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## APPROACHES, BEHAVIORAL CHARACTERISTICS, PRINCIPLES AND METHODS OF WORK OF COACHES AND MANAGERS IN SPORTS

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### ABSTRACT

The manager, who faces many challenges in managing sports teams and organizations, is asked to manage psychological processes in the transfer of knowledge and skills. It has been observed that there is a need for leaders who treat people individually, value them and support them. Being a leader who instills self-confidence and a sense of belonging to the group are essential characteristics of a leader. The need to be a leader is different from the need to be a leader, to take initiative beyond one's duties and responsibilities, to be a teacher and to impart knowledge and skills. When coaching styles, behaviors and characteristics are examined in depth within a team, it becomes clear how important these issues are. Research shows that to be successful, mentors must convey institutional knowledge and experience. On the other hand, researchers confirm that a coach who understands his athletes, guides them according to their abilities, prepares the athletes for their goals and guides them should be oriented towards success through his sports knowledge and exemplary attitude. In addition, among the qualities that distinguish him from other coaches is a coach who instills a sense of belonging in his athletes and continues his work without abandoning the principles of unity, solidarity and honesty. As a result of the study, it was found that there are one or more training methods that the trainer adopts and implements to achieve his goal, and at this stage they need to be improved. My research examined the characteristics, competencies and team management skills of coaches and leaders working in sport.

### KEYWORDS

Sports, Leadership, Coaching, Leadership in sports, Approaches to leadership.

## INTRODUCTION

No matter how talented and hardworking an athlete or team of athletes is, success cannot be achieved unless they are properly directed and developed technically and tactically. All athletes need a coach to succeed. A coach is a sports person who has accumulated theoretical knowledge and experience, guides and trains athletes in accordance with their abilities, prepares them for competitions, and guides them.

### Coaching task

A coach's job is not just to coach or show how to play a sport. He interprets the information he receives from sports scientists, sports doctors and sports psychologists, compares it with his own experience, and then passes it on to the athlete. Because the information of scientists is theoretical information and is not suitable for practical use. These data should undergo some changes depending on the personal and sporting characteristics of the athletes. The most important condition for achieving success, which is the main goal in sports competitions, is to ensure a healthy relationship between coach and athlete. The main area of work of a coach is the athlete or team. These relationships can usually be thought of as relationships with individuals or groups. Their difference from any human relationship is that their purpose, activity and structure are more specific. Various characteristics of the coach and characteristics of the athlete or team are

important in establishing the right relationship between coach and athlete or team. There are two main coaching factors that help maintain a healthy and successful coach-athlete relationship. These are the characteristics of a coach and how he works.

### Trainer characteristics

The characteristics of an ideal coach can be summarized as follows: Sports Knowledge: The athlete must have confidence in the knowledge of his coach. He must be able to trust his coach to overcome any problems he faces in the professional field. In addition to general sports knowledge, the coach must also have a high level of knowledge in his field and master it. He should also learn new information in the field of sports and reflect it in his practice. These characteristics allow athletes to trust the coach.

Be open to innovation and development: Both the coach's mindset and the sport's culture must be open to new information. A coach must be willing to access, learn and apply new information in an ever-evolving field of sport. To achieve this, innovation must be pursued through means such as congresses, symposiums, the Internet, books and magazines.

Personal Characteristics: The coach is expected to have positive personal qualities that enable him to build good relationships with athletes and others. These

include consistency, responsibility, flexibility (soft when necessary, firm when necessary), promoting positivity, acting democratically and fairly, openness to criticism, empathy, humility, self-criticism, and leadership skills. In addition, he must be able to withstand pressure from club managers, fans and the media.

Wide range of interests: The trainer as an individual must have sufficient general knowledge. According to his profession, he is expected to have knowledge in these areas as he will have to collaborate with sports theorists and researchers, managers, sports doctors and sports psychologists.

Be a Role Model: A coach must be a good role model for athletes both in and outside of sports. A coach should be able to do whatever he wants his athletes to do. For example, a coach who prohibits his athletes from drinking should not distribute alcohol to his athletes.

