yiğit, Tennis instructor)*

*“As someone who has been interested in sports until today, it was my biggest dream to study in the section about sports. My first goal was to study at Kayseri University Faculty of Sport Sciences. After long efforts, I got accepted for the Department of Training and received a coaching training here for 4 years. Why did I choose to be a swimming coach? Since the city where I live is in a rural area, we were faced with many deaths by entering the water because many children did not know how to swim in the ponds here”. (Kamil Bolat, Swimming instructor)*

*“First, because I have dreams. Second thing, having a job that meets my expectations from the future and giving me moral pleasure”. (Hüseyin Kiliç, Football coach)*

### **3.HOW did you start training?**

Among the coaches interviewed there are coaches who started to train for several reasons.

Coaches who started coaching after university or after taking training courses:

*“I did the Level 1 Coach Course at school, then I did the practices at Canillas”. (Rafa Arcilla, Football coach)*

*“I took a basic course by the Federation, so I started to coach young kids”. (Clara San Martín, Rugby coach)*

*“After university. I started working as a trainer”. (Cengiz Yiğit, Tennis instructor)*

*“I started training in private swimming facilities”. (Kamil Bolat, Swimming instructor)*

Coaches who started after meeting significant people:

*“At 17, I started in the gym that I attended, training my friends.*

*Then during university studies I sporadically trained in sports projects. After my studies, I was entrusted with groups of adults, children and young athletes in a gym and a group of old women for a health promotion project through walking and gymnastics. Then during a promotion event of climbing courses for children in a gym something special happened that sparked many things that would happen in the future. A field invasion. An 11-year-old autistic boy named Camillo stood in front of me and without using words he communicated his enormous desire to climb. He was*

*practically there with his family, only to accompany his normal little sister who had to do the test and choose if he could be interested in a climbing course. I don't know what happened but a strong bond was born between me and Camillo, at the end of that test day he enrolled in the gym, and it was beautiful even now that we are in 2020, I always enjoy teaching with him there is a strong bond of trust and affection that does not use words, and if they use them, they are very few. I would say he was my most difficult pupil, an hour alone with him was more tiring than two hours with a group of 15 children. It was very hard, accumulating enough experience to manage such a situation and give it a constructive direction, but it is an experience that I would do another 1000 times. I made attempts and he endured my inexperience, I learned a lot from him. I learned to learn from students and how to manage them. A fundamental quality, to be able to customize a capacity development path in young and old". (Giorgio Tuscolano, free climbing instructor)*

*"A coach impressed me more. After the 18th week match of YENİMALATYASPOR-GÖZTEPE super league on 19.01.2019, I decided to be a football coach. Göztepe Sports Club coach Kemal Özdeş at that time, his stance on the field, his moves to the game, his excitement for 90 minutes had a great impact on the communication with the footballers on the field, and that was the day I decided to become a real football coach". (Hüseyin Kiliç, Football coach)*

*"I played basketball from an early age. Finally, while playing at the level of A teams, I decided to become a coach with the guidance of my own coach. Even when I was a civil servant, while I had a regular income, I decided to end my civil service life and become a basketball coach". (Bayram Acar, Basketball coach)*

Coaches who have trained in other ways:

*"I started training because another trainer asked me to help her because she had too many athletes and she needed a hand". (Paola Marconi, Diving Instructor)*

*Rugby in particular I started with a team of children of approximately 8 years and between a partner and I took the boys". (Maria Romay, Rugby coach)*

*"Exercises from bodybuilding magazines at home with dumbbells. Later in the garage". (Sebastian Szczepanik, Bodybuilding instructor)*

*"I have always been a sports person, and that's why I wanted to work with sports people". (Eda Atakurt, Orienteering sport instructor)*

## YOUR COMPETENCIES

### 4. What kind of training education did you receive?

Among the coaches interviewed there are coaches who have had different types of training:

Coaches trained at the university:

*“I received 4 years of coaching training in the Department of Coaching at the Faculty of Sport Sciences. Apart from that, I specialized in swimming coaching specifically. I attended various trainings for national and international swimming trainers”.* (Kamil Bolat, Swimming instructor)

*“I received 4 years of undergraduate education in the Faculty of Sport Sciences, Coaching education”.* (Cengiz Yiğit, Tennis instructor)

*“I graduated from Akdeniz University Besyo Physical Education and Sports Teaching. I also completed my master's degree in the field of Physical Education and Sport Sciences at Akdeniz University. I am currently at the doctoral qualification stage in Ege University Sports-Health program. I am working as a Research Assistant at Siirt University. Apart from that, I attended workshops such as kinesiology, bandworkout, fitness workout, pilates, and aquafitness”.* (Eda Atakurt, Orienteering sport instructor)

*“I am a graduate of Inonu University, Faculty of Sport Sciences, Department of Coaching Education”.* (Hüseyin Kiliç, Football coach)

Coaches trained in a sports federation:

*“I did INEF and then the specialization of basketball, then I got the second level title of the fourth quarter and later the senior coach course”.* (Rafael Manuel Navarro, Basketball coach)

*“I received the Level 1 Technician”.* (Rafa Arcilla, Football coach)

*“The monitor course, then the Level 1 and 2 Rugby course and then the Madrid Rugby Federation on NI”.* (Maria Romay, Rugby coach)

*“I took two courses to train rugby but, those courses taught me how to work social inclusion in sports, how to motivate the kids into rugby, etc.”.* (Clara San Martín, Rugby coach)

*“I have worked with very good coaches while playing basketball for many years, especially in my technical career in basketball, the teaching methods and techniques of these coaches have made me experience in basketball coach years. I attended the stage where Turkey's Basketball Federation have opened courses to obtain certification. I have successfully completed these courses. I also attend national and international development seminars that TBF opens every year”.* (Bayram Acar, Basketball coach)

Coaches trained in other ways:

*“Since I was a little boy my trainers always taught me to give my best, and if my best wasn't enough, I was told to work harder until my best brought me to win the medals in the competitions. I obtained the three-year degree in Sports Science, the exams related to soft skills. They were:*



*psychology (perhaps they were psychology 1 and psychology 2), psychobiology, methodology and sports teaching. In the II level Cones coach course, lessons were devoted to sports psychology, and how to use the "sphere" model. Mainly was a theoretical training". (Giorgio Tuscolano, free climbing instructor)*

*"Since I was a little girl my trainers always taught me to give my best, and if my best wasn't enough, I was told to work harder until my best brought me to win the medals in the competitions". (Paola Marconi, Diving Instructor)*

*"Gym/fitness instructor course and other courses". (Suspension training, kettlebell, stretching etc.) and bachelor/engineer title in high voltage electricity". (Sebastian Szczepanik, Bodybuilding instructor)*

### **5. Did your training as a sport coach include the development of soft skills (such as effective communication, team building, team management etc.)?**

Out of 11 coaches interviewed, 9 responded positively, only 2 do not claim that being a sports coach includes the development of soft-skills.

