

Characteristics of good role models in sports and social life

Bachelor thesis

Lisa Kohlstrung (s1325469)

University of Twente

Constance H.C. Drossaert and Martine Altena (supervisors)

University of Twente

Arjan Kampman (external)

v.v. Rigtersbleek



Abstract

Background and purpose: Role models are important, especially to young children and adolescents. This study examined first the different characteristics a person needed to have to be able to become a role model. Second, it examined if and why trainers were or were not seen as role models.

Method: Seven athletes¹ from both genders, each either a trainer or athlete, aged between 14 and 45 ($\bar{x} = 25,42$; $s = 9,52$) were interviewed by using semi-structured interviews which were based on the Theory of Appreciative Inquiry. Respondents answered questions about role models and trainers as role models. The interviews were recorded with a voice recorder, transcribed, and analyzed by using first deductive and then inductive analyses.

Results: Thematic analyses revealed several major themes important to the respondents concerning role models: (a) age, (b) awareness, (c) identification, (d) mentality, and (e) personality. Trainers were indeed seen as role models by both athletes and trainers. Opinions were divided about whether or not a trainer could be more than just a role model for sports. Most of the respondents stated that trainers could as well be role models for the social life, whereas the other respondents said that trainers would be only role models for sport-related situations.

Conclusion: This study revealed that persons have to have certain qualities to be able to become a role model. Trainers are aware of the fact that they are role models and are seen as role models for sports. However, trainers need support from their club to become better role models. Future research is necessary to identify all characteristics of a role model as well as which behavior is copied from role models. Another research has to gather information on whether or not age and gender of the person who might become a role model are of influence to the role aspirant.

¹ Athlete is used synonymously for both genders.

Samenvatting

Achtergrond en doel: Rolmodellen zijn belangrijk, vooral voor kinderen en adolescenten. Dit onderzoek heeft als eerste de verschillende eigenschappen onderzocht die een persoon moet hebben om een rolmodel te kunnen worden. Als tweede werd onderzocht of en waarom trainers worden aangezien als rolmodellen.

Methode: Semi-gestructureerde interviews die gebaseerd waren op de theorie van “Appreciative Inquiry” werden gehouden met zeven atleten (een aantal trainers en een aantal atleten onder de begeleiding van een trainer), mannen en vrouwen, met een leeftijd tussen de 14 en 45 jaar ($\bar{x} = 25,42$; $s = 9,52$). Respondenten hebben vragen beantwoord over rolmodellen in het algemeen en over trainers als rolmodellen. De interviews werden opgenomen met een voicerecorder, verbaal getranscribeerd en middels deductieve en inductieve analyses geanalyseerd.

Resultaten: Meerdere grote thema's die belangrijk werden eracht voor het kiezen van een rolmodel werden gevonden: (a) leeftijd, (b) bewustzijn, (c) identificatie, (d) mentaliteit, en (e) persoonlijkheid. Trainers worden daadwerkelijk als rolmodellen beschouwd, door zowel de trainers zelf als ook door de atleten. Over de vraag of trainers meer kunnen zijn dan alleen rolmodellen voor sport waren de meningen verdeeld. Terwijl de meeste respondenten aangaven dat trainers inderdaad ook rolmodellen voor het sociale leven waren, waren de andere respondenten van mening dat trainers alleen rolmodellen waren voor sport-gerelateerde situaties.

Conclusie: Personen moeten verschillende eigenschappen hebben om een rolmodel te kunnen zijn. Ook worden trainers aangezien als rolmodellen in sport-gerelateerde situaties. Trainers zijn zich bewust van het feit dat ze rolmodellen zijn maar hebben verdere training nodig om betere rolmodellen te kunnen worden. Vervolgonderzoek is nodig om alle eigenschappen van een rolmodel te vinden en erachter te komen welk gedrag wordt overgenomen van rolmodellen. Ook moet er worden gekeken of geslacht en leeftijd van de persoon die mogelijk een rolmodel kan worden, van invloed zijn op de keuze van een rolmodel.

Table of contents

Introduction	5
Method	9
Design	9
Research population	9
Procedures	9
Interviews	9
Data analysis	10
Results	11
Research group	11
What is a “role model” according to players / trainers and what are characteristics a role model should or should not have?	11
Definition and examples of role models.	12
Behavior copied from those role models.	13
Characteristics a role model should have.	13
Characteristics a role model should not have.	14
To what extent can soccer trainers be role models?	15
Are trainers seen as role models?	15
Can trainers be more than just a role model for sports?	16
Discussion	18
What is a role model according to athletes / trainers and what are characteristics a role model should or should not have?	18
To what extent can soccer trainers be role models?	21
Sports club	22
Limitations / Weaknesses of the study	22
Conclusion	23
References	24
Appendix A	28
Appendix B	29

Introduction

V.v.Rigtersbleek wants to be more than just a soccer club. That is what the club states in its book about the 100th anniversary of the club. The soccer club v.v.Rigtersbleek in Enschede, the Netherlands, engages in the neighborhood of Rigtersbleek / Twekkelerveld; a neighborhood with low socio economic status residents. The club offers not only soccer related activities but also other activities, such as cooking together and offering low cost meals for community members, members of the club, and everyone interested (v.v.Rigtersbleek, 2016). Instead of being only a regular soccer club, v.v.Rigtersbleek wants to be a connection point, a place to meet other people; a place one can feel belonging and social affiliation. Together with the University of Twente (2016), v.v.Rigtersbleek wants to find out if the trainers of the club are seen as role models by the children and adolescents as well as what characteristics a role model has to have. V.v.Rigtersbleek aims to get as much information on those questions as possible to be able to train the trainers to be good role models for their players and other people around the club. In the present study it will be investigated what the definition of a role model is according to the respondents, which characteristics a role model should or should not have, and which behavior is copied from role models. The second question is whether or not trainers are already seen as role models and if there is the possibility that trainers will not only be role models for sports but also for other aspects of life. Below we will first outline the importance of role models on children and adolescents. Afterwards the theory of Appreciative Inquiry (AI), which is used to formulate the questions asked in the interviews of this study, will be explained.

Role models are important for children and adolescents. According to Social Learning Theory (Bandura, 1977; Bandura, Ross, & Ross, 1961) people learn in various ways: by using own experiences and by observing and copying behaviors from other people (Kassin, Fein, & Markus, 2011). 'Role models from which behavior is copied' is one out of three types of role models mentioned by Morgenroth, Ryan and Peters (2015): *behavioral models*, *representations of the possible*, and being *inspirations*. Similar to Bandura (1977), Merton (1957) and Kemper (1968) define a role model as someone whom we learn skills and behavior from, while Ibara and Petriglieri (2008) include another factor of being successful in a profession. When role models act as representations of the possible, role models "*send the message 'I can do this, so you can do this too' to role aspirants*" (McIntyre, Paulson, Taylor, Morin, & Lord, 2011). Also, "*they are successful members of one's own group*" (McIntyre et al., 2011) as well as "*individuals who provide an example of the kind of success that one may achieve, and often also provide a template of the behaviors that are needed to achieve such a*

success” (Lockwood, 2006). The last type of definition focuses on the role model as someone who inspires. As Gauntlett (2002) described it: “[a role model is] someone to look up to and base your character, values and aspirations on (p. 211).” Similar to that, Paice, Heard and Moss (2002) state that “*excellent role models will always inspire, teach by example, and excite admiration and emulation (p. 707).*” Price-Mitchell (2010, 2011) found that a role model has to have certain qualities to be able to be a role model: “*passion and ability to inspire*”, “*selflessness and acceptance of others*”, “*clear set of values*”, “*commitment to community*”, and “*ability to overcome obstacles*” are the top five themes (see also Basow & Howe, 1980; Bell, 1970). What becomes clear from this point is that there is no uniform definition of a role model in literature so far.

Children choose not only celebrities as role models, as for example Lionel Messi, Justin Bieber, or Christina Aguilera, but most likely persons closer to them: consider parents, coaches and trainers of the various sports children do, as well as teachers (AACAP, 2011; Price-Mitchell, 2010; Price-Mitchell, 2011; The Center for Parenting Education, 2016). Children and teenagers are confronted with the behavior and attitude of those role models, which they often try to copy or to apply to their own lives. Consequently, the behavior of the role model is of great influence which can determine the path the children and teenagers are going to follow in their future (AACAP, 2011; Hurd, Zimmerman, & Xue, 2009; Price-Mitchell, 2014). In the context of sports, coaches are of a big influence on children and adolescents. In the Netherlands, 4.377.048 people are registered in a sports club, from which 1.693.825 are children and adolescents under the age of 18 (NOC/NSF, 2015). The major group of those athletes (around 1.2 million individuals) are registered by the Koninklijke Nederlandse Voetbalbond (KNVB) – the Royal Dutch Football Association² (NOC/NSF, 2015). Every team in this association has at least one trainer or coach. In their *Coach’s Code of Conduct*, the National Association for Sport and Physical Education (2009) lists some expectations for the coaches to meet. It is not clear though if those expectations were based on empirical research or were just assumptions made by NASPE. Literature showed that trainers are seen as role models (Melville & Maddalozzo, 1988; USADA, 2011; USADA, 2012). That also means that a trainer or coach has to be aware of the consequences of his own good or bad behavior.

A study by the US Anti-Doping Association (USADA, 2011; USADA, 2012) found that trainers / coaches have the most influence whether or not a child’s sport experience is a

² Football refers to the American word “soccer”.

positive one. Trainers have to fulfill different roles ranging from teacher to friend, from manager to disciplinarian (USADA, 2012). Melville and Maddalozzo (1988) showed that even the physical condition of a coach can have a great influence on children and adolescents: compared to a sportive and fit looking coach, another one with a fat suit (implying a less sportive coach) was seen as a bad coach. One of the reasons he was considered a bad coach was the apparently inability to perform the tasks, he asked the children to do, himself. The coach was considered less of a role model in general and the health condition of the coach influenced the children and adolescents as well: they did score lower on a knowledge test and their intentions to exercise changed. Considering this, the physical fitness of the coach can influence the children and adolescents to live a healthy and active life or to do the opposite, to lead an unhealthy and inactive life (Baghurst, 2015). Existing literature however does not show whether or not coaches and trainers are perceived as role models for sports only (e.g. behavioral models for sport-specific situations) or if they are perceived as overall role models, for sports and for the everyday life.