Honesty: A coach must be honest with himself and his athletes. He must be able to reveal the mistakes of his athletes with the same honesty as his own, ensuring that the athletes will receive their due, if not by words, but by actions, they will show the desired result.

Involvement: The coach must have a keen interest in his profession and athletes. They should be interested in the lives of athletes, their problems outside of sports

and try to support them. They should keep their relationship within the framework of love and respect.

Act Constructively: Must provide constructive criticism and take responsibility for the successes and failures of the athlete or team. The decisive factor for success is the coach. It is the leader who determines the team's teamwork. It's hard for players to respect a coach who throws himself into the air when a goal is missed or blames the wrong player after a game.

### **trainer's working style**

Every trainer has one or more training methods that they use to achieve their goals. It is important what these methods are, what characteristics they have and whether they take into account the characteristics of athletes.

There are two general approaches to creating a trainer training program: structure it according to scientific evidence or give preference to your own experience. It's actually important to use these two approaches together. Because scientific data is obtained under certain conditions. However, there are various external conditions that affect training and competition. To this should be added the characteristics of athletes. Therefore, when determining a working method, all factors should be taken into account and adjustments made if necessary. As coaches implement their training methods, their relationships with athletes are also critical to success. Some trainers can be strict and

authoritarian in their work, while others can be more democratic. Although it is necessary to be authoritarian in terms of discipline, sometimes it is necessary to be gentler. If we put all this together, we can say that the sweet-hard relationship is appropriate.

### Behavioral characteristics of the trainer

One of the most important decisions a coach must make is choosing a coaching style. Coaching style influences how decisions are made, what skills and strategies are taught, how competitions are organized, and what methods are used to regulate players and athletes. This determines what roles they will be given to make decisions. There are three main features of coaching:

- Authoritarian (commander and commander),
- Liberal (tolerant, non-interference),
- Democracy (participation, exchange).

While coaches don't necessarily fall into one of them, they are more likely to fall into or lean into one.

### Authoritarian trainers

In an authoritarian style, all decisions are made by the coach. The task of athletes is to respond to the commands and orders of their coaches. The coach has the knowledge and experience, and his job is to tell the athletes what to do. The athlete's job is to listen, understand, obey and do it. The coach has complete control and the athletes are passive. The coach is not

concerned with gradually gaining control over his athletes. Rather, they worry too much about losing control and the information they have. He doesn't really trust athletes or people. This is why management is so important. When control slips away from them, they experience great anxiety, stress and uncertainty. In short, authoritarian coaches;

- The coach makes all decisions.
- The task of the athletes is to follow the instructions and instructions of the coach.
- Control is entirely in the hands of the coach.
- Athletes are passive. They don't believe control should be handed over to interval athletes.
- Takes care of your data.
- This brings anxiety and fear of losing control.
- They don't trust athletes.

### Liberal coaches

They try to make very few decisions. Trainers using this style give little instruction and set few rules for organizing training. When it comes to their attitude towards disciplinary matters, they do not interfere unnecessarily. Those who adhere to this coaching style manage their teams and athletes using a liberal approach in addition to the democratic coaching style. In their coaching duties, they are tolerant rather than prescriptive. Summary of the liberal style;

- They try to make as few decisions as possible.

- They don't intervene when things get out of control.
- Control is not exercised properly, which can lead to an anarchic environment.
- They act carelessly, carelessly and irresponsibly.
- They take care of the players and act as waiters.
- They may be powerless and inadequate in solving problems.
- They want to get rid of their athletes and make their free time lazy.
- They feel the need to cover up their shortcomings through authoritarianism.
- They don't care about actual education and training.
- They are not successful, they are successful by accident.
- They don't worry about developing intrinsic motivation.
- They are not concerned with developing control and responsibility in athletes.
- They can be neither democratic nor dictatorial.

