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Special session symposium: Perspectives on acculturation through physical activity

The group coach as a socializing agent for integration?

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Dias 1

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Department of Nutrition, Exercise and Sports (NEXS)

The coaching project presented here is one part of the following bigger project:

Youth, team sports and active citizenship

Combining team sports with mentoring and coaching

- > **We believe that migrant boys are in need to be taken care of and supported**
- > **Migrant boys have bigger challenges to thrive in school and to perceive themselves as integrated in the social life of the local community and civil society**
- > **Too often, they have their life separated from the main stream society**

Dias 2



Youth, team sports and active citizenship
Combining team sports with mentoring and coaching

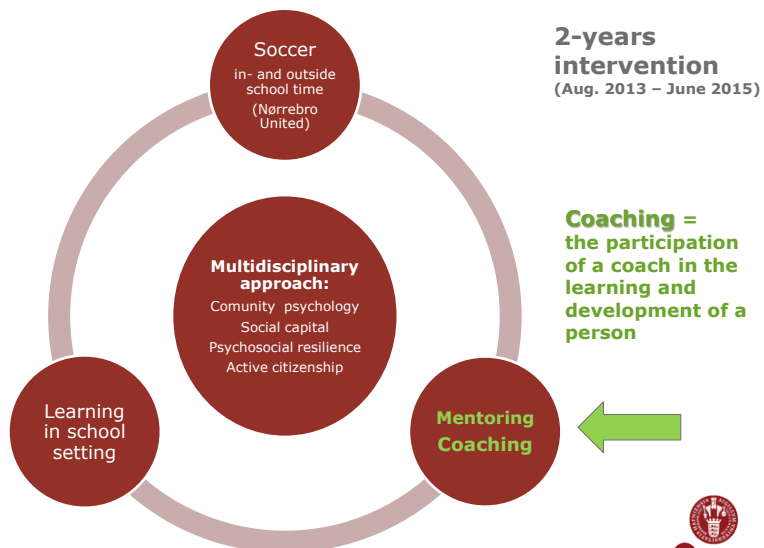
The overall aim of this project is:

To explore how identity, psychosocial resilience and social capability can be developed through team sports and collaborative processes in school and leisure settings with the aim to strengthen active citizenship.

Dias 3



The structure of the project



Dias 4



What are we aiming at with our interventions?

- **Develop psychosocial resilience** (= the ability to cope with adversity and to handle psychosocial challenges
→ develop self-esteem and personal learning ability)
- **Strengthen social cohesion** among the boys involved - and ultimately **strengthening social capital**
- **Develop the cultural and sports participation in the local community** by including voluntary workers, resource persons and institutions
 - **doing community action research**
(including qualitative and quantitative studies - partner/control school)

Dias 5



The coaching part of the project

- Involving 26 voluntary coaches
- Coaching groups of 4-6 boys every 2-3 weeks
- 45 min. talk in a room at school
- Coaches work in pairs (possibility for collegial supervision)
- Coaches plan the session in collaboration
- Supervision and exchange meeting with all coaches
- Example of topics for the session
 - What makes me proud/happy? Sense of community; responsibility, respect, reaching my goals, dreams/aspirations, religion, cultural difference, terror incident in Copenhagen

Dias 6



Collaborative approach to coaching – Third Generation Coaching
(see Stelter, 2014)

***In true dialogue,
both sides are willing to change.***

Thich Nhat Hanh
Buddhist monk and peace activist

Visit my workshop:
W5.3: Workshop
Third generation coaching
On Thursday 16 July 2-3.30 pm

Dias 7



Third Generation Coaching

- **some central features** (see also in Stelter, 2014)

- Coaching as a reflective and collaborative practice
- Moments of symmetry between coach and coachee – being a *fellow human as coach* (outsider-witnessing)
- Focus on meaning-making and reflection on values
- Including experience-based method (e.g., active reviewing)
- Redefining the coach-coachee relationship, being a mentor, dialogical partner, “brother/habibi/shabab”

Dias 8



“How do the boys experience coaching?” - The research design of the coaching project

Qualitative study (including 10 boys, 7 graders) –
supported by MSc Mie Maar Andersen

- **Interviews** (semi-structured) supported by picture material illustrating different situations, expressions and feelings
- **Participant observation, video observation** – included as kind of ecological validation
- **Phenomenological analysis** in regard to the boys' experience of and reflections about coaching
 - Transcriptions → meaning condensation → data-driven codes + theory-driven codes (especially in regard to social resilience)
 - Individual + cross case analysis

Dias 9



Results of the cross-case analysis

Four main categories of experience derived from the data:

1. Interlocutor (the coach as partner in the talk)

- “They [the coaches] understand us – they do you understand?”

2. Dialogue

- “...you talk more to each other and ask questions to others .”
- “I have never tried something like this before ...”

3. Being part of a group

- “Getting to know each other better”
- “You can trust each other deeply, gain confidence to each another”.

4. Coaching and bodily experiences

- E.g., using photo pictures, using space and material

Dias 10



Results

Coaching does not work ...:

- ❖ **When the coach is perceived as an *agent of the system* (similar to a social worker, psychologist, teacher)**
 - “It is just a double-up” – coaches just another educator



Dias 11



Discussion

– based on the concept of integration

Acculturation: The process of cultural and psychological change of people in their meeting between cultures

The integration strategy

- Some degree of cultural integrity maintained
- At the same participating as an integral part of the larger social network (Sam & Berry, 2010, 476)

The affective perspective → acculturative stress

(Berry, 2006)

Central intention of the coach:

→ **Developing psychosocial resilience** (= the ability to cope with adversity and to handle psychosocial challenges)

Dias 12



Discussion & conclusion

– developing resilience through coaching

Waataar et al. (2004) base their clinical intervention on **developing resilience on four individual factors:**

- 1. Positive peer relations,**
- 2. Self-efficacy,**
- 3. Sense of coherence**
- 4. Creativity**

- **These four resilience factors have been experienced by the coaching participants**
- **The coach can help to enhance resilience, self-esteem and group relations to reduce acculturative stress**
- **Coaching has helped to reduce acculturative stress thereby supported integration processes of our boys**



Dias 13

Thank you for your attention!



Thanks also to all the coaches and boys who participated in the project!



Dias 14

References

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- Waaktaar, T., Christie, H.J., Borge, A.I.H. & Torgersen, S. (2004). How can young people's resilience be enhanced? Experiences from a clinical intervention project. *Clinical Child Psychology and Psychiatry*, 9(2), 167-183