This study will be based on the theory of “Appreciative Inquiry” (AI). AI is one out of many possible approaches to get information about the current situation people are in. Instead of focusing on the negatives as in problem solving theories (e.g. Jonassen, 2000; Tallman, Leik, Gray, & Stafford, 1993), AI looks at the positive part of a situation: “*what is good in the current situation?*”, “*what do you value most about yourself, your company, and your job?*”, and “*what do you envision for the future?*” (Moore, 2008; Moore & Charvat, 2007). Cooperrider (Cooperrider, Diana, & Stavros, 2007) developed “Appreciative Inquiry” in 1985. AI is defined as:

“... [AI is] the study of what gives lives to human systems when they function at their best. This approach to personal change and organization change is based on the assumption that questions and dialogue about strengths, successes, values, hopes, and dreams are themselves transformational” (Whitney & Trosten-Bloom, 2010, p. 1).

This means that AI is used to think about a situation in a positive way instead of searching for problems to be solved, with the assumption behind it, that it would work like a self-fulfilling prophecy: by thinking positive and looking for positive aspects, the focus of the mind will be set on the future: what is good now and how can that be improved and sustain in the future? Compared to the more commonly used problem-solving approach, where the cycle of “*identifying deficits, analyzing the causes, considering solutions, and developing a treatment of the problem*” is repeated for every problem encountered, AI thinks in possibilities (Moore & Charvat, 2007, p. S66). Those possibilities are discovered by asking

systematic questions “to appreciate and value the best of what is, envision a future of what might be, and dialogue about and create what will be” (Moore & Charvat, 2007, p. S66).

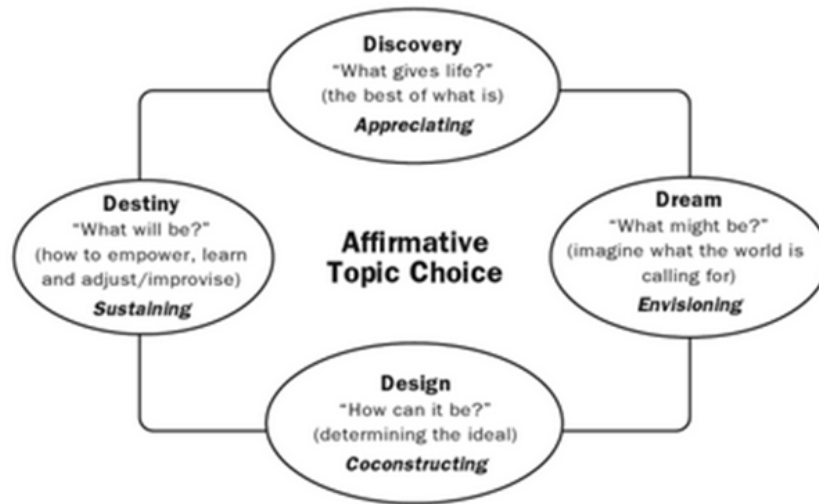


Figure 1. 4D cycle of appreciative inquiry. Adapted from Cooperrider, D.L., Diana, W., Stavros, J.M. (2007). *Appreciative Inquiry Handbook: For Leaders of Change*. Brunswick (OH), USA: Crown Custom Publishing Inc., p. 101.

Appreciative inquiry has a basic frame work: the 4D cycle. As can be seen in Figure 1, the four D’s stand for discovery, dream, design, and destiny. In those four phases different questions are asked to (1) discover the strengths, (2) envision the future by collectively exploring hopes and dreams, (3) use the facts from the first two phases to explore what should be, and (4) design the strategies to make the short- and long-term goals happen (Moore & Charvat, 2007, p.S69). This is done in interviews where interviewer and interviewee search together for answers.

In summary, this study focuses on two research questions: first, what is a role model according to respondents, which characteristics should a role model (not) have, and which behavior is copied from role models? Second, are trainers seen as role models and can they (the trainers) be more than just role models for sports?

Method

Design

A qualitative study with semi-structured interviews was conducted in order to explore the opinions of trainers and athletes with regard to characteristics of a role model.

Research population

In total, seven respondents took part in the study: three men and four women ($n = 7$), aged between 14 and 45 years ($\bar{x} = 25,42$; $s = 9,52$), each either a trainer or an athlete. The educational level of the respondents ranged from secondary school to studying at a university and fulltime employment. Each of the respondents had a Dutch or German nationality. Information about the different respondents can be found in Table 1.

Table 1

<i>Demographic information of the respondents</i>				
Respondent	Age	Function	Education	Nationality
R1	24	Trainer	Secondary vocational education	Dutch
R3	27	Trainer	University student	Dutch
R4	14	Athlete	Secondary school student	Dutch
R5	24	Trainer	University student	Dutch
R6	22	Athlete	University student	German
R7	45	Trainer and athlete	Fulltime employee	Dutch
R8	22	Athlete (individual sport)	University student	German

Procedures

Before the start of the interviews the respondents had to sign an informed consent form, were they gave permission to use their data in this research as well as giving permission to audiotape the interview. For under-aged adolescents a parent or guardian of the adolescent had to sign as well. While conducting the interviews, questions were added to the interview schedule to get more information out of the interviews as the first interviews were very short. Subsequently, the interview was conducted in a separate and quiet room.

An interview lasted between seven and 30 minutes.

Interviews

Semi-structured interviews were conducted with the respondents. The questions were based on the first three phases of the 4D cycle of AI (discovery, dream and design). In the process of conducting the interviews more questions were added. This was done by analyzing the interviews that already had been conducted in this study. For example: after having conducted the first two interviews the transcripts were analyzed to see if the interview schedule was effective enough to provide the study with the information needed. If this was

not the case, new questions were added to improve the interview schedule. The final schedule can be seen in Appendix A.

The respondents were first asked about their demographics (age, education) and their opinion of the sports club they were a member of. Those first ten questions were used as “ice-breakers” and were the same for both trainers and athletes, for example: “*What are the strengths of this club? (Discovery)*” and “*Why did you come to this particular club? (Discovery)*”. The second part of the interview included questions about role models: “*What is a role model?*”, “*Who is a role model to you and why? (Discovery)*”, and “*Which characteristics should a role model (not) have? (Design)*”. The question about the characteristics of a role model was formulated both positive and negative to be able to get more information from the respondents. By formulating this question in a negative way, respondents had to think about it and find more characteristics of a role model. The results of this question can be translated in characteristics a role model should have. These questions were also used for both groups. In the last part of the interview respondents had to answer questions about trainers as role models. There were slight differences in how the questions were formulated for both groups. Athletes were asked whether or not they had seen their trainer as a role model and which characteristics they thought were important for a good trainer to have. Trainers on the other hand were asked if they saw themselves as role models (discover) and how they could be able to help their athletes (or others) in both soccer-related and soccer-unrelated situations (dream).

Data analysis

All tapes were then transcribed and anonymized so that the information could not be traced back to one specific respondent. Instead of using feminine and masculine pronouns only masculine pronouns were used to ensure confidentiality.

One coder read all transcripts to familiarize with the data. Fragments from those transcripts were chosen according to the different research questions and deductively ordered into one of the predefined codes: characteristics of a sports club; behavior copied from role model; characteristics a role model should have; characteristics a role model should not have; trainers as role models; can trainers be more than role models for sports? Next, those fragments were then analyzed and arranged into subcategories by using an inductive process (Attride-Stirling, 2001; Baarda et al., 2013, p. 222; Braun & Clarke, 2006). That means that patterns, themes and categories arise from the data itself and were not prepared beforehand.

Results

Research group

Trainers and athletes from team- and individual sports (e.g. soccer, pole dancing, swimming) took part in this research. They were aged between 14 and 45 ($\bar{x} = 25,42$; $s = 9,52$) and had Dutch or German nationalities. Four of the seven respondents are members of the soccer club v.v.Rigtersbleek. During the interview they gave their opinion on their own sports club and which characteristics they thought were important to a good sports club. Those opinions were grouped and displayed in Table 2.

Table 2

<i>What are important characteristics to a good sports club?</i>		
1 st order themes	2 nd order themes	Example citations
Being on familiar terms with each other		“it is a very familiar club, everybody knows each other; especially if you are just wandering around there, people are just social with each other”
Knowing each other		“everybody knows each other, a lot of coziness and sociability”
Show interest		“because we lived in a small village we were acquainted with everybody”
Coziness / sociability	Social contact	“they are interested in you”
		“people are curious about you, are interested in you”
		“social contact with others”
		“cozy”
		“everybody knows each other, a lot of coziness and sociability”
Board of directors is available for members		“Upstairs they are having a meeting right now. (...) that I know who is who, so it is clear, if I go upstairs right now I would know everyone”
Financially healthy		“financially healthy”
Good organization		“good people on good positions”
		“good organization”
Good youth policy	Policy	“good youth policy”
Accommodation		“the accommodation is better in any case”
		“the soccer field was inside the woods and in a short distance from my home”
Eye for details; special focus on volunteers		“eye for details, especially details as volunteers, people who run the bar every week, clean up the changing rooms; those people are way more important than the soccer players themselves”
Freedom of choice		“You could choose a lot at the training. You were not forced to do anything; you were able to decide on the speed of learning yourself. Everything was stoical and easy-going”
Niveau		“as a matter of fact, it is the only club in the area playing [soccer] on a reasonably level”
Things the club wants to achieve	Ambition	“the club is bigger, has more ambitions”
		“Rigtersbleek is of course one of the biggest soccer clubs in Enschede, always part of the top 4”
Focus on performance		“as a matter of fact, it is the only club in the area playing [soccer] on a reasonably level”

According to the respondents, three characteristics were important: social contact, the clubs policies and its ambitions. Respondent R8, a gymnast and swimmer, added another characteristic he thought was important to those three themes: the freedom of choice. What he meant was that at his club he was able to learn in his own speed, and if he did not want to do an exercise at a trainings session he was not forced to. As three of the seven respondents were members of the soccer club v.v.Rigtersbleek they supported the social connectedness

between the club and the residents of the neighborhood Twekkelerveld / Rigterbleek. Respondents said so themselves, as they mentioned that the “*social contact with others*” as well as “*showing interest in others*” were two important facts which made Rigtersbleek “standing out of the crowd”. Apparently the social aspect is an important part of the club and an important part of the standards the club wants to set for its members.

What is a “role model” according to players / trainers and what are characteristics a role model should or should not have?