## Democratic trainers

Those who follow this style of training share the decisions that need to be made with the athletes. Teachers who use the democratic style believe that without learning to make decisions, young people will not be able to grow up healthy. They are responsible

for helping their athletes by teaching them leadership skills and influencing their development. They do not accept either dictatorship or indifference. They do not have negative concerns about themselves. They operate with the understanding of gradually transferring control to the athletes. They try to help athletes take responsibility for their lives. Brief description of the democratic style;

- The decisions made will be brought to the attention of the athletes.
- Adequate and appropriate education and training prevail.
- He values the freedom of athletes.
- They strive to teach their athletes leadership qualities.
- They do not accept either dictatorship or liberalism.
- They are not overly concerned and do not doubt themselves and their knowledge.
- They provide an opportunity for athletes to ask questions.
- They strive to learn as much as they teach.
- They tend to attribute success to athletes.
- They motivate athletes physically, socially, emotionally and mentally.
- They instill intrinsic motivation and control in their athletes.
- They develop confidence and respect for athletes.



- They help athletes make decisions and take responsibility.
  - They think and plan exercises that matter to athletes.
  - The prevailing opinion is that I am for my athletes.
  - They see athlete development as their goal.
- The prevailing opinion is that sports are for athletes, and not athletes for sports.

achieving the highest results from the player; From a psychological point of view, a limited method affecting the development of talent; From a physiological point of view, this is explained as a reaction that improves the ability to carry out internal and external structural changes in the body. From a leadership perspective, a coach is defined as a trained manager of people (athletes) working towards a goal and intelligently guiding their athletes towards that goal.

Based on these characteristics, research into the influence of a coach on team performance has defined an effective coach as “one who can elicit successful performances or elicit positive psychological reactions from his athletes.” The coach, who can influence both the psychological well-being of athletes and their physical performance, must also be prepared to respond to the personal and individual needs of the athletes. Therefore, in addition to technical and athletic knowledge and skills, effective coaches may have to play multiple roles in the lives of their athletes. These roles may include leadership, friendship, teaching, role model, psychologist/counselor, or mentoring. In terms of these roles, sports coaching leadership skills clearly demonstrate the importance of developing physical fitness, coordination, technical, tactical and psychological skills in communicating, motivating and coaching athletes. Therefore, a successful coach must demonstrate effective leadership skills and these skills must contribute to the

## Coaching and Leadership

General coaching; It is based on the interaction of the athlete, sports managers, the media, the public and the coach and has the characteristics of a science and an art that are formed simply and precisely through the interaction of the athlete, the sport and the coach. can be called a profession. Accordingly, as a technical expert, a coach is one who has the necessary knowledge in his field and can scientifically apply this knowledge to people of different temperaments for the success of the team. sports skills and strategies. In addition to these characteristics, a coach must be a good organizer, an effective leader, a motivator and a teacher who provides the athlete with independence and competence.

Coaching is defined as the non-violent use of influence in the management and coordination of team members to achieve the tasks assigned to them, and from a pedagogical point of view, it is training aimed at

physical, technical, tactical and psychological performance of the athletes. Teams that work with coaches who have effective leadership skills are more likely to achieve success and high performance. However, many coaches today work in high-level management jobs without much leadership. Therefore, it can be said that coaches who set realistic goals for themselves during the season, encourage their players to achieve those goals, increase team spirit, and expand and improve their programs have true leadership skills.

### **Leadership concept**

Leadership requires providing other people with insight and direction about what is possible. Effective leadership requires the ability to create traditions. Effective leaders excel at creating a team culture associated with team sports. This culture includes the selection, motivation, reward, protection and inclusion of team athletes, fans and everyone who contributes to the organization. Coaching is a face-to-face form of leadership. It brings together people of different nationalities, their talents, experiences and interests. As a leader, a coach helps his athletes take responsibility and achieve success. Coaching is not about memorizing technical skills or developing perfect game plans. Coaching is about truly caring about people, truly trusting them, being sincere with them and caring about them. Coaches with excellent leadership skills give their teams a vision and know

how to bring that vision to life. As a leader, the coach demonstrates the ability to plan and organize well how to combine the skills of athletes to maximize the performance of each player and maximize the success of the team. Leaders achieve success by recognizing and leveraging the physical, psychological, and social environment. Excellent leadership or coaching requires psychological skills in mobilizing people and especially interpersonal skills. Good communication skills are required to speak, listen, plead, argue, agree, encourage, comfort, etc.