Coaches who responded positively:

*"Working in close contact with people and with objectives to be achieved, it is normal to use soft skills. It is better to be aware of it". (Giorgio Tuscolano, free climbing instructor)*

*"Training the small kids taught me to be gentle and kind but at the same time severe. Kids need both cuddles and severe rules that they have to learn to follow". (Paola Marconi, Diving Instructor)*

*"Of course, and more and more. In fact, I give a subject here at the university called high-performance coach training that is very focused on coaching, emotional intelligence and is increasingly important". (Rafael Manuel Navarro, Basketball coach)*

*"Within the subjects taught in Level 1, there are some social skills". (Rafa Arcilla, Football coach)*

*"There were soft skills, but very little, there were very few practical hours on that". (Maria Romay, Rugby coach)*

*"Yes, as I told you, we worked social inclusion, encourage the motivation through funny activities and other things". (Clara San Martín, Rugby coach)*

*"Yes". (Cengiz Yiğit, Tennis instructor; Kamil Bolat, Swimming instructor, Hüseyin Kiliç, Football coach; Bayram Acar, Basketball coach)*

Coaches who responded negatively:

*"No, I'm focused only on 1on1 client/trainer relationships". (Sebastian Szczepanik, Bodybuilding instructor)*

*"No". (Eda Atakurt, Orienteering sport instructor)*

## **6. If yes, how many hours of training? And what soft skills have you developed?**

Among the coaches interviewed there are coaches who devote many hours to the development of soft skills and coaches who devote little to the development of soft skills or who develop them out of training.

Coaches who develop devote a lot of time to soft skills during training:

*“It is difficult to quantify how many hours I dedicate to soft skills, they are part of my way of conducting the lesson, on average I do 46 hours a week as a trainer. The moments in here I use more soft skills, it is when I have to start a project or a path and they come back very useful even in problematic moments, from a banal momentary behavioral problem of some pupil to more serious unexpected events”.* (Giorgio Tuscolano, free climbing instructor)

*“22 hours. I developed persistence, foresight and leadership”.* (Cengiz Yiğit, Tennis instructor)

*“I train every day for 5 hours three different age groups”.* (Paola Marconi, Diving Instructor)

*“60 hours sports psychology lesson. Especially effective communication. These topics are included in the content of different courses. For example, Sport psychology. In addition, it is very important to go down the field and apply it practically. The received trainings should be reflected in practice. Education remains only on paper. In coaching, I think the key point is learning and transferring by living on the field”.* (Kamil Bolat, Swimming instructor)

*“Sports Psychology classes are offered in the 1st stage, 4 hours compulsory, in the 2nd stage 6 hours compulsory, in the 3rd stage 8 hours compulsory, and in the 4th stage 10 hours compulsory. Sports Psychology course content: Cognitive and behavioral skills training for performance improvement: setting goals; image and performance planning; concentration and attention control strategies; development of self-confidence, self-esteem and competence in sports; cognitive behavioral self-control techniques; emotion management, sportsmanship and leadership skills. Counseling and clinical interventions: Athletic motivation; eating disorders and weight management; substance abuse; grief, depression, loss and suicide; excessive training and burnout; sexual identity issues; aggression and violence; athletic injury and rehabilitation; measures against career transitions and identity crises. Counseling and education: sports organization counseling; communicating with families of young athletes; trainings on coaches' motivation, interpersonal and leadership skills and abilities; Training of coaches and managers regarding early diagnosis and prevention of psychological difficulties”.* (Bayram Acar, Basketball coach)

Coaches who dedicate little time to the development of soft skills:

*“It had very little weight and in terms of quantifying the hours per week, about 3 hours were spent”.* (Rafael Manuel Navarro, Basketball coach)

*“Few hours of training, less than half of the course. I have been able to develop empathy and rapprochement with boys and girls”.* (Rafa Arcilla, Football coach)

*“I received a 2-hour training in a 12-week week. I developed my effective communication and communicative capabilities. The better the athlete mentally psychologically, the higher the level of performance is achieved. As a trainer, it would be very wrong to train our athletes only in terms of physical technique because we need to prepare the athlete mentally for the game. Finally, what I have noticed is that my athletes are more willing and smiling in training thanks to these educational games, especially as a coach to see smiling faces instead of sullen faces. It also motivates me too”.*  
(Hüseyin Kiliç, Football coach)

Coaches who develop soft skills out of training:

*“We had that development of soft skills outside training hours. In rugby matches we have three periods in the game and use the third one to socialize with the team and the coaches. I have developed constructive communication; identify unusual situations and behaviors of the kids”.*  
(Clara San Martín, Rugby coach)

## **ROLE OF THE COACH IN YOUR EXPERIENCE**

### **7. Do you think you have a role in the growth of your athletes? If yes, how?**

All the coaches interviewed responded affirmatively and claim that the coach is a reference figure capable of teaching values related to sport and life and at the same time have a role for the physical and psychosocial development of athletes, especially the younger ones.