Definition and examples of role models. The respondents did not have one synonymous definition of a role model. While most of them agreed that a role model has to set an example for others and act upon it, one respondent thought differently. Respondent R1 said: “*A role model is how others look at you: about your function, which standards belong to that, and which behavior belongs to it as well.*” This is different to the definition of the other respondents as respondent R1 speaks of “perceived role modelship” and not about the role model itself. So, R1s definition focused on the way a role aspirant perceives a role model: what are the values and standards of this person, how does he behave, and what function in life does he have.

Different role models were mentioned by the respondents and all of them mentioned at least one person who is or was very important in their lives and could be seen as a role model. Those role models varied from family and friends to big celebrities (Table 3).

Table 3

Role models and important people chosen by the respondents

Theme	Group	Example
Parents or close family members (5) Colleague (1)		Father, mother, aunt Colleague from work
	Soccer player	Edwin van der Sar David Beckham Christiano Ronaldo Lionel Messi
Celebrities in sports (5)	Soccer coach	José Mourinho Louis van Gaal
	Soccer referee	Kevin Blom Danny Makkelie
	Tennis player	Novak Djokovic
	Pole dancer	Maddie Sparkle

Five of the seven respondents said that their parents, one of their parents, or another close family member would be a role model to them. Besides this, five of the seven respondents chose known personalities as role models ranging from known soccer stars to professional tennis players.

Behavior copied from those role models. Most of the respondents said that they would not copy all of the behavior of the role model but only parts of it, as there were parts of the behavior of the role model they did not like and therefore did not wish to copy. For example respondent R3 stated: *“And as a trainer I like to apply Mourinhos behavior to myself. Not his idiotic behavior but meaning everything to the players.”* This shows that the respondents do not try to mimic their role models as a whole but try to interpret the behavior so that they can apply it to their own life. Respondents do the same with the mentality of a role model.

The aspects which are copied by the respondents from their role models can be ordered into two groups: behavior and mentality (Table 4).

Overall the respondents said that having contact with others in a positive way (e.g. showing respect and helping others) and the role model’s mentality were two important factors the respondents wanted to copy. Often the role models mentality will be used as stimulation for own performances.

Table 4

<i>Behavior copied from a role model</i>		
1 st order themes	2 nd order themes	Example citations
Honesty	Behavior	“honesty”
Friendliness		“friendliness”
Respect		“positive contact with others, be nice”
Help each other		“respect for each other”
Openness		“helping each other”
Be strong		“openness to others”
Stimulation		“by trying to be strong and independent myself”
		“watched many games: what does van der Sar in which situations”
		“how does he look at the situation and if I can give it some sort of filling in myself”
		“it is a stimulation to train yourself if you see that”
First think, than act	Mentality	“by not taking a decision right away even though you got the feeling: it’s the right thing to do, but first use some time to think about it or think it over with a colleague, ask others for their opinions and only after doing so taking a decision.”
Humor		“by trying to take the situation with humor”
Role model’s mentality		“how does he look at the situation and if I can give it some sort of filling in myself”
		“watched many games: what does van der Sar in which situations”
		“that has to do with attitude, with peace of mind, with charisma”

Characteristics a role model should have. According to the respondents a role model should possess characteristics which can be organized in five themes: age, awareness, identification, mentality and personality (see Table 5).

Most of the respondents agreed that age of a person is important in order to become a role model. Only one respondent stated that the age of the role model did not matter to him. As he said: *“We can see someone as a role model at the same age, younger or older; it’s more about the behavior: a role model is an example and shows behavior that oneself wants to copy, and that could be someone younger, older, or at the same age.”* For respondent R8 the message and behavior of the role model were far more important than age.

CHARACTERISTICS OF GOOD ROLE MODELS

Table 5

<i>Characteristics a role model should have</i>		
1 st order themes	2 nd order themes	Example citations
Knowledge of life		“he should have some knowledge of life”
Knowledgeable	Age	“when the difference of age is bigger, a trainer keeps a certain distance to the group and has therefore automatically superiority”
Older		“basically this person has to be smart, you should be able to learn a lot from him”
Being a role model	Awareness	“a role model, in my eyes, is always older”
Someone to identify with	Identification	“a good role model has to be aware of the fact that it is a role model”
Discipline		“someone who is in a similar situation as I am (...) and does things I want to see me doing at his age, too”
First think, than act		“it has to be someone who trains hart, takes care for himself, physically, and follows the rules”
Inspiring	Mentality	“she did not have a statement ready immediately even if you asked for it, but first thought about it, sometimes for ten minutes, sometimes for two or three days, and, only after doing so, gave a judgment or opinion”
		“don’t easily pick a side, but first think about it before coming to a conclusion”
		“always try to do your best”
		“always have a desire for more”
Leadership	Personality	“he should show different ways of thinking or point out goals”
Charisma		“I think it is important to have some sort of a practical message or vision to give to others”
Friendliness		“mean everything to the players”
Honesty		“take responsibility and do not let the players have to handle the problem”
Loving		“I think he has to be charismatic otherwise I would not be aware of that Person”
Openness for others		“friendliness”
Respect	Personality	“someone who is honest”
		“because my father is above all a very loving person”
		“he tries to support people as good as possible”
		“openness towards others”
Spontaneity	Personality	“she has always been someone who was able to listen very carefully”
		“be positive towards others”
		“that you do not try to change people”
Strong and independent	Personality	“being tolerant”
		“I came out the way they taught me: friendliness, spontaneity, openness; yes, that is who I am now”
		“because she is strong, independent”
		“a strong personality with a strong will to do good”

On the other hand all other respondents mentioned that age was indeed important to them. This was because they saw the age in combination with what they called “knowledge of life” and “being knowledgeable”. What they meant was that a role model is a person to look up to, who already achieved things; that cannot be done by a person aged younger (respondent R6: *“someone who is twelve years old has such a different life that I can’t imagine that a twelve year old can do something good that I want to achieve myself”*). Also respondent R7 stated that *“when the difference of age is bigger, a trainer keeps a certain distance to the group and has therefore automatically superiority”*.

The awareness of being a role model was also considered important. Respondent R7 compared Cristiano Ronaldo and Lionel Messi to show why it is so important to be aware of being a role model. Ronaldo on one hand is actively busy in being a role model: he cares for his body, looks after his nutrition, and has no tattoos, whereas Messi on the other hand is not as aware of his role modelship as Ronaldo: he does not look as much after his nutrition and

body as Ronaldo does and also has several tattoos. Ronaldo therefore sets an example for role aspirants that caring for oneself is very important.

Respondents stated that a role model should be someone to identify with, someone from whom you would copy behavior. Respondent R7 said: “*someone who is in a similar situation as I am (...) and does things I want to see me doing at his age, too.*” This is one of the central themes coming back directly and indirectly in all of the interviews.

Characteristics a role model should not have. As stated before, most of the respondents agreed that a person must be older to be considered as a role model. The other characteristic a role model should not have were put into two groups: mentality and aggression (see Table 6). What respondents thought was that persons who did not live up to their words and did not stand behind what they said those people could never become role models or were considered bad role models. The other factor, aggression, was seen as a negative of the attributes mentioned in the section “characteristics a role model should have”. “*Being rude*” and “*acting aggressively*” were seen as very important points for not choosing a person as a role model.

Table 6

<i>Characteristics a role model should not have</i>		
1 st order themes	2 nd order themes	Example citations
Too young	Age	“For me personally, that person should not be too young”
Inconsistency		“Inconsistency. You can’t be a role model if you change your opinion or the things you represent the whole time and just don’t start or finish things [as promised]”
Giving a statement without thinking	Mentality	“Being a role model you should not give your opinion instantly. Even if you have some opinion, you should think about the necessity of announcing this opinion publicly.”
Undisciplined		Aggression
Laziness		
Intolerance		
Undisciplined		
Verbal	Aggression	“swearing, (...), being rude to players”
Behavioral		“being way to aggressive” “And as a trainer I like to apply Mourinhos behavior to myself. Not his idiotic behavior but meaning everything to the players.”

Notes.

^aThat includes laziness, not playing by the rules, intolerant behavior towards others and being undisciplined

To what extent can soccer trainers be role models?

Are trainers seen as role models? The respondents agreed unanimously that a trainer of an athlete is indeed a role model, be it in team sports (like soccer) or individual sports (like pole dancing or swimming). One of the players or athletes said that it is important for a trainer / coach to be a role model. The trainers themselves stated that they feel that they are

CHARACTERISTICS OF GOOD ROLE MODELS

role models to their team or the athlete they train as well as other people they meet, like other players, opponents, and parents, and that they know that the athlete(s) look up to them. One trainer stated that it is very important for a trainer to be aware of being a role model at all times to be able to act and behave in a proper way.

As can be seen in Table 7 respondents had several reasons to see trainers as role models. Teamwork, having the right mentality and having the ability to perform the tasks themselves were the three second order themes which summed up all statements of the respondents. Trainers had to be more than only a role model and had to fulfill also other functions such as listening to the athletes and helping them if they had problems. Also, trainers had to be leaders and be able to work well in and with a group. The awareness of being a role model which was mentioned in the section of “characteristics a role model should have” comes back in the reasons why a trainer may be a role model.

Table 7

Why are trainers seen as role models?

1 st order themes	2 nd order themes	Example citations
Leadership		“As an individual you can have certain thoughts, but a coach is the leader of a whole team and by being that aims for the highest performance and for a good atmosphere.”
More than just a role model	Teamwork	“Role model but also more than that: a listening ear, almost a psychiatrist, doctor, sort of everything.”
Working with others		“was at ease with children, and just did his thing”
Awareness		“He is good in working with groups.”
		“That means that you constantly have to bear in mind when you are at the club that you are the trainer of a team”
Humor	Mentality	“It was always fun. He always used humor.”
Open-minded		“He was open-minded”
Good athlete himself	Ability	“He is a good soccer player.”

Can trainers be more than just a role model for sports? Another question answered by the respondents dealt with the idea of the trainer being more than just a role model in sport situations (Table 8). The opinions were divided: two of the respondents said that a trainer should only deal with the situations around the soccer field or sports-related place and should therefore only be involved in soccer- or sports-related problems. They stated that there were two conditions in which the trainer could interfere with the athlete’s behavior: if something happened at the sports club or if the performance worsened. The other five respondents thought differently. In their eyes, trainers, if they got the chance, should not only think and talk about soccer- or sports-related things but be also involved, to a certain degree, into the personal life of the athletes. They could therefore be more than a role model for sports. The reasons the respondents mentioned ranged from helping with school to teaching them the

CHARACTERISTICS OF GOOD ROLE MODELS

standards of society. One reason mentioned was that trainers might also be able to help with personal problems. Respondent R7 gave an example of a situation when he helped one of his athletes:

“Let me give you an example. Once I had this young player taking me aside after a trainings session asking me if we could talk. He told his story with the subject that his girlfriend was pregnant. She was sixteen and he was at that point eighteen years old and he did not dare to tell his parents about it. At this moment you are not a trainer anymore but a go-between, an intermediary, and you go to the parents and tell your story. After that the player and his girlfriend came in. I think if I had not been there it had not ended well.”