Leadership in sport is more important than in other areas of management. Because the structure of sports clubs is not similar to other organizations. Actively participates in influencing the leading group towards set goals in sporting events. This allows leaders and athletes to form long-term relationships. In this process, leaders share various successes, glory, sorrows, disappointments, pain and joy with their athletes. This creates a special atmosphere in the team.

Successful athletic trainers recognize that the relationship between themselves and the environment positively influences athlete performance. Sports leadership is a field that requires the mastery of many personal and technical skills. Influencing the actions and behavior of different players on a team is not an easy task. Moreover, in recent years the nature of the sport has changed, the coach interacts with many people and groups. The head coach must collaborate

with each department, evaluate their performance, and make a judgment about the team's success.

## Responsibilities of managers in sports

Instructions: Shows the movements you want to teach athletes. Knowledge and Sharing: Learns new information about the sport and shares it with athletes.

Consulting: advises athletes on all issues during and outside of training.

Friendship: Maintains relationships with athletes in a friendly and warm environment, minimizing hierarchy.

Support: Supports athletes' continued love and success in sports and highlights the positive aspects of them.

Motivation: Uses knowledge of motivation to appropriately motivate athletes.

Planning: Ensures the planning and implementation of athletes' daily, weekly, monthly and seasonal training programs.

Organizer: Prepares team camps before and during the season, organizes special tournaments and decides on participation in organized tournaments.

Public Relations: Organizes and manages relationships with managers, other teams and the press.

Leadership approaches in sports

## Features of the approach

In the characteristic approach, since the characteristics of the leader are the most important factors determining the effectiveness of the leadership process, the coach differs from the athletes in physical and personal characteristics. Coaches who have intelligence, vision, self-confidence, age, height, integrity and decision-making are considered successful athletes. While it is logical for a coach to have superior qualities and abilities, what is important is that the athletes who follow the coach believe that the coach has the same qualities and abilities. A study was conducted using personality trait theory to identify the characteristics of successful mentoring. For example, in one study, coaches were described as tough, strict, authoritarian, able to withstand pressure from fans and media, emotionally mature, independent in thinking, realistic in their direction, etc. An attempt was made to highlight its characteristics. However, there is not much validated and accepted research on this profile of coaching. The opinion that leadership in sports is determined by personal qualities does not have scientifically based support. The ideal coaching style in sports cannot be explained by personality theory.

## Behavioral approach

The behavioral approach is based on the principle that leaders can be identified by their behavior. Attitude



research critiques a particular approach and finds that leadership is not innate but can be developed. Rather than being an individual element, leadership is proposed as a style of behavior that arises from the leader's relationships with group members. If we consider sports teams; We see that coaches can also demonstrate achievement or athlete-centered behavior. For some coaches, athletic success is the number one goal, no matter what. For some coaches, the athlete's health and his integration into society as a moral person through sports are much more important. As a leader, the coach must establish good relationships and communication and set clear goals and objectives when taking on a new team. Successful trainers have effective communication skills. Successful leaders have effective teaching and demonstrative behavior. Successful coaches give effective advice on what to do, why, when and how to do it. At the same time, successful coaches encourage intensity and effort.