*“Yes, I think my role in the growth of an athlete is very important. The coach is a reference figure, in life there are many times of reference figures, but the coach has something special which is the context in which he operates, the sports context is based on one or more interests in common with the 'pupil, the type of activity has been chosen and we have not found it as maybe it happens in most contexts. I would like to tell other things about these thoughts but it would become too long”.*  
(Giorgio Tuscolano, free climbing instructor)

*“I am sure I have a role in the growth of my athletes because I spend a lot of time with them and because, other than the technique, I always try to teach them how important their attitude is. I want to teach them that making mistakes or missing a dive is ok, but the important thing is that you get back on the springboard and you try again until you get it right because in life nothing will be easy and you will have to work hard to achieve all your goals”.* (Paola Marconi, Diving Instructor)

*“I think so, all part because the coach must have a leading figure, first of all training and leadership is achieved by example. The players feel admiration for the coach and I think that in the end it influences the personality of your players”.* (Rafael Manuel Navarro, Basketball coach)

*“I understand that yes, because I try to instill values, such as sportsmanship, companionship, that rivals are also partners in the same profession. I want to teach them the basic values because I train children and within my face, I also want to convey sports and social values that are needed to practice team sport”.* (Rafa Arcilla, Football coach)

*“Yes, I think it is super important because in the end you are an example, besides you are not an example like in the institute that comes from above if not from a closer person”. (Maria Romay, Rugby coach)*

*“Yes, not with everyone because there are some who are closer than others. I also create links outside of training, I like to know what is of their lives, laugh with them for a while, etc.”. (Maria Romay, Rugby coach)*

*“Yes, because you are an authority figure and you can change the negative vision to a positive one. I want to teach to the kids that everyone can make a mistake, even the couch and the referee because we are not figures with absolute truth; we make mistakes as everyone does. Also, I want them to express frustration and find themselves skills to manage it”.*

*(Clara San Martín, Rugby coach)*

*“Yes, I’m the trainer, diet, training routine, motivation come from me”. (Sebastian Szczepanik, Bodybuilding instructor)*

*“The role of the trainer is important for the psychosocial and physical development of athletes, both in training and outside. I use effective communication as the best tool to achieve this. I establish positive relationships with athletes during training times, and the coach-athlete relationship that is formed here enables my athletes to develop their motivation, relaxation and skills more easily”. (Cengiz Yiğit, Tennis instructor)*

*“Yeah. We observe the development of these components by following the physiological development, personality development and performance development of our athlete with high reliability and validity scales”. (Kamil Bolat, Swimming instructor)*

*“I think I am a role model. As a human being...”. (Eda Atakurt, Orienteering sport instructor)*

*“I definitely have a role in the development of my athletes as a coach.*

*As a coach, I will teach my athlete right as a wrong technique or a wrongly set load intensity as the right method; the wrongly taught technique may negatively affect the development of my athlete after a certain level and cause my athlete to fail, and worst of all, to have a feeling of failure in the mind of my athlete, and I think that my athlete will always fail and leave this sport branch or sport. As a result of a wrong load, I may have damaged my athlete’s health, more than anything else from getting injured”. (Hüseyin Kiliç, Football coach)*

*“We introduce our athletes to basketball between the ages of 6-7. We go on a long-term basketball journey with our children. We are together with our athletes for a minimum of 8-9 years. In addition to the technical trainings, I do everything we can to ensure that our athletes have a good profession in Social Conformity, Ethical, Respectful, Social, and hopeful future”. (Bayram Acar, Basketball coach)*

## **8. Do you create a personal relationship with your athletes apart from sport issues?**

Out of 12 coaches interviewed 11 responded positively.

Coaches who responded positively:

*“I work with 80 students more or less, and sometimes it happens that a beautiful relationship is established that is cultivated even outside the purely sporting activity”. (Giorgio Tuscolano, free climbing instructor)*

*“Yes absolutely. I think it’s necessary to create a personal relationship with the athlete so that you can build trust. If the athlete trusts you and you trust your athlete it is going to be much easier to achieve all of the goals”. (Paola Marconi, Diving Instructor)*

*“Friendship links yes, in fact, I usually have a very good friendship with the players I have trained”. (Rafael Manuel Navarro, Basketball coach)*

*“Yes, I have been training for six years and the children I had now are in youth, I love to see them and greet them. Above all, I create more link with those that cost them or little more”. (Rafa Arcilla, Football coach)*

*“Yes, not with everyone because there are some who are closer than others. I also create links outside of training, I like to know what is of their lives, laugh with them for a while, etc.”. (Maria Romay, Rugby coach)*

*“Yes, of course”. (Clara San Martín, Rugby coach)*

*“Yes. I definitely establish a special relationship with my athletes, I am interested in all their problems, I do not spare my financial and moral support from them. I try to communicate with my athletes in a friendly approach rather than a coach athlete relationship. I try to do different activities not only in training but also in our social life with them”. (Cengiz Yiğit, Tennis instructor)*

*“The coach does not only prepare his athlete for the competition. They must also prepare the athlete for life. To have a good dialogue with the athlete, they must have a strong relationship and know what will be the key (motivation) to him. And they should prepare athletes for life in every way”. (Kamil Bolat, Swimming instructor)*

*“I always do this”. (Eda Atakurt, Orienteering sport instructor)*

*“Yes, I am establishing a personal relationship. Sometimes I treat my athlete like brother, father or friend. In fact, my athlete in general comes to me for the following problems: problems with teammates, problems with his family, problems in school life.*

*In these cases, I advise my athletes that they should change their point of view, empathize, be transparent, sometimes take it from the bottom, and above all, understand the person or situation they have problems with”. (Hüseyin Kiliç, Football coach)*

*“Especially in order to better understand the mood of my athletes, we often come together outside of the training. We meet with my athletes in various organizations other than Training. We go swimming together, we play various games during the swimming activity, we do water activities. In addition, I organize picnic organizations and I ensure that my athletes participate in this picnic*

*with their families. In addition, we are going to watch Super League matches played in different cities such as Istanbul, Ankara, Gaziantep. Sometimes we sit in a cafe and drink coffee and chat. These activities often cause me to communicate better with athletes". (Bayram Acar, Basketball coach)*

Coaches who responded negatively:

*"Rarely". (Sebastian Szczepanik, Bodybuilding instructor)*

### **9. Do you talk to athletes/children individually? Do you recognize from the side of your athletes the need of talking to you individually?**

All 12 coaches interviewed responded positively to the first question and most of them relate both individually and collectively to athletes. In most cases, coaches are able to recognize when athletes need to confront each other for problems or issues.