Table 8

Can trainers be more than role models for sports?

Answer	Reason	Example citations
Yes,	because he can	
	<ul style="list-style-type: none"> • help with school 	“If they have questions or have problems at school they can come to me. They only have to call or app me to tell me, as of course school is more important than soccer.”
	<ul style="list-style-type: none"> • help with personal problems 	“Let me give you an example. Once I had this young player taking me aside after a trainings session asking me if we could talk. He told his story with the subject that his girlfriend was pregnant. She was sixteen and he was at that point eighteen years old and he did not dare to tell his parents about it. At this moment you are not a trainer anymore but a go-between, an intermediary, and you go to the parents and tell your story. After that the player and his girlfriend came in. I think if I had not been there it had not ended well.”
	<ul style="list-style-type: none"> • be a confidant to his athletes 	“I try to be a confidant to the guys. Of course I talk to them about their behavior away from soccer. However, I don’t judge anything. I think a trainer has to be more like a friend than a strict father.”
No,	<ul style="list-style-type: none"> • take care of his athletes 	“he has to take care of his protégés.”
	<ul style="list-style-type: none"> • teaching athletes sports-unrelated matters 	“Look, there are standards in soccer but also in social life. Being a trainer is also teaching children how to deal with others, how to deal with referees or opponents. Being a trainer is also teaching children to clean up their mess and bring the glasses back to the bar; being a trainer is teaching children that a club is based upon and thrives through having volunteers.”
	only if	
	<ul style="list-style-type: none"> • something happens at the club • performance is worsening 	“Only if something happens at the club, then maybe.” “Basically if my performance is getting worse or if I seem to be sad, like that, than I think it should be possible for a trainer to ask questions. If I tell him or not will then be up to myself.”

Discussion

The first aim of this study was to get a definition of the concept “role model” from the respondents, to find the characteristics needed by a person to be a role model, and to get more information on which behavior is copied from the role models chosen. The second aim of this study focused on trainers as role models: whether or not trainers were already seen as role models and if there was the possibility for the trainers to be more than only role models for sports.

What is a role model according to athletes / trainers and what are characteristics a role model should or should not have?

Our study revealed that there was no uniform definition of the concept of a role model. Respondents handled two different definitions of a role model. One defined a role model as someone “*who has to set an example for others and act upon it*”, the other focused more on perceived role modelship: “*what are the values and standards of the role model, how does he behave, and which function does he have in life.*” This is in line with previous work from for example Bell (1970) and Morgenroth et al. (2015), who also had different approaches to define a role model. The first definition from this study is comparable to the *behavioral models* of Morgenroth et al (2015), whereas the second definition of this study is more similar to Bell’s (1970) *assimilation statement*, which is a statement about a person from whom ideas, standards or values had been adopted.

There are several reasons why there may be differences in definition between the two studies from Morgenroth et al. (2015) and Bell (1970) and this study. Morgenroth et al. (2015) used existing literature where they found three recurring themes about role models: *behavioral models, representations of the possible, and inspirations*. Bell’s (1970) study and the present study did research by using interviews. The differences between Bell’s study and this study were that Bell pre-defined the concept of a role model before conducting the interviews, that he used only male respondents in adolescence and young adulthood (n = 142), and that Bell conducted three interviews with each respondent in three different periods (ninth grade, twelfth grade, 7 years out of high school). This study did not pre-define the concept of a role model but had the respondents define the concept themselves. Also, both male and female respondents with different ages ranging from 14 to 45 years old were used. They took part in one interview.

Social behavior towards others was named as one important theme which respondents wanted to copy from their role models. But respondents also said that they only wanted to copy some specific behavior, not every behavior of the role model. They did not want to mimic their role model but give an own interpretation to the behaviors they perceive from their role model. In existing literature the focus lays on the fact that role aspirants do copy behavior from their role model but not how much of it (see Bandura, 1977; Bandura, Ross & Ross, 1961; Gauntlett, 2002; Ibara & Petriglieri, 2008; Kemper, 1968; Lockwood, 2006; Merton, 1957; Morgenroth, Ryan & Peters, 2015). In combination with the idea of a trainer being a role model further research has to investigate which behavior is copied from the trainers: are they only seen as sports related role models and therefore only role models for sports behavior, such as discipline in trainings sessions, how to get the most out of a training or how to act in a specific sports related situation, or are trainers more than that? Is there the possibility that trainers are also role models for everyday life, for social situations, for norms and standards? Also research should investigate whether or not trainers can influence health behavior (such as drinking alcohol, smoking, doing drugs) and how trainers can be taught to be aware of that.

Our study found five themes which were thought of as important characteristics for role models: *age, awareness, identification, mentality, and personality.*

Identification is one of the central themes coming back directly and indirectly in all of the interviews. This is in line with Morgenroth, Ryan and Peters (2015), who mention shared group membership and similarity between role model and role aspirant as two important factors for the effectiveness of a role model. Price-Mitchell (2010, 2011) also found different qualities a role model should have. However, Price-Mitchell's qualities and the themes and characteristics of this study do not match. The first reason for this difference might be the difference in coding and naming of the themes. Some of the themes of both studies do indeed match up in the content of the theme. For example Price-Mitchell's "*selflessness and acceptance of others*" is similar to this study's "*openness for others*" and "*friendliness*" in the "*mentality*" theme. Another reason for the difference in qualities and characteristics between Price-Mitchell's study and this study is the difference in research group. Price-Mitchell interviewed 44 college students whereas this study interviewed 7 respondents from different educational levels. As there were only 7 interviews conducted in this study the possibility is high that not all themes and characteristics have been found. Also this variety of different themes could be seen as a sign for age and educational differences in preferred

attributes of a role model and should be researched in a future study. A meta-analysis of existing role model researches concerning the characteristics of a role model should be done to specify those characteristics even more and to achieve saturation of themes as well as transparency of them.

Rennekamp (1990) had found that also friends were seen as role models, but the age of those role models was not mentioned. If the friends were older, our study would be in line with Rennekamp's study; if the friends were at the same age or younger, our study would show conflicting information, as most of the respondents of this study agreed that a role model has to be older than the person him- / herself. Another interesting finding of this study was the importance of the age of the role model. Most respondents agreed that a role model had to be older than oneself to be considered a role model. Even though one respondent did not agree with that he himself had also chosen role models older than himself: his aunt and his mother. Most papers mention the age the person who chooses a role model has (see Bell, 1969, 1970; ...), not the age of the role model in specific. Only the categories of those role models were mentioned, for example father, mother, sibling, peer, teacher, but those categories were not linked to age categories (Bell, 1969).

This may be a starting point for further research. Another question to address may be the question of the gender of the role model: is there a preference in gender for choosing a role model? Do women choose only female role models and men only male role models? In literature, researchers found that females are more influenced by female models than male although males are equally influenced by male models (see Basow & Howe, 1980). However literature does not show any preferences in gender for choosing a role model, which had also been found in this research.

In our study, respondents agreed upon certain characteristics that a role model should *not* have. Most of the existing literature is focused on the characteristics a role model should have. Characteristics one should not have or should even avoid are barely mentioned (see Baghurst, 2015; Melville & Maddalozzo, 1988). The term of a *negative role model* on the other hand can be found in literature (Price-Mitchell, 2010, 2011; The Center for Parenting Education, 2016). Negative role models are persons who behave in reprehensive ways and yet get the role aspirant's attention and admiration. While both positive and negative role models boost motivation in children and adolescents, negative role models tend to boost coping behavior to avoid failure and can increase problem behavior.

Future research therefore has to focus on the negatives: which characteristics should a role model not have? This is important as those negative characteristics can influence role aspirants in the same way as positive characteristics do. Doing so conflicts with the way appreciative inquiry (AI) works. Because AI focuses on the positives of a situation, looking for the negatives seems odd. But by doing so and looking for the negatives more characteristics of a role model can be found. Research looking for the characteristics has to translate those negative aspects of a role model into positive ones. That means that for example “undisciplined” as a negative attribute can be translated into “disciplined” as a positive attribute. Another reason to look for the negatives is that for respondents in this study it was easier to think of attributes and characteristics they did not like in a role model than to imagine the “perfect” role model only. The reason for that might be that society focuses on problem solving instead of searching for positives and improving those.

To what extent can soccer trainers be role models?

All respondents agreed unanimously that trainers are indeed role models. In sports, the trainer role model has to be more than just a trainer teaching the know-how of the sport. That is in line with AACAP (2011), NASPE (2009), and USADA (2011, 2012).

Knowing that, v.v.Rigtersbleek might be able to create a training to make the trainers aware of being a role model as well as teaching them which behavior they should present in the soccer environment (e.g. at the club, on the fields, after a game). Through that v.v.Rigtersbleek will be able to achieve their goal of getting more athletes involved in the club as volunteers and not only as players on the soccer field.

In our study trainers and athletes disagreed whether or not a trainer could be more than a role model for sports. Most of the respondents supported the idea of trainers being more than someone teaching them the know-how of the sport. For them, trainers had to fulfill several functions ranging from being a trainer to a friend and someone to come to if there are problems. The rest of the respondents said that trainers should only engage in the athlete’s social life if the performance of those athletes worsens or if something was happening at the sports club. However, even those respondents agreed with the other respondents that trainers could teach athletes about social behavior and standards (e.g. motivation, trust, jurisdiction, showing respect towards others). That was also mentioned by NASPE (2009).

Trainers could be trained by v.v. Rigtersbleek to be role models as well as which behavior they should present in the soccer environment (e.g. at the club, on the fields, after a game).

Most behavior that is copied by the players is about standards and being fair to others as well as being mentally strong and being a stimulant to the players to achieve their goals.