### **Emergency approach**

Trait and behavior approaches emphasize the importance of individual factors while ignoring interactions between people and circumstances. Many studies have been conducted and models and theories put forward based on the contingency approach. These theories provide critical insight into effective leadership in sport and exercise science. Factors that may be considered important for successful leadership

in sport include: Team characteristics – team status and situational demands. Of particular interest to those involved in sports are the relationships between coaches and athletes in certain situations. According to the approach, a coach's style is determined by his needs and personality. The approach also states that coaching style is an established, stable personality trait. According to this approach, there were two styles of leadership: people-oriented and task-oriented. The coach attempted to define performance in sport using athlete-centered and performance-centered methods. Depending on the situation, people can differentiate between a relationship-oriented style and a task-oriented style. Young athletes especially need a relationship-oriented coach for optimal performance, personal development and growth. Traditional sports training places more emphasis on authoritarian behavior. Contrary to what has been said, this condition interferes with athletic development. Additionally, coaching and coaching leadership in various sports disciplines requires quick action and movement. In such cases it is very difficult to apply the democratic method. Many decisions need to be made very quickly and responsibilities must be fulfilled.

### **Leadership Functions in Sports**

A leader's responsibilities may vary depending on the types, qualities and different situations of the groups he leads. Age groups, gender, goals, type of activity, group structure, and other situational characteristics

are some of the factors that may cause variation. Leaders must perform many functions that may be common to each group.

### Leader (follower) as a practitioner

The most important role of a leader is to coordinate the activities of the group. The leader must control every movement of the group. This is the constant role of a leader. A leader usually delegates the work that needs to be done to other group members. In such practices, weakness of the leader may interfere with job performance or prevent members from developing a sense of responsibility and participation in group activities. A leader cannot be expected to do the job directly as a manager, especially on sports teams. Coordinate the work of athletes before and after competitions or training, know what each athlete must do like clockwork and ensure that they carry out their duties accordingly, perhaps with the implementation function performed by a manager.

### Leader as planner

The leader often takes on a planning role, making decisions about how to achieve group goals. These are usually plans that need to be implemented immediately to achieve a goal. Perhaps there are plans for the future. A leader is a person who fully knows the plan and stands by it. When considering sports teams, plans can be short term or long term. While planning for a football team's pre-season goals is short-term,

planning for infrastructure work for at least 5 years is long-term planning.

### Leader as expert

Possessing the highest level of expertise in terms of technical knowledge and abilities required to achieve group goals, and establishing authority based on this knowledge and abilities, is an important characteristic expected of every leader. The manager must have a certain level of experience in the field of activity. Specialization of functions often forces managers to hire technical assistants. Within a group, the leader is often the source of information and the developer of certain practices. A person who is a source of information about the group's stated goals is a natural candidate for leadership. Therefore, an effective leader is a coach and teacher. The trainer must be able to carry out the task of skill development and training. Athletes programmed by a coach will be more creative, successful and self-confident. An effective sports coach must know the strategies and skills of the sport he/she is involved in. Even the best trainers review literature, attend seminars, and use the teaching skills of other trainers to improve their experience.

### Reward and Punisher

One of the tasks of a leader is to evaluate the behavior of group members based on their compliance with group goals or to establish group rules and to apply punishments and rewards to members within certain

limits. The acceptance of punishment and the reward effect that a coach gives to his athletes is very different from the similar behavior of other athletes. Thanks to this feature, the leader gains control over the group. When performing such a task, the coach must ensure that all athletes are treated equally. Otherwise, the chain of trust between coach and athlete will be broken; The atmosphere of chaos within the team is inevitable. It would also be wrong to apply only reward or only punishment. A coach's ability to establish power over athletes based on strong love and respect is closely related to his attitude and sense of fairness in the distribution of rewards and punishments.

#### **A leader as a problem solver or advisor (friend).**

Based on the definition, an effective mentor should be a relative, family member and, if necessary, a psychologist. The point is that these characteristics help the athlete achieve his potential results with a certain interaction. When athletes who deviate from team goals are pressured by club officials, the team coach takes the blame for the athlete. Similar behavior is expected from athletes. Allowing such behavior is one of the natural responsibilities of a leader.

#### **Leader as a role model**

In most groups, leaders must model behavior toward members. The overall behavior of the coach sets an example for the athletes of what to do and how to do it. The coach must be aware that athletes are observing

him and modeling his attitudes and behavior, and act accordingly.