*"I talk a lot with my athletes not only to motivate them but also to deduce a series of elements that will help me evaluate: the previous lessons, the session I am conducting and decide the next job. To resolve even trivial conflicts that must not be overlooked. Or to pay attention to something to correct, the choice of words or silence are important". (Giorgio Tuscolano, free climbing instructor)*

*"Sometimes I talk to athletes in groups or sometimes individually. It depends on what I have to say or what I'm talking about. If I notice that an athlete wants to talk to me, I pull him aside and I talk to him personally and I make sure no one is listening or else it could bring to the break point of the trust in the relationship". (Paola Marconi, Diving Instructor)*

*"Of course. Yes, I identify it and more and more". (Rafael Manuel Navarro, Basketball coach)*

*"Yes, in addition, children see a lot, because they talk a lot and when you see someone is quieter you always suspect something. Then you try to talk to them in the locker room and the good thing about the faucet is that it has a psychology department that if you see that it is a serious issue, you can refer it to the psychologist". (Rafa Arcilla, Football coach)*

*"Yes. Above all, I notice it more in some boys who have functional diversity because it shows that they ask for more contact, but in general, you can see it from everyone". (Maria Romay, Rugby coach)*

*"Yes, I talked individually to them if they need it. The kids are very clear, and they can express everything directly outside the training". (Clara San Martín, Rugby coach)*

*"I only work individually, I'm talking with clients all time about different topics, not only gym". (Sebastian Szczepanik, Bodybuilding instructor)*

*"Yes, I especially understand the needs of sportsmen to talk to me from their behavior and actions. If I understand that he/she exhibits a different behavior compared to normal days, I try to spend time and talk with my athletes in a separate place. In order to keep the motivation of my athletes at*

*a high level and to reach a better career in terms of career, I conduct inter-group and individual meetings. In addition, each of the athletes consists of individuals with different characters and characteristics and may have different problems at different times. As a coach, I try to find solutions to their problems by interviewing them personally". (Cengiz Yiğit, Tennis instructor)*

*"Since there are individual differences in athletes, it is necessary to talk to the key athletes one-on-one, in accordance with their level of development, when the appropriate training program needs prepared for the competition and the trainee needs to be motivated. I understand that athletes need to talk to me from their facial expressions and gestures". (Kamil Bolat, Swimming instructor)*

*"I always interview both individually and collectively". (Eda Atakurt, Orienteering sport instructor)*

*"Yes, I talk to them separately from time to time. Yes, most of the time, our athletes need to talk to me. Sometimes when I criticize, sometimes our athletes may need it when they have a problem. I can understand this from gestures and gestures of my athletes, sometimes I can see that my athletes need to speak through my eyes while I am explaining something. Thus, I try to find a solution for the problem by taking my athlete to a separate place". (Hüseyin Kiliç, Football coach)*

*"Of course, we have time to talk to the children separately. I have special discussions on both basketball and their needs. The motivation of an athlete on his training day, his mood and movements are immediately reflected in his behavior and I can feel it. Then, I make a special opinion with my athlete, what kind of problem he has, financial, spiritual, family, school, and social life. I want them to share with me without any hesitation and if there is a problem". (Bayram Acar, Basketball coach)*

#### **10. Is there an episode in which you intervened that had a significant impact on a boy/girl's life? Could you share it?**

Out of 12 coaches interviewed, 10 have episodes in which they had a significant impact on the life of a boy/girl.

Coaches who have an episode to share:

*"I have been working for a long time as a promoter of physical activity and I help my students to continue their path. Some of them have chosen other paths, others have trained with me since they were six and, now, they are 14, from childhood to adolescence. My intervention changed their lives a bit, I hope for the better, of course.*

*I urge them to never give up regardless of the result. As happened to an 8-year-old athlete of mine, during a very important competition at the national youth championships, I said that the result was not important, but that she should never give up anything that happened ... moral of the story during the climb, she could no longer continue the path but was able to tighten the holds she already had in her hand, so without falling she remained attached to the grips of the path, after 5 minutes, the time that an athlete has available to arrive at the top it expires, so she is forced to go*

*down, but she refused even if the judges from their posts explained that her race was over, that it was fine.*

*But she gave me infinite trust as only children can give, she didn't let go ... whatever had happened, no one could convince her. The whole event was blocked by the tenacity of an 8 year old (girl), until there was no more strength in his arms. In many years I would have many stories to tell this is one of the ones I like best". (Giorgio Tuscolano, free climbing instructor)*

*"Yes, one of the most important was with a 1-year-old player in the junior stage and began to have a relationship with drugs, alcohol and I talked with parents, we did an activity with a family poisoning cabinet". (Rafael Manuel Navarro, Basketball coach)*

*"Yes, we had a child who suffered abuse at school and we managed to get the whole child to smile again. That is to say, what we did is through sports to encourage him, but it is more the work of the psychologist, that is to say I see that something happens to the child and I derive it with her". (Rafa Arcilla, Football coach)*

*"Yes, in the first years I started coaching, I saw a high school girl sitting in the stands next to the tennis court. I noticed that she came several times a week and watched the training sessions. One day I couldn't stand it and went to her and asked her if she likes tennis. Yes, she said she wanted to play a lot, too. I asked her to take her sports equipment and join the training the next day. But the girl had hesitations and I felt these hesitations. She started talking to the girl and stated that she had family and financial problems and that her family would not be very keen to start this sport. So I called her by taking his father's phone number. I called his father for training. After long discussions with the girl's father, my persuasion efforts yielded results and we started training with that girl. This girl is now a coaching student at İnönü University, Faculty of Sport Sciences and a good tennis player". (Cengiz Yiğit, Tennis instructor)*

*"Yes, I had a kid very passionate about rugby, but he wasn't very good student and this father wanted to drop it. So, my teamwork and I tried to figure out with them a way to manage school and rugby". (Clara San Martín, Rugby coach)*

*"Yes, there is such a section. I can give an example as follows: In the team I am working on, we have an athlete who has undergraduate education in the faculty of sports science education. Our student would have to specialize in any branch of her choice within the scope of the courses he took. Our athlete came to me and asked my opinion about it and wanted to listen to my advice about how to follow. I made a recommendation to my athlete within the framework of her own skills and job opportunities. My recommendation was that our athlete has been playing football in women's leagues for 8 years, and considering the fact that the number of female athletes is a major problem in our country, there was no female coach in the women's football league. I advised that she combine her knowledge in the process of playing football and the academic education she will receive, and to enter a path where she can win the job she loves and the future where a woman coach can be in football, which she already enjoys more than she does". (Hüseyin Kiliñç, Football coach)*