Sports club

In this study respondents mentioned three themes they valued as important characteristics of a sport club: social contact, the club's policies, and its ambitions. Compared to the factors which were mentioned by the respondents, the social contact theme is covered by Rigtersbleek. As stated in their anniversary book, the ambition of v.v.Rigtersbleek (2010) is at this point focused on the social aspects of a club. It wants to be more than a soccer club, being a central point in the community to meet and socialize. By reading through the anniversary book it became clear that Rigtersbleek also covers some of the factors from the policy and the ambition themes. They have an eye for their volunteers, as players are actively encouraged to become trainers, referees, first-aiders, and members of the board (v.v. Rigtersbleek, 2010, p. 9). This also shows the importance of the youth policy of the club: they want the members to be involved in almost all activities in and around the club, as part of the club (player, trainer, or referee) or as volunteer (e.g. working at the bar or in the kitchen, cleaning the changing rooms). What the respondents valued in a club was (1) the great sociability in a club: being together and also being known by almost everyone there, (2) the policies of the club: financial health, youth policy, an eye for volunteers, and a good accommodation, and (3) and the ambitions of a club: being on a high niveau in performance, being a club with lots of members and volunteers, and having goals set for the future. If those three themes are equally considered in a club it can thrive and become bigger and a better club. Therefore Rigtersbleek, even though they have the social aspect covered, has to look again at the two other aspects of a good club: are there other ambitions than only the sociability of the club? What are the policies? Another way Rigtersbleek can use this study to improve itself are the trainers. As Rigtersbleek stated itself before the start of this study they want to educate the trainers to be (better) role models. By using the findings of this study Rigtersbleek might be able to set up a training or workshop to first make trainers aware of their role modelship and second show them in which ways they can influence the behavior of their own players or people in their environment.

Limitations / Weaknesses of the study

First, during the interviews new questions were added to the interview schedule to gather more information from the respondents. While doing so it was not possible to get back to most of the respondents to ask the new questions in another interview; it was difficult to

persuade them to be part of the interview in the first place. In a future research this can be solved by conducting a pilot study first. There the interview schedule can be tested and reviewed several times so that all information needed and all questions are in it. After that the main study can be conducted.

Second, there were only seven people interviewed, so it is possible that not all themes were covered by such a small group. To get a wider picture of the characteristics and qualities a role model or a trainer should have, more respondents have to be questioned. Not only should that be soccer players or soccer trainers of a specific age, but as many different sports as possible should be included.

Conclusion

The aim of this qualitative study was to get to know the characteristics a role model needed to have, which behavior was copied from role models as well as if trainers were seen as role models and if they were even more than a role model for sports.

This study showed that role models had to have certain qualities to be considered as a role model. Trainers were seen as role models and were also aware of being a role model. However trainers will need some support from their club to become a role model or become an even better role model than before. This implies getting trained to be a role model: being aware of that fact, how to be a role model, and how a role model can influence others in their direct and indirect environment.

Further research is needed to discover all possible characteristics of a role model as well as which behavior will be copied from a role model. In addition, more research concerning the gender and age of a role model is needed as existing literature only covers the age of the role aspirant.

References

- American Academy of Child & Adolescent Psychiatry [AACAP] (2011). Role Models and Children. *Facts for Families Guide*, 99. Retrieved on February 22nd, 2016 from http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-and-Role-Models-099.aspx
- Attride-Stirling, J. (2001). Thematic networks: an analytic tool for qualitative research. *Qualitative Research*, 1(3), 385-405. DOI: 10.1177/146879410100100307
- Baarda, B., Bakker, E., Fischer, T., Julsing, M., Peters, V., van der Velden, T., & de Goede, M. (2013). *Basisboek Kwalitatief Onderzoek: Handleiding voor het opzetten en uitvoeren van kwalitatief onderzoek* [Book of basics on qualitative research: A guideline for setting up and execute qualitative research] (3rd edition). Groningen, The Netherlands: Noordhoff Uitgevers.
- Baghurst, T. (2015). Rationale for and Practical Ways to Model Health and Fitness as Physical Educators and Coaches. *Strategies: A Journal for Physical and Sport Educators*, 28(3), pp. 46-48. DOI: 10.1080/08924562.2015.1026231
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through the imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 575-582
- Basow, S.A., and Howe, K.G. (1980). Role-Model Influence: Effects of Sex and Sex-Role Attitude in College Students. *Psychology of Women Quarterly*, 4(4), pp. 558-572. DOI: 10.1111/j.1471-6402.1980.tb00726.x
- Bell, A. P. (1970). Role Modelship and Interaction in Adolescence and Young Adulthood. *Developmental Psychology*, 2(1), pp. 123-128. DOI: 10.1037/h0028613
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), pp. 77-101. DOI: 10.1191/1478088706qp063oa
- Cooperrider, D.L., Diana, W., Stavros, J.M. (2007). *Appreciative Inquiry Handbook: For Leaders of Change*. Brunswick (OH), USA: Crown Custom Publishing Inc.
- Gauntlett, D. (2002). *Media, gender, and identity*. London, UK: Routledge.
<http://dx.doi.org/10.4324/9780203360798>

CHARACTERISTICS OF GOOD ROLE MODELS

- Hurd, N.M., Zimmerman, M.A., & Xue, Y. (2009). Negative adult influences and protective effects of role models: A study with urban adolescents. *Journal of Youth and Adolescence*, 38, pp. 777-789. DOI: 10.1007/s10964-008-9296-5
- Ibarra, H., & Petriglieri, J. L. (2008). *Impossible selves: Image strategies and identity threat in professional women's career transitions (INSEAD Working Paper)*. Retrieved from the INSEAD website:
http://www.insead.edu/facultyresearch/research/details_papers.cfm?id_18683
- Jonassen, D.H. (2000). Toward a design theory of problem solving. *Educational Technology Research and Development*, 48(4), pp. 63-85. DOI: 10.1007/BF02300500
- Kassin, S., Fein, S., & Markus, H.R. (2011). *Social Psychology* (8th edition). Belmont (CA), USA: Wadsworth Cengage Learning.
- Kemper, T.D. (1968). Reference groups, socialization and achievement. *American Sociological Review*, 33, pp. 31-45. Retrieved from
http://www.jstor.org/stable/2092238?origin=crossref&seq=1#page_scan_tab_contents
- Lockwood, P. (2006). "Someone like me can be successful": Do college students need same-gender role models? *Psychology of Women Quarterly*, 30, pp. 36-46. DOI: 10.1111/j.1471-6402.2006.00260.x
- McIntyre, R. B., Paulson, R. M., Taylor, C. A., Morin, A. L., & Lord, C. G. (2011). Effects of role model deservingness on overcoming performance deficits induced by stereotype threat. *European Journal of Social Psychology*, 41, 301–311.
<http://dx.doi.org/10.1002/ejsp.774>
- Melville, D.C., & Maddalozzo, J.G.F. (1988). The Effects of a Physical Educator's Appearance of Body Fatness on Communicating Exercise Concepts to High School Students. *Journal of Teaching in Physical Education*, 7, pp. 343-352.
- Merton, R.K. (1957). *Social theory and Social structure*. New York, NY: Free Press.
- Moore, M. (2008). Appreciative Inquiry: The why: The what? The how? *Practice Development in Health Care*, 7(4), pp. 214-220. DOI: 10.1002/pdh.270

CHARACTERISTICS OF GOOD ROLE MODELS

- Moore, S.M., & Charvat, J. (2007). Promoting Health Behavior Change Using Appreciative Inquiry – Moving From Deficit Models to Affirmation Models of Care. *Family & Community Health, Supplement 1 to 30*(1S), pp. S64-S74.
- Morgenroth, T., Ryan, M.K., & Peters, K. (2015). The Motivational Theory of Role Modeling: How Role Models Influence Role Aspirants` Goals. *Review of General Psychology, 19*(4), pp. 465-483. DOI: 10.1037/gpr0000059
- National Association for Sport and Physical Education (NASPE). (2009). *A Coach's Code of Conduct*. pp. 1-4. Retrieved on April 28th, 2016, from <http://www.shapeamerica.org/advocacy/positionstatements/sports/loader.cfm?csModule=security/getfile&pageid=4628>
- Nederlands Olympisch Comité / Nederlandse Sport Federatie (2015). Ledental NOC*NSF over 2014. Retrieved on April 28th, 2016, from <http://www.nocnsf.nl/stream/ledentalrapportage-2014>
- Paice, E., Heard, S., & Moss, F. (2002). How important are role models in making good doctors? *BMJ: British Medical Journal, 325*, 707–710. <http://dx.doi.org/10.1136/bmj.325.7366.707>
- Price-Mitchell, M. (2010). *Civic learning at the edge: Transformative stories of highly engaged youth*. Doctoral Dissertation, Fielding Graduate University, Santa Barbara, CA.
- Price-Mitchell, M. (2011). What is a role model? Five Qualities that Matter to Teens. Retrieved on April 27th, 2016, from <http://www.rootsofaction.com/what-is-a-role-model-five-qualities-that-matter-for-role-models/>
- Price-Mitchell, M. (2014). How Role Models Influence Youth Strategies for Success. Retrieved on March 22nd, 2016 from <http://www.rootsofaction.com/role-models-youth-strategies-success/>
- Rennekamp, R.A. (1990). Influences on Teen Decisions. *Journal of Extension, 28*(3). Retrieved on May 26th, 2016, from <http://www.joe.org/joe/1990fall/rb3.php>

CHARACTERISTICS OF GOOD ROLE MODELS

Tallman, I., Leik, R.K., Gray, L.N., & Stafford, M.C. (1993). A Theory of Problem-Solving Behavior. *Social Psychology Quarterly*, 56(3), pp. 157-177. Retrieved on June 20th, 2016, from <http://www.jstor.org/stable/2786776>

The Center for Parenting Education (2016). Being a role model: the promise and the peril. Retrieved on April 28th, 2016, from <http://centerforparentingeducation.org/library-of-articles/focus-parents/role-model-promise-peril/>

University of Twente (2016). GB06 Voetbalclub Rigtersbleek: wijkgerichte aanpak van gezondheid [GB06 Soccer club Rigtersbleek: district directed procedure of healthiness]. Retrieved on February 22nd, 2016 from <https://www.utwente.nl/bms/pgt/ond/gp/indexafstudeeropdrachten-bachelor-gp/>

US Anti-Doping Association (USADA) (2011). What Sport Means in America: A Study of Sport's Role in Society. Retrieved on April 28th, 2016, from http://www.truesport.org/library/documents/about/what_sport_means_in_america/what_sport_means_in_america.pdf

US Anti-Doping Association (USADA) (2012). TrueSport: What We Stand to Lose in Our Obsession to Win. Retrieved on April 28th, 2016, from http://www.truesport.org/library/documents/about/true_sport_report/True-Sport-Report.pdf

v.v. Rigtersbleek (2010). *Jubileumboek 100 Jaar v.v. Rigtersbleek 1910-2010 – “Voor de kleuren rood en wit”* [Anniversary 100 years v.v. Rigtersbleek 1910-2010 – “For the colors red and white”]. Enschede, The Netherlands: Author.

v.v. Rigtersbleek (2016). Het Eetcafé. Retrieved on February 22nd, 2016 from <http://www.rigtersbleek.nl/meer-dan-voetbal/horeca/het-eetcafe>

Whitney, D., & Trosten-Bloom, A. (2010). *The Power of Appreciative Inquiry: A Practical Guide to Positive Change* (2nd edition). San Francisco (CA), USA: Berrett-Koehler Publishers.