#### **Leader as representative**

Not all group members can establish direct connections with other groups and people. Thus, the leader takes on the responsibility of representing the group. The leadership channel is used in all communications from the inside out and the outside in. The coach is also the representative of his team. After the game he will make a statement to the press on behalf of his team. He/she assumes the role of representative by attending necessary openings and conferences.

#### **Leader as leader**

Within a group there are groups with different characteristics. A leader who knows the specific details of the group's structure better than other members is the most suitable person to take on the role of leader within the group. Leaders have the right to check that plans meet the goals of group members. The coach makes plans for the team to achieve its goals. These goals, set on behalf of the team, are the collective goals of the team. Keeping athletes under control, guiding them towards these goals and, if necessary, imposing some restrictions is one of the tasks of the coach. In addition, the coach must know the exact details of the team's composition and keep them under control.

## **Briefly about coaching styles**

Conter summarizes the three coaching styles as follows.

### **Authoritarian style**

- The coach makes all decisions.
- The athletes' task is to react and carry out the commands and orders of the coach.
- The coach is in complete control of the situation.
- They do not believe that control should be gradually transferred to athletes.
- They have fears and doubts about their knowledge.
- They don't trust athletes.
- Despite this, management is very important to them.
- When control leaves them, they experience great stress and feelings of insecurity.
- They worry and fear that their shortcomings will be revealed.
- They are only focused on winning.
- They tend to take credit for their achievements.
- They don't really care about the fun and pleasure of the athletes.
- They hinder the development of internal motivation in athletes.

- Victory comes first, then the athletes, and only then the mentality.
- They harm the development of athletes' self-confidence and self-esteem.
- They harm the independent and free development of athletes.
- Athletes want to be in control of their entire lives.
- They place great importance on the respect and honor of others, but do not make much effort to earn it.
- They are very interested in the result of the game, race, competition.
- The prevailing opinion is that athletes are next to me.

### **Liberal style**

- They try to make as few decisions as possible.
- They provide very little education and training.
- Unless things get out of hand, they don't interfere.
- They do not exercise any control; an anarchic atmosphere reigns.
- They are very incompetent in organizing work, drawing up plans and programs.
- They act as guardians and waiters for the player.
- Athletes are dominated by refusals, passing time, filling it, sleeping, shirking and laziness.
- They don't care about real education.

- Motivation management is out of the question. Complex and random situations prevail.
- They are not concerned with improving intrinsic motivation.
- Athletes are not worried about reaching their potential, they are having fun and having fun.
- They are not concerned with developing self-confidence and self-esteem in their athletes.
- They lack the ability to use sport as a tool for athlete development.
- They do not like their profession; the prevailing policy is to while away the day and save time.
- Updates and bug fixes. They turn mistakes into learning experiences and do not consider mistakes as shortcomings.
- They tend to study as much as they teach.
- They encourage athletes to reach their physical, social, emotional and mental potential.
- They give athletes the opportunity to have fun and have fun.
- They create intrinsic motivation and control in their athletes.
- Together with their athletes, they set goals and help them achieve them.
- They help athletes make decisions and take responsibility.
- They think and plan events that matter to athletes.
- They view athlete development as a goal.
- The prevailing opinion is that sports are not for sports, but sports are for athletes.

## Democratic style

- The decisions made will be brought to the attention of the athletes.
- Adequate and appropriate education and training prevail.
- Athletes are concerned about developing responsibility.
- When athletes are given responsibility, the idea of transferring control to them prevails.
- They value the independence and freedom of athletes.
- They do not have excessive worries and doubts about themselves and their knowledge.
- They do not have extreme feelings of self-doubt and insecurity.
- They provide an opportunity for athletes to ask questions.

## CONCLUSION

Coaches' behavior may vary depending on the characteristics of the athletes on the team they coach and other external factors. It is wrong to divide coaches into good and bad. It is important to note that coaches are aware of their own leadership style and can make adjustments to it based on the characteristics of their athletes. For example, if it is wrong for a coach with athletes who do not fully



believe in him to use a democratic coaching style, then an