Coaches who have no episodes to share:

*“I don’t think there is a particular episode that had a significant impact on a boy or girl but I try to teach them something every day and I see I do that because I notice how my athletes are growing more and more”. (Paola Marconi, Diving Instructor)*

*“I can't think of any specific moment because it is the day to day, that they come to you and tell you about problems at school and others”. (Maria Romy, Rugby coach)*

*“We need to ask this to athletes. I can say yes but I need more data to prove it”. (Eda Atakurt, Orienteering sport instructor)*

*“I feel that I have touched the lives of many of my athletes, of course, in my 30-year-old coach. In academic terms, I ensure that many athletes go to various departments such as Physical Education Teacher, Coaching, Recreation, and Sports Management with my guidance. In a sense, we provide the opportunity for athletes to have a double career. I currently have over 150 Physical Education teachers and coaches”. (Bayram Acar, Basketball coach)*

Coaches who did not have an episode in which they intervened that had a significant impact on the life of a boy/ girl:

*“Not that I know about”. (Sebastian Szczepanik, Bodybuilding instructor)*

*I have not experienced the pleasure of success as I have my first years in my duty at the moment. Right now I'm just having the pleasure of the basic swimming coaching. It makes me happy to have a share in every person learning to swim. My goal is to end deaths by drowning. (Kamil Bolat, Swimming instructor)*

### **11. In your opinion, what principles and values do young people/athletes learn through sport?**

Each coach interviewed expressed different principles and values that sport can convey, but those that have been named most often are: respect, friendship, socialization and companionship; but also attitude to victory, fair-play and body care through training and nutrition.

*“Through sport you enter in a particular world, you can make many experiences on your own skin, able to transmit many teachings and you can become aware of the emotions and how they must be used. Many are linked to performance, for example: if you commit yourself better, that if you dedicate yourself to one thing you will do it better, but also that if you work hard but in the wrong way you don’t always improve in proportion to the commitment.*

*You learn that there is always someone better and deserves your applause and your smile because your value doesn’t change. You learn that if you support a friend his performance will be better and a very precious thing is born called friendship. You learn trust, and to give it to who deserves it. That we must never give up, but if it happens we must forgive it.*

*Sport, for an educator, is cool, because it is a simulation of life, so you can experiment with dynamics and by transmitting the "how" you manage, without too many risks for the student". (Giorgio Tuscolano, free climbing instructor)*

*"Respect of the opponents, respect of their teachers/trainers and respect for the teammates. Hard work, perseverance and healthy life style. Friendship. Self-consciousness". (Paola Marconi, Diving Instructor)*

*"The commitment is fundamental, the involvement in the activity, having a good attitude and ability to overcome". (Rafael Manuel Navarro, Basketball coach)*

*"I think it depends on the sport, on mine that it is a team sport, companionship, sportsmanship, self-improvement working throughout the season". (Rafa Arcilla, Football coach)*

*"Above all, teamwork and then in the end, fellowship and support". (Maria Romay, Rugby coach)*

*"For team sport I think the most important values kids learn are respect, improvement resilience and support the other ones". (Clara San Martín, Rugby coach)*

*"I would say that perseverance, work, companionship and dedication are very important". (Fabio Rama, Tennis instructor)*

*"Discipline, basic knowledge about nutrition and training". (Sebastian Szczepanik, Bodybuilding instructor)*

*"Through sports, they learn principles such as respect, a sense of "we, not me", team spirit, cooperation, moral values, love, fair play, and friendship". (Cengiz Yiğit, Tennis instructor)*

*"Young people learn the values of sports such as order, discipline, respect for the opponent, personal and physical development, socialization in the society, and adaptation to social rules". (Kamil Bolat, Swimming instructor)*

*"Love, friendship and sharing together with competition. To win and to lose". (Eda Atakurt, Orienteering sport instructor)*

*"Thanks to sports, our athletes; let me explain this issue with a few examples. For example, on the day of training, our athlete goes to school after training.*

*The training day adjusts her life, which goes on outside, according to the training time and thus the planning ability develops.*

*During the training, she practices in a certain discipline, communicates with her friends and teachers, acts with the team. She learns the skills such as discipline of the group dynamics. At the end of the workout, she changes her clothes that get dirty during the workout, takes a shower. Only, i can meet the basic care requirements. As a result, we can give many examples such as our athletes, our children become conscious thanks to sports, they can communicate with people". (Hüseyin Kiliç, Football coach)*

*"They learn to be a team, to act together, to achieve together, in short, to be a group. In addition, skills such as respect, love, morality, socialization, Fair play, Friendship, Communication develop". (Bayram Acar, Basketball coach)*

### **12.a. Do you think your coaching activity help to develop young people’s potential?**

All 12 coaches interviewed responded positively.

*“Yes, I believe that you can develop your potential through sport. I don't expect my athletes to become professional athletes when they grow up but I hope great professionals. What sport can dare is a method and experiences. The method becomes a means to be used as we wish: in the relationship with oneself and with others or in work”. (Giorgio Tuscolano, free climbing instructor)*

*“Yes”. (Paola Marconi, Diving Instructor, Sebastian Szczepanik, Bodybuilding instructor, Cengiz Yiğit, Tennis instructor, Bayram Acar, Basketball coach, Eda Atakurt, Orienteering sport instructor)*

*“Yes, of course”. (Rafael Manuel Navarro, Basketball coach)*

*“I try to empower all children, equally, I try to find the weaknesses that each one has and do exercises to improve those weaknesses”. (Rafa Arcilla, Football coach)*

*“Yes, I think it is important but not only with the coach is going to develop, but I see the sport very important for its development is more I think that all children should practice some type of sport, if it is a better team”. (Maria Romay, Rugby coach)*

*“Yes, the coach can develop their potential in a good or a bad way”. (Clara San Martín, Rugby coach)*

*“The coach has an important role in terms of motivation and the technique and tactics of the game, but the fundamental one is the student who must have an intrinsic motivation for his sport”. (Fabio Rama, Tennis instructor)*

*“Of course, I do. With personal development inventories, the change in development levels results in a visible and objective way. Athletes reveal all the social, physical and mental potentials of swimming”. (Kamil Bolat, Swimming instructor)*

*“Yes, if coaching activities do not improve the potential of the athletes, there is already a problem. For example, correct communication with our athletes and training activities that will reveal their self-confidence potential will help our athletes and young people develop their potential in this regard”. (Hüseyin Kiling, Football coach)*

### **12.b. If you read this potential list (see table below), which of these features do you think your athletes/young people are developing through sports?**

According to the coaches interviewed the characteristics that young athletes are able to develop are mainly: creativity, self-regulation, curiosity and foresight.