Appendix A

Interview schedules

<i>Interview schedules</i>	Trainer / Coach	Speler
	Leeftijd	
	Opleiding	
	Hoelang al lid van de club?	
	Team	
	Wanneer ben je bij deze club gekomen?	
	Waarom deze club?	
	Wat is de kracht van deze club	
	Sterke punten	
	Hoe is deze club beter dan andere clubs?	
	Ben jij van plan om bij deze club te blijven?	
	Wat versta jij onder "rolmodel"?	
	Wie is voor jou een rolmodel?	
	Waarom?	
	Wat bewonder jij?	
	En hoe kopieer je dat?/ Welk gedrag neem je over?	
	Op verschillende domeinen	
	... als mens?	
	... als sporter?	
	... als ouder?	
	Binnen en buiten de club	
	Welke eigenschappen moet een rolmodel hebben om een goed rolmodel te zijn?	
	Welke eigenschappen moet een rolmodel juist niet hebben?	
	Is de leeftijd van een rolmodel belangrijk? Waarom / Waarom niet?	
	Is het geslacht belangrijk bij de keuze van een rolmodel?	
Zie je jezelf als een rolmodel voor jouw spelers en mensen binnen de club?		Zie je jouw coach als een rolmodel?
Zou een coach een rolmodel kunnen worden?		Zou een coach een rolmodel kunnen worden?
Wat zou je nog buiten voetbal voor de spelers kunnen betekenen?		Wat zou een coach nog buiten voetbal voor jou kunnen betekenen?
... voor andere pupillen		... voor andere pupillen
... voor andere mensen		... voor andere mensen
Hoe zou de club kunnen helpen om jou te steunen in het zijn van een rolmodel?		Vind jij dat een trainer / coach zich mag bemoeien of jou aan mag spreken of mag helpen met dingen die niets met voetbal te maken hebben?
Heb je het idee dat je hun iets kunt leren buiten het voetbal?		<ul style="list-style-type: none"> • Gezonde leefstijl • Studie / school • Omgang met anderen • Aspecten uit de familie • Afspraken nakomen • Normen en waarden • Etc.
Heb je het idee dat je hun kunt helpen met zaken buiten het voetbal?		
Spreek je jongeren wel eens aan op aspecten buiten het voetbal?		
Waarover heb je het dan?		
Als je ze helpt of aanspreekt, hoe doe je dat? (bv. individueel vs. groep)		
Hoe reageren zij?		Waarom wel / niet?
Kun je een specifiek voorbeeld beschrijven waarin jij iets betekende voor een jongen / meisje buiten het voetbal? (bv op school, thuis)		Kun je iets leren van je trainer dat niets met voetbal te maken heeft?
		Kun je daar eens een specifiek voorbeeld van noemen?
		Voorbeeld van jezelf of van iemand anders
		Wat zijn dan kenmerken van trainers waarvan je graag iets meeneemt? En wat zijn kenmerken van trainers waar je niet zo snel iets van aanneemt?

Appendix B

Citations used in the paper

Theme	Source	Original language	English
Characteristics a role model should have	R3	“altijd hongereren naar meer”	“always have a desire for more”
		“alles voor de spelers betekenen”	“mean everything to the players”
		“het voortouw in te nemen en dat [probleem] niet bij de spelers neer te leggen”	“take responsibility and do not let the players have to handle the problem”
	R4	“prober altijd je best te doen”	“always try to do your best”
		“positief omgaan met mensen, netjes zijn”	“be positive towards others”
	R5	“vriendelijkheid, open voor anderen, elkaar helpen, eerlijkheid, respect voor elkaar”	“friendliness, openness towards others, help each other, honesty, respect each other”
		“ik ben toch geworden hoe zij mij hebben opgevoerd; vriendelijkheid, spontaan, gewoon open, ja dat is toch gewoon geworden wie ik ben”	“I came out the way they taught me: friendliness, spontaneity, openness; yes, that is who I am now”
		“er ist auch relative erfolgreich in dem was er macht”	“he is relatively successful in what he does”
		“ich glaube letztendlich muss er auch charismatisch sein bis zu nem gewissen Punkt, ansonsten würde man die Person warscheinlich garnicht wahrnehmen”	“I think he has to be charismatic otherwise I would not be aware of that Person”
		“weil mein Vater (...) vor allem aber auch ein sehr liebevoller Mensch ist”	“because my father is above all a very loving person”
		“Die Intention, die Idee dahinter muss richtig sein”	“The intention, the vision behind it has to be right”
	R6	“Ich finde es wichtig, dass man eine gewisse praktische Message übergeben will”	“I think it is important to have some sort of a practical message or vision to give to others”
		“er sollte einem immer wieder neue Denkansätze geben oder neue Ziele”	“he should show different ways of thinking or point out goals”
		“er versucht auch die Menschen so gut es geht zu unterstützen”	“he tries to support people as good as possible”
		“Eine starke Persönlichkeit mit einem starkem Willen Gutes zu tun”	“a strong personality with a strong will to do good”
		“Er sollte älter sein als ich, also er sollte schon irgendwie Lebenserfahrung haben”	“he should be older than me, meaning he should have some knowledge of life”
		“Grundsätzlich sollte derjenige intelligent sein, also man sollte von ihm auch viel lernen können”	“basically this person has to be smart, you should be able to learn a lot from him”

Appendix B (continued)

Theme	Source	Original language	English
Characteristics a role model should have	R7	<p>“Wanneer het leeftijdsverschil wat groter is, dan sta je als trainer automatisch wat verder van de groep en dat is dat overwicht daar eigenlijk automatisch”</p> <p>“een rolmodel is in mijn ogen altijd ouder”</p> <p>“omdat je met haar over alles kon praten”</p>	<p>“when the difference of age is bigger, a trainer keeps a certain distance to the group and has therefore automatically superiority”</p> <p>“a role model, in my eyes, is always older”</p> <p>“because you could always talk to her about everything”</p>
		<p>“dat heeft te maken met houding, met rust, met uitstraling, met de manier hoe je je op het veld dan met name gedraagt tegenover collega sporters, tegenover collega mensen van de KNVB en met name ook tegenover de pers”</p> <p>“iemand die (...) een beetje in dezelfde situatie zit als ik (...) en eigenlijk dingen doet die ik mijzelf op zijn leeftijd ook wel zou willen zien doen”</p> <p>“zij was altijd iemand die heel erg goed kon luisteren”</p> <p>“zij had niet meteen een oordeel klaar, ook als je daarna vroeg niet altijd een oordeel gaf maar daar eerst over na dacht en soms naar tien minuten maar soms ook pas na een dag of twee, drie kwam met een oordeel of advies”</p> <p>“niet direct je mening klaar hebben maar eerst heel goed nadenken”</p> <p>“een goed rolmodel moet zich bewust zijn van het feit dat die rolmodel is”</p>	<p>“it has to do with attitude, with peace of mind, with charisma, with the way you behave on the field against other athletes, other people of the sports association and people of the press.”</p> <p>“someone who is in a similar situation as I am (...) and does things I want to see me doing at his age, too”</p> <p>“she has always been someone who was able to listen very carefully”</p> <p>“she did not have a statement ready immediately even if you asked for it, but first thought about it, sometimes for ten minutes, sometimes for two or three days, and, only after doing so, gave a judgment or opinion”</p> <p>“don’t easily pick a side, but first think about it before coming to a conclusion”</p> <p>“a good role model has to be aware of the fact that it is a role model”</p>
Characteristics sports club	R1	<p>“weil die stark ist, selbstständig”</p> <p>“Jemand, der ehrlich ist”</p> <p>“tolerant ist auch wichtig”</p> <p>I: “Also es geht dir eigentlich um die Einstellung der Person?” R8: “Ja.”</p> <p>“Dass man nicht probiert Leute zu verändern.”</p> <p>“(…)dann muss es jemand sein, der hart trainiert, gut für sich selbst sorgt, körperlich, und sich an die Regeln hält“</p>	<p>“because she is strong, independent”</p> <p>“someone who is honest”</p> <p>“being tolerant is also important”</p> <p>I: “So for you it is more about the mentality of the person?” R8: “Yes.”</p> <p>“that you do not try to change people”</p> <p>“it has to be someone who trains hard, takes care for himself, physically, and follows the rules”</p>
		<p>“ik vindt het een heel familiale club, iedereen kent mekaar eigenlijk wel; vooral als je heel even loopt wordt er gewoon sociaal met mekaar omgegaan”</p> <p>“de accommodatie is sowieso beter”</p> <p>“de club is groter, heeft meer ambities”</p>	<p>“it is a very familiar club, everybody knows each other; especially if you are just wandering around there, people are just social with each other”</p> <p>“the accommodation is better in any case”</p> <p>“the club is bigger, has more ambitions”</p>
Characteristics sports club	R3	<p>“Rigtersbleek is natuurlijk een van de grotere verenigingen in Enschede, hoort altijd bij de grotere vier”</p> <p>“goede mensen op goede posities”</p> <p>“goede organisatie”</p> <p>“Boven zijn ze momenteel aan het vergaderen. (...) dat ik ook weet wie wie is, dus heel duidelijk, als ik nu naar boven ga ken ik alle mensen”</p> <p>“ze zijn geïnteresseerd in je”</p>	<p>“Rigtersbleek is of course one of the biggest soccer clubs in Enschede, always part of the top 4”</p> <p>“good people on good positions”</p> <p>“good organization”</p> <p>“Upstairs they are having a meeting right now. (...) that I know who is who, so it is clear, if I go upstairs right now I would know everyone”</p> <p>“they are interested in you”</p>

Appendix B (continued)

Theme	Source	Original language	English	
Characteristics sports club	R4	“omgaan met mensen enzo” “gezelliger”	“social contact with others” “cozy”	
	R5	“eigenlijk de enige club in de buurt wat een beetje op redelijk niveau speelt” “mensen zijn wel nieuwsgierig naar je, hebben interesse in je” “iedereen kent elkaar, heel veel gezelligheid”	“as a matter of fact, it is the only club in the area playing [soccer] on a reasonably level” “people are curious about you, are interested in you” “everybody knows each other, a lot of coziness and sociability”	
	R6	“der Fußballplatz war mitten im Wald und ich konnte da immer gut hin laufen von Zuhause aus” “weil wir in einem ziemlich kleinen Dorf gelebt haben kannte man auch alle”	“the soccer field was inside the woods and in a short distance from my home” “because we lived in a small village we were acquainted with everybody”	
	R7	“goed jeugdbeleid, financieel gezond, oog voor details, met name details als vrijwilligers, mensen die er iedere week achter de bar staan, kledkamers schoon maken; die mensen zijn veel belangrijker dan de voetballers zelf”	“good youth policy, financially healthy, eye for details, especially details as volunteers, people who run the bar every week, clean up the changing rooms; those people are way more important than the soccer players themselves”	
	R8	“man konnte sich selber sehr viel aussuchen, also beim Training dann. Du wurdest zu nichts gedrängt irgendetwas zu machen; du konntest selber auch dein Tempo bestimmen. Das war halt sehr gelassen und locker“	“You could choose a lot at the training. You were not forced to do anything; you were able to decide on the speed of learning yourself. Everything was stoical and easy-going”	
	Anniversary book Rigtersbleek	“Rigtersbleek wil meer zijn dan alleen een voetbalclub. Een belangrijke bijdrage leveren in het terugdringen en voorkomen van achterstanden, het bevorderen van sociale cohesie en het oplossen van maatschappelijke problemen worden zichtbaar beleid.” “Ook voor langdurig werklozen die de weg terug naar het arbeidsproces willen vinden is er plaats bij onze club.” “Niet alleen wordt in een maatschappelijke behoefte voorzien maar het verrijkt ook onze vereniging in sociaal maatschappelijk opzicht. De gastvrijheid die hieruit spreekt heeft een grote aantrekkingskracht en is een solide basis voor de toekomst.”	“Rigtersbleek wants to be more than just a soccer club. Being able to force back and prevent arrears, encouraging social cohesion, and solving social problems is becoming the policy.” “For long-time unemployed on their way back to work are welcome in our club.” “Not only is a social need covered but it also enriches our club in the social aspect. The hospitality of this is a great power of attraction and a solid base for the future.”	
	Behavior copied from role model	R1	“hoe kijkt hij tegen de situatie aan en of ik daar zelf ook een eigen invulling aan kan geven”	“how does he look at the situation and if I can give it some sort of filling in myself”
		R3	“veel wedstrijden gekeken: Wat doet van der Sar in welke situaties” “Als trainer trek ik mij graag aan op Mourinho. Niet over zijn idiote gedrag, maar wel echt alles voor de spelers te betekenen.”	“watched many games: what does van der Sar in which situations” “And as a trainer I like to apply Mourinho’s behavior to myself. Not his idiotic behavior but meaning everything to the players.”
R4		“positief omgaan met mensen, netjes zijn”	“positive contact with others, be nice”	
R5		“dus, vriendelijkheid, open voor anderen en mensen, elkaar helpen, eerlijkheid, respect voor elkaar”	“ therefore, friendliness, openness to others, helping each other, honesty, respect for each other”	
R6		“es ist einfach ein Ansporn selber zu trainieren wenn man so etwas sieht”	“it is a stimulation to train yourself if you see that”	

Appendix B (continued)

Theme	Source	Original language	English
Behavior copied from role model	R7	<p>“Door niet direct een beslissing te nemen ondanks dat je soms een gevoel hebt: ja dat is goed wat ik doe, toch niet doen en daar eerst een nacht over slapen of een keer met collega’s overleggen, andere meningen vragen en dan pas de beslissing nemen.”</p> <p>“Dat heeft te maken met houding, met rust, met uitstraling”</p> <p>“Ik vondt altijd Lionel Messi tegenover [Christiano] Ronaldo een mooi verschil. Ik ben geen fan van Ronaldo, maar ik vindt wel de manier hoe hij zijn lichaam verzorgt en met zijn lichaam omgaat een hele goede manier. Hij let heel goed op zijn voeding, is niet getatoeerd bijvoorbeeld, terwijl iemand anders [zoals] Messi daar veel minder mee bezig is; let minder op zijn voeding, zijn hele arm is getatoeerd. Na als rolmodel zijnde zullen er ongetwijfeld mensen zijn die fan van hem zijn, die naar hem opkijken, en die daardoor ook misschien over de drempel stappen om ook een tatoeage te nemen. Terwijl ze dat vroeger misschien nooit hadden gewild, maar omdat hij dat heeft gaan zij nu ook.”</p>	<p>“By not taking a decision right away even though you got the feeling: it’s the right thing to do, but first use some time to think about it or think it over with a colleague, ask others for their opinions and only after doing so taking a decision.”</p> <p>“That has to do with attitude, with peace of mind, with charisma”</p> <p>“I always thought the difference between Lionel Messi and [Christiano] Ronaldo interesting. I’m not a fan of Ronaldo, but the way he looks after and uses his body is in my opinion very good. He is paying attention to his nutrition, has no tattoos, whereas someone like Messi is not as much into it; he is not as attent for his nutrition, his whole arm has been tattooed. Being a role model there undoubtedly are people, his fans, who look up to him and, because of that, are going to take the next step and getting a tattoo, although they did not wanted to do it before. But because he did it they follow.”</p>
	R8	<p>“Indem ich halt probier die Situation ein bisschen mit Humor zu sehen”</p> <p>“(…) dass ich selbst probiere halt selbstständig zu sein”</p>	<p>“By trying to take the situation with humor”</p> <p>“By trying to be strong and independent myself”</p>
	R3	<p>“En als trainer trek ik me graag iets aan op Mourinho. Niet over zijn idiote gedrag maar wel over echt alles voor de spelers betekenen”</p>	<p>“And as a trainer I like to apply Mourinho’s behavior to myself. Not his idiotic behavior but meaning everything to the players.”</p>
Characteristics a role model should not have	R4	<p>“schelden, of veel te aggressief en niet zo leuk omgaan met je spelers”</p>	<p>“swearing, being way to aggressive and being rude to players”</p>
	R6	<p>“Inkonsistent. Man kann nicht ein rolmodel für etwas sein wenn man seine Meinung die ganze Zeit oder für das was man steht die ganze Zeit ändert und Sachen nicht durchzieht oder macht.“</p> <p>“Dann darf derjenige für mich persönlich nicht zu jung sein”</p> <p>“man sollte letztendlich glaubwürdig sein, hinter dem stehen was man tut und was man sagt”</p>	<p>“Inconsistency. You can’t be a role model if you change your opinion or the things you represent the whole time and just don’t start or finish things [as promised]”</p> <p>“For me personally, that person should not be too young”</p> <p>“in the end you should be plausible and believable, stand behind what you say and do”</p>
	R7	<p>“op een normale manier mee blijven omgaan en mensen die zichzelf volledig afsluiten, dus niet meer toegankelijk zijn voor anderen, ja dan houdt het rolmodelzijn vanzelf op”</p> <p>“als rolmodel zijnde moet je niet meteen je mening geven. Ookal heb je een bepaalde mening, je moet jezelf afvragen of je die mening die jij hebt publiekelijk moet verkondigen.”</p>	<p>“deal in a normal way with others; people who pull themselves back, who are no longer approachable for others, than being a role model stops”</p> <p>“Being a role model you should not give your opinion instantly. Even if you have some opinion, you should think about the necessity of announcing this opinion publicly.”</p>
	R8	<p>“Eigentlich kann man dann alle Negativen [benutzen]“</p>	<p>“actually, we can use all the negatives [of what I mentioned before]”</p>

Appendix B (continued)

Theme	Source	Original language	English
Reasons why trainers are role models	R1	“Ja denk ik wel. In de vereniging is toch als je een elftal traint vindt ik wel dat je een voorbeeld bent voor heel veel anderen, voor andere trainers of spelers, mensen.”	“Yes I believe so. When you are a trainer of a certain team inside of the club I believe that you then are a role model for many others: trainers, players; other people.”
		“Ja denk ik wel. Vooral binnen de vereniging”	“Yes I believe so. Especially inside the club”
	R3	“Dus dat betekend wel dat je altijd rekening moet houden als je hier bent dat je de trainer van een elftal bent.”	“That means that you constantly have to bear in mind when you are at the club that you are the trainer of a team”
		“Ik denk wel dat er veel jongens naar mij opkijken, ja.”	“Yes, I think that a lot of boys look up at me.”
	R4	“Gezien het respect wat ik voel van de jeugd denk ik dat wel, ja.”	“Considering the respect I get from the youth I do think so.”
		“Ja, een beetje.”	“Yes, a little.”
	R5	“Hij is een goede voetballer. Hij kan leuk met groepen omgaan.”	“He is a good soccer player. He is good in working with groups.”
		“Ik denk wel dat het belangrijk is dat je als coach een rolmodel bent.”	“I do think it is important for a coach to be a role model.”
R6	“Als individu kun je wel bepaalde gedachtes hebben, maar een coach die heeft een heel team onder zich en kijkt daarin wat het beste is en gaat voor de beste prestaties en ook gewoon voor een goede sfeer.”	“As an individual you can have certain thoughts, but a coach is the leader of a whole team and by being that aims for the highest performance and for a good atmosphere.”	
	“Nicht mehr, aber das war er auf jedenfall bis ich dreizehn oder vierzehn war, warscheinlich sogar fünfzehn.“	“Not anymore, but he was until I was thirteen or fourteen, probably fifteen years old.”	
R7	“Ich fand ihn ziemlich cool.”	“I thought he was very cool”	
	“Sehr offen, konnte gut mit Kindern, hat irgendwie so sein Ding gemacht“	“He was open-minded, was at ease with children, and just did his thing”	
R8	“Soms wel.”	“Sometimes.”	
	“Rolmodel maar ook veel meer als dat: je bent een luisterend oor, je bent soms bijna psychiater, dokter, ja van alles.”	“Role model but also more than that: a listening ear, almost a psychiatrist, doctor, sort of everything.”	
Can trainers be more than role models for sports?	R1	“Schon, ein bisschen.”	“Yeah, a little bit.”
		“Er war immer so gelassen.”	“He was always calm.”
Can trainers be more than role models for sports?	R1	“Es hat immer Spaß gemacht. Er ist immer mit Humor an die Sache gegangen.“	“It was always fun. He always used humor.”
		“ik voer altijd twee keer in het jaar gesprek met de jongens: hoe heb je het thuis gehad, hoe het op school gaat, [hoe het] met de meisjes gaat, van alles. Alles behalve voetbal zeg maar.”	“Twice a year I have a conversation with the guys: how it is at home, how it is at school, what about the girlfriends, everything. Everything except for soccer.”
Can trainers be more than role models for sports?	R1	“ik kan ze helpen met school”	“I can help them with school “
		“Ja als [een elftal] zijnde denk ik dat dat misschien iets moeilijker is, maar wel zo, dat jongens van mij, die ik training geef, weleens ook een pupillentraining geven, dus indirect kun je daar misschien wel iets mee doen.”	“The boys I train sometimes lead a trainings session for younger children themselves. Because my players copy some of my behavior, I can indirectly teach those small kids something, too.”
Can trainers be more than role models for sports?	R1	“En spelers van mij kopiëren toch dingen van mij nar mijn eigen groepje toe, dus indirect ben je wel ook met de pupillen bezig.”	