*“In the table proposed in the interview, I find that all written words can be found in sport climbing, even spirituality. The difference will be: the contexts in which the student will find himself, his degree of sensitivity and awareness and the people he will meet along his way”. (Giorgio Tuscolano, free climbing instructor)*

*“Courage, audacity, persistence, humility, autoregulation”.* (Paola Marconi, Diving Instructor)

*“For me, the first is respect, within the respect empathy, assertiveness, then commitment and ability to overcome”.* (Rafael Manuel Navarro, Basketball coach)

*“In football you have to be curious, creative and more as children”.* (Rafa Arcilla, Football coach)

*“I think curiosity, autoregulation and companionship are the most important”.* (Maria Romay, Rugby coach)

*“I think they develop teamwork, creativity, fellowship, autoregulation in many situations not only on the game”.* (Clara San Martín, Rugby coach)

*“Many values, companionship, perseverance, work, empathy, among others”.* (Fabio Rama, Tennis instructor)

*“In my case (one on one training without team values). Love for knowledge, Opened of mind, Persistence, Autoregulation, Appreciation of beauty”.* (Sebastian Szczepanik, Bodybuilding instructor)

*“Yes. Love, Integrity, Kindness, Gratitude, Forgiveness, Appreciation of beauty”.* (Cengiz Yiğit, Tennis instructor)

*“I think it has improved, but I do not agree with the arrogance item. The athlete must be humble. Common Sense, Self-Regulation, Continuity, Integrity”.* (Kamil Bolat, Swimming instructor)

*“Yes. Absolutely! Creativity, Curiosity, Humility”.* (Eda Atakurt, Orienteering sport instructor)

*“Curiosity, Social Intelligence, Appreciation of Beauty, Creativity, Foresight”.* (Hüseyin Kiliç, Football coach)

*“Creativity, Leadership, Foresight”.* (Bayram Acar, Basketball coach)

**13. According to various theories of experts, young people aged 14 and over are looking for a reference adult outside the family, Do you agree? And if so, Do you think that the coach could be this reference adult? Why?**

All 12 coaches interviewed fully agree that young people aged 14 and over are looking for a reference figure. In addition, they argue that the sports coach can be very important both for physical development and for psychological and social development, as the coach allows the development of certain aspects of life such as teamwork and socialization.

*“I agree with the opinion of the experts. The coach is a point of reference for young people, because the pupil is used to absorbing information from the coach and there is mutual trust. It is normal for this to happen, to grow and create new things we need examples and we look for them everywhere even if we are not aware of it. My coaches have been my philosophical and partly practical inspiration, some of my students want to become me, their parents told me, so it's a continuous cycle. I learn from my teachers and pass it on to my students who in turn teach me new things, "we are a unique network of synapses".* (Giorgio Tuscolano, free climbing instructor)

*“I agree and I think his coach could be his reference adult because the coach always wants the best for his athlete like a parent would want and the coach has been where the athlete is already so him can give him the correct advises”. (Paola Marconi, Diving Instructor)*

*“Yes, I totally agree. Yes, a good coach must be a good leader, especially when we talk about ages 14-16 years old, who at the end work with a team where there is a certain seriousness and the coach must act correctly and in an exemplary way towards the players”. (Rafael Manuel Navarro, Basketball coach)*

*“I think they are looking for a reference before 14, for example, I am with Alevines and I think they are also looking for it. I understand that the coach can be, but I mean it is a s teacher who sees them 5 days a week to a coach who sees them only two days a week, since they can gain more confidence with the teacher. Although it is true that the coach works outdoors and does activities that children like, but the moment of total confidence is not there because you are not so long”. (Rafa Arcilla, Football coach)*

*“I agree. I think the coach can be that reference because he usually trains people who are at a closer age and with it the relationship is not so hierarchical and they take us as referents because after all he shares time with them and you have more experiences in certain issues that they find it uncomfortable to talk with their parents or teachers”. (Maria Romay, Rugby coach)*

*“Yes, the couch could be that reference outside the family circle. In my experience I can say I am the reference to many girls in rugby and you can see it because it’s very clear how exited they are because you gave them a good feedback”. (Clara San Martín, Rugby coach)*

*“If I agree, and yes your reference can be a coach, but surely it is a professional player”. (Fabio Rama, Tennis instructor)*

*“Yes, coach could be an example and role model but I don’t really work with children so I don’t have experience in that field”. (Sebastian Szczepanik, Bodybuilding instructor)*

*“Absolutely I agree. Since this period is especially adolescence, young people face many problems and role modeling is common among young people during this period. We must definitely be a positive role model for them, as they take the influential and loved ones around them as role models.*

*Yes, if young people are doing sports in a branch they like, their coaches are usually valuable people for them. Because the trainer adds value to them in terms of performance, they see the coaches as the biggest helpers in the way of becoming professional in the future. Young people take coaches as an example”. (Cengiz Yiğit, Tennis instructor)*

*“I agree that the coach can be this reference. Because nowadays, the bond formed in the child is inevitably weakened as the parents enter the business life. Coaches are a very strong candidate in terms of role models, as they meet through sports and have an increasing bond in their relationships”. (Kamil Bolat, Swimming instructor)*

*“Of course, I agree. The people they refer to the most are their coaches. Because the time spent together during and after training is very different from the time spent at school. There is both authority and a friend, role model ...”.* (Eda Atakurt, Orienteering sport instructor)

*“Yes, I agree that families are looking for a reference for their children because families always want to prepare their children for life in the best way and be successful in all areas of life. In addition, they desire that their socialization, which complies with the social rules, will develop in a positive way. We know that the best way to do this is through coaches, a good role model. Especially coaches should take part in activities that will contribute to the personal development of athletes, not only their physical development. I always have three advices for my athletes. To be a good person, to be a good student, to be a good athlete after these”.* (Bayram Acar, Basketball coach)

## **MODEL OF COACHING**

### **14. Do you think you play a role model for the young people/your athletes?**

All 12 coaches interviewed responded positively.