Appendix B (continued)

Theme	Source	Original language	English
Can trainers be more than role models for sports?		“Ik doe al heel veel, train niet alleen drie elftallen maar echt heel veel wat ik al doe. [Ik ben] bezig met een aantal projecten. En daar moet je denken aan dat er spelers ook in het jeugdvoetbal worden ingezet: een keer een wedstrijd fluiten, een keer meewerken met de club, een keer een bardienst draaien. Dus ik ben met heel veel zaken bezig en het zit allemaal nog een beetje in de oriëntatie fase.”	“I am doing a lot, not only training three teams but a lot more. I am busy with a number of projects. There you have to think of players also helping out in the youth: being the referee of a game, working with the club, run the bar. So, I am busy with a lot of things and all of it is still in the orientation phase.”
	R3	“Gewoon een stukje vrijwilligerswerk doen.” “Iedereen verplicht ergens een dag vrijwilligerswerk doen. En of het dan in het bejaardentehuis of een keer op het ziekenhuis of een keer bij een dierenkliniek of gewoon hier bij De Bleek, maakt mij niet uit, maar iedereen moet iets doen.” “In het verleden heb ik bijna 10 jaar bijles geven, iets waar ik de spelers, als ik meer tijd had gehad, graag had willen helpen.”	“Just a little volunteering work.” “Everybody is obliged to do some volunteering work. It doesn't matter if it is in a home for elderly, a hospital, an animal clinic or here at De Bleek, but everyone has to do something.” “In the past, for almost ten years I gave extra tuition, something I wanted to do for my players as well if I had had the time for it.”
	R3	“Verder probeer ik als trainer ook een stukje van mezelf mee te geven. Uitspraken als ‘het glas is halfvol’ (in plaats van half leeg), en ze bewust maken van een stukje ‘voor een ander klaar staan’ vindt ik erg belangrijk.” “Verder probeer ik een vertrouwenspersoon voor de jongens te zijn. Vanzelfsprekend spreek ik de jongens aan op hun gedrag buiten het voetbal. Echter veroordeel ik helemaal niks. Ik vindt dat ik als trainer een soort vriend moet zijn en niet de strenge vader.”	“As a trainer I also try to give them something of me. Sayings as ‘the glass is half full’ (instead of half empty), and call their attention to ‘be there for another’. That is very important to me.” “Furthermore I try to be a confidant to the guys. Of course I talk to them about their behavior away from soccer. However, I don't judge anything. I think a trainer has to be more like a friend than a strict father.”
	R4	“Nee, eigenlijk niet. Kan wel als er op de voetbal iets gebeurd ofzo, dan wel.” “Ja, als hij ermee kan helpen.”	“No, I don't think so. Only if something happens at the club, then maybe.” “Yes, if he can help with that.”
	R5	“Als ze vragen hebben kunnen ze bij mij terecht komen of met hun studie lastig zitten en dan moeten ze gewoon mij gaan bellen of appen om dat te zeggen, want school is natuurlijk belangrijker dan de voetbal.”	“If they have questions or have problems at school they can come to me. They only have to call or app me to tell me, as of course school is more important than soccer.”
		“Ja misschien hoe ze met elkaar om moeten gaan, respect naar elkaar, dat is soms wel lastig op een leeftijd van een puber, die hebben vaak wel zijn mond open; soms ook hoe ze de tegenstanders benaderen, dat kan soms wel op een andere manier vind ik.” “Ja, als ze daarmee lastig zitten en ze denken dat het ook met de voetbal te maken heeft, ja dan kan ik wat voor ze doen. Als ze minder willen trainen, dan wel. Maar als het echt om het leren zelf gaat dan kan ik daar heel weinig mee doen.”	“Maybe how they deal with each other, respect towards each other; that can be tough at the age of an adolescent as they often give comments on everything; sometimes the approach of opponents can be better and can be done in another way I think.” “When they have problems and they think is has to do with soccer, than I think I can do something for them. If they want to train less, I can help. But if it is about the learning process itself I can't be much of a help.”

Appendix B (continued)

Theme	Source	Original language	English
Can trainers be more than role models for sports?	R6	<p>“Auf jedenfall für ein Teamgefühl sorgen. Außerdem, Strategie würde ich mal sagen. Ein bisschen ‘drillen’ also, dass man den Arsch hoch bekommt und die Übung vielleicht noch zehn Sekunden längert hält als man vielleicht eigentlich könnte. Motivation, drillen; ja auf jedenfall.”</p> <p>“Ich denke, wenn es sich auf mein Spielen auswirkt, dann hat er das Recht dazu. Ansonsten hat er auch das Recht dazu. Ich finde nur, dass wenn man persönlich das Gefühl hat das geht mir zu weit oder das möchte ich jetzt nicht teilen, das geht mir zu weit, dann kann man das einfach sagen.“</p>	<p>“In any case he has to take care of the team feeling. Also, strategies I think. A little “drill”, so that we get our asses up and maybe hold an exercise for additional ten seconds. Motivation, drill; yes of course.”</p> <p>“I think if it intervenes with my game, he has the right to do so. He has the right to do so anyways. But I think that if you personally have the feeling that I don’t want to share this right now or that was one step too far, than you can say that.”</p>
		<p>“Aber grundsätzlich wenn meine Leistung nicht mehr so gut ist oder wenn ich traurig wirke oder sowas, dann finde ich schon, dass der Trainer nachfragen kann und ob ich das erzähle oder nicht ist meine Sache.”</p> <p>“Auf jedenfall [kann ich etwas von meinem Trainer lernen was nicht mit Fußball zu tun hat], ich finde auch, dass das sehr wünschenswert wäre oder ist. Sein Hobby zum Beruf machen, Normen und Werte, Gerechtigkeit und dass man Respekt vor einander hat und dass man doch in einem Team respektvoll miteinander umgehen kann und sich innerhalb von diesem Team arrangieren muss.“</p>	<p>“Basically if my performance is getting worse or if I seem to be sad, like that, than I think it should be possible for a trainer to ask questions. If I tell him or not will then be up to myself.”</p> <p>“But of course [can I learn things from my trainer that has nothing to do with soccer], and I think that is desirable. To make a job out of their hobby, standards, justice and to have Respect for each other and that you have to have respectful contact inside of a team and has to find a way to work together.”</p>
		<p>“Ik zal een heel mooi voorbeeld geven. Daar was een jonge speler die op gegeven moment na afloop van een training aan mij vraagd of die even met mij kan preten. Daar kwam het verhaal uit dat zijn vriendin zwanger was. Zijn vriendin was zestien en hij op dit moment achtien en hij durfte dat niet aan zijn ouders te vertellen. Ja, op dat moment ben je geen trainer meer, op dat moment ben je bemiddelaar en ga jij naar de ouders toe en doe je een verhaaltje waarna de speler met zijn vriendin binnen komen. En ik denk als ik er niet geweest was dat dat niet goed was gegaan.”</p>	<p>“Let me give you an example. Once I had this young player taking me aside after a trainings session asking me if we could talk. He told his story with the subject that his girlfriend was pregnant. She was sixteen and he was at that point eighteen years old and he did not dare to tell his parents about it. At this moment you are not a trainer anymore but a go-between, an intermediary, and you go to the parents and tell your story. After that the player and his girlfriend came in. I think if I had not been there it had not ended well.”</p>
R7	<p>“Oh, absoluut! Kijk er zijn normen en waarden in het voetbal maar ook in het normale sociale leven. En trainer zijn is ook leren omgaan met anderen, leren omgaan met scheidsrechter, tegenstander. Trainer zijn is ook kinderen leren dat ze hun leege glazen van de tafel opruimen en terug zetten op de bar; trainer zijn is ook kinderen leren dat heel veel dingen bij een club draaien om vrijwilligers.”</p>	<p>“Oh, definitively! Look, there are standards in soccer but also in social life. Being a trainer is also teaching children how to deal with others, how to deal with referees or opponents. Being a trainer is also teaching children to clean up their mess and bring the glasses back to the bar; being a trainer is teaching children that a club is based upon and thrives through having volunteers.”</p>	
	<p>“het was altijd wel voetbalgerelateerd.”</p>	<p>“it had always to do with soccer.”</p>	
R8	<p>“Ja ich finde schon, der muss auch dafür sorgen, dass es seinen Schützlingen gut geht.”</p> <p>“Ich denke schon, weil ein Trainer hat schon eine Rolle, als Erzieher und meinetwegen dann auch Vorbild, und dann sollte er auch schon gucken wenn er merkt, dass es seinen [Schützlingen] nicht gut geht oder das da Probleme sind, dass der dann nachfragt und sich dann in dem Sinne auch einmischt.”</p>	<p>“Yes, I think so as he has to take care of his protégés.”</p> <p>“Yes, I think so, because a trainer has a specific role, as educator and as an example, and therefore he should look if he sees that one of his protégés is not feeling well or if there are other issues, that he asks about it and gets himself involved with it.”</p>	