*“Yes, I think I have a role as a model for my students, much more than I thought before. They are a base to which they remove and add elements.*

*I mean that for some students they are an example, and they will start from my behavior to choose theirs. And to my behaviors they will add theirs, based on their experiences”.* (Giorgio Tuscolano, free climbing instructor)

*“Yes”.* (Paola Marconi, Diving Instructor, Cengiz Yiğit, Tennis instructor)

*“Yes, of course I do”.* (Rafael Manuel Navarro, Basketball coach)

*“I try to be. I try to see that what I ask I do too, that is, if I ask for support among my colleagues, that I see that I also support everyone”.* (Rafa Arcilla, Football coach)

*“Yes, I believe that for better or worse, I am”.* (Maria Romay, Rugby coach)

*“I don't know. I think is very difficult to identify it and the age of the athletes' influences the impact on them. I have trained a girl on my first year as a coach, and she wanted to quit the team because she thought she wasn't good enough to be part of the team. I could see her potential and I made tough exercises to prove her she was capable to do that and more. Now I am a role model to her, but back then I wasn't at all”.* (Clara San Martín, Rugby coach)

*“Yes, I totally believe it”.* (Fabio Rama, Tennis instructor)

*“When I had problems at school, I would think of someone who liked their behavior and had similar problems. Then I would try to imitate this person. Having a role model helped me through difficult situations. I especially give my athletes examples from my own life and help them take examples from my life. In addition, I try to be effective against athletes because of my clothing, speeches, and communication with them”.* (Kamil Bolat, Swimming instructor)

*“Young, positive, knowledgeable, energetic and very fun. A humanist coach model, or rather a human model, who does his job seriously and fondly!”*. (Eda Atakurt, Orienteering sport instructor)

*“Actually, I can't answer that question, but a coach is already a role model wherever he/she is in the field, training, class. Although we are not aware, especially as coaches working in younger age groups, we become a role model for young people, because our values that we show interest in the field can be influenced by our communication and we contribute positively to their future sports lives”*. (Hüseyin Kiliç, Football coach)

*“Of course, I think I am a good role model for my athletes. I try to be a role model for the athletes until I dress with my life, my behavior, my work ethic, what I say and what I do. I believe that I have influenced many of my athletes”*. (Bayram Acar, Basketball coach)

### **15. What do you think are the features of a good/successful coach?**

According to the coaches interviewed the main characteristics that a coach must have are: listening skills, ability to identify the potential of athletes, refrain from judging negatively athletes, leadership and a strong propensity for effective communication.

*“I believe that the fundamental ones are curiosity and openness linked to each other, then: knowing how to insist is fundamental the coach must be absolutely determined to start his career, creativity in order not to end in the boredom of the students, the leadership must be there and otherwise love without passion we cannot transmit anything, and even self-regulation especially if we work with the little ones”*. (Giorgio Tuscolano, free climbing instructor)

*“A good coach is a coach that is able to teach something other than sports to their athlete. Also, he is able to obtain the best from each one of his athletes, both as in terms of results and in terms of attitude and behavior”*. (Paola Marconi, Diving Instructor)

*“It is very important respect, commitment, the ability to overcome and of course the leadership capacity, information it must be very powerful, it must be formal and in senior stages maybe that leadership is more informal and can be more democratized with other players”*. (Rafael Manuel Navarro, Basketball coach)

*“Depending on how you want to be a coach, that is, competitive or formative. I consider myself a training coach, I take prebenjamins which is the most formative stage of all and then I wear a soccer fry 7 that is the one that does not have the capacity to go to soccer 11, so my goal is to train them to get”*. (Rafa Arcilla, Football coach)

*“That he knows how to listen and see the potential that each child has individually to work on these strengths and make everyone work as a team”*. (Maria Romay, Rugby coach)

*“A good coach must give everything he can, beside the amount of formation. The coach must work for the improvement the team and care about the athletes individually. He must develop active listening; don't judge the players and see the potential of their players and to achieve a successful progress”*. (Clara San Martín, Rugby coach)

*“A good coach is one who sacrifices himself with his work and facilitates various options for his students to learn with motivation”. (Fabio Rama, Tennis instructor)*

*“Patience and ability to build client-trainee relationship”. (Sebastian Szczepanik, Bodybuilding instructor)*

*“He/She must be a person whose leadership qualities are developed, charismatic, authoritarian, ambitious, respectful of his/her athletes and rivals, knowledgeable and interested, follow innovations, honest, exemplary, mature, adaptable, change, see and evaluate details”. (Cengiz Yiğit, Tennis instructor)*

*“As the great basketball coach John Wooden said, “Talent gets you to the door; it is your character and approach that gets you in”. If the approach is part of the winning equation for players, then it's clear that it should be a priority for coaches as well. To be effective on the player, a coach must earn his respect and become the number one role model of the player with his own approach and behavior.*

*Modern Coach style should be chosen as a trainer even because the biggest sickness of today is a psychological illness. This trainer should be a psychological counselor and slightly less coach rather than a competitive approach”. (Kamil Bolat, Swimming instructor)*

*“They must be active, energetic, disciplined, highly motivated, capable of communicating, refreshing and always surprising”. (Eda Atakurt, Orienteering sport instructor)*

*“He/She must be a reliable, well-trained person, who has an observation ability, pays attention to his/her style, has good communication skills, has ideas on subjects other than sports, is constantly aware of sports developments in the world and is always knowledgeable”. (Hüseyin Kiliç, Football coach)*

*“Technically, he must train himself well, and athletes must always understand what he feels, that is, he must know how to empathize. It must always be open to development and must follow basketball constantly. And it is important to constantly transfer new developments to the team. He should always set a goal and work hard to advance his goals. He should always be like a leader in the team, he should always develop his leadership skills. He should use his / her communication skills well and communicate correctly with athletes and their families”. (Bayram Acar, Basketball coach)*

## **16. Do you include any personal method/component of coaching to develop the potential of young people?**

Every coach interviewed seems to have a personal method. In some case it is interesting to note how effective communication is a fundamental aspect, but also being dynamic, happy and inventing new training exercises represent some common aspects in different training methods.

*“My method is closely linked to my personality and I start from observation, attempt, outcome and reworking”. (Giorgio Tuscolano, free climbing instructor)*



*“I always try to make my athletes laugh. I want them to have fun because I want them to want to come to the pool and train. I want their training sessions to be fun and I always try to create an environment with no tension or stress. I also always try to create new exercises, especially with the smaller ones, so that they don't do always the same things”. (Paola Marconi, Diving Instructor)*

*“In my case, my training is not disciplinary, in the end I am a university professor and I did INEF and in the end it is a multidisciplinary training with pedagogy, psychology, medicine, didactics, in the end this helps you to have a more global vision of everything. The coach must have a very global vision, from a view from above to see all the factors that help you to the training and the person”. (Rafael Manuel Navarro, Basketball coach)*

*“I apply what I have been taught and educated to be able to teach and educate players using my personal experiences”. (Rafa Arcilla, Football coach)*

*“I have a more own methodology, I like to make everything very dynamic, I like to ask the boys what they think about the situation both in the field and in their life and above all, to be close”. (Maria Romay, Rugby coach)*

*“Yes. Sometimes I can see the frustration on the kids that I had as a player, so I use my experience and expose my overcoming techniques and methods to find a way to help them getting through that”. (Clara San Martín, Rugby coach)*

*“Motivate and seek to have fun so they want to return another happier day to class”. (Fabio Rama, Tennis instructor)*

*“I don't really work with young people”. (Sebastian Szczepanik, Bodybuilding instructor)*

*“Yes. I am trying to convey my own life experiences. Especially since I am a former athlete, I make examples that will increase their self-confidence by giving examples from my own sports life with the case study method. I also use the drama method to make my workouts more joyful. Thus, I enable young people to develop their potentials such as empathy, self-confidence, communication and teamwork”. (Cengiz Yiğit, Tennis instructor)*

*“Communication, communication and communication”. (Kamil Bolat, Swimming instructor)*

*“I apply the same myself to raise athletes who are confident and who will make them happy at all times and who know how to have fun”. (Eda Atakurt, Orienteering sport instructor)*

*“By using different methods and techniques in training, I believe in which potentials of the athletes specific to the branch will be revealed”. (Hüseyin Kiliç, Football coach)*

*“The more I motivate the athletes, the more successful they are. The best method to uncover the potentials of the athletes is to motivate the athletes in every job they do”. (Bayram Acar, Basketball coach)*

## **TIPS FOR COACHING**

### **17. What tips or suggestions would you give to a coach who is at the beginning of his career?**

The suggestions most indicated by the coaches interviewed are: patience, empathy, take example from more experienced coaches and exploitation of their communication skills.

*“To anyone who is at the beginning of his career I would recommend choosing his path well, because it will be beautiful but it will not be easy at all”. (Giorgio Tuscolano, free climbing instructor)*

*“The key is to make your athletes love your sport as much as you do. If you are able to transmit to them your passion you’ve done an excellent job. Also, you must have fun while coaching so that your athletes are gonna have fun too!”. (Paola Marconi, Diving Instructor)*

*“The most important thing is that you like the sport the sport you choose, that is, that you feel passion for it and that you love it because you are going to spend a lot of time that will not be paid, the motivation you feel should be in the passion. And, from there, assess if you can commit to it, if you have that capacity to overcome, etc. But for me, passion is the most important thing”. (Rafael Manuel Navarro, Basketball coach)*

*“Depending on what type of coach. I’m going to focus on the training. I believe that the key is to have patience, especially in main stages as prebenjamines, and also be affectionate to encourage them”. (Rafa Arcilla, Football coach)*

*“That he can make mistakes, both technically and socially, but it doesn’t matter because is all a continuous learning”. (Maria Romay, Rugby coach)*

*“I would tell to someone who wants to be a couch, don’t be demanding with yourself, being a coach is complicated, so give time to you; squeeze all the time with your players, because they want an active coach who support them, talk to them, listen everything they told to you because is very important the affection”. (Clara San Martín, Rugby coach)*

*“That they make him happy because they want and that they are motivated to teach and with the classes prepared”. (Fabio Rama, Tennis instructor)*

*“Patience and persistence are the key”. (Sebastian Szczepanik, Bodybuilding instructor)*

*“He/She must do his/her job fondly and his/her goal should be to raise a good athlete in every sense. A coach should take care of all the problems of the athletes and prepare them for life in every way. The coach should not only give branch-specific training. They should also teach them values such as respect, love, fairplay, empathy, communication, compliance with social norms, and morality”. (Cengiz Yiğit, Tennis instructor)*

*“Especially the way to be a good coach is to learn from the competent people on the field. In our country, this process is a process that can be described as an apprentice-master relationship. In this process, the specially equipped instructor analyzes all his behaviors in the field and beautifully takes him as a role model. The trainer should take care of all the problems of the athletes and use empathy and communication methods very well”. (Kamil Bolat, Swimming instructor)*

*“First, the authority should be provided and the next will come”. (Eda Atakurt, Orienteering sport instructor)*

*“The task of a trainer should be to make him enjoy sports rather than racing his athlete first.*

*Being a role model.*

*Values are not formed before sports culture occurs. We must pay attention to the athlete's honor. A negative word spoken during adolescence is worse than anything else. Talent is different for everyone, honor is equal for everyone, so we should be careful with the language we speak to athletes. We should use positive reinforcers". (Hüseyin Kiliç, Football coach)*

*"He must use his communication skills to transfer his knowledge and experience to the athletes in the best way. If we communicate well with athletes, the athlete will already respect you and take you as an example in every way. I want them to work hard for basketball. They should deal with all problems of athletes and produce solutions". (Bayram Acar, Basketball coach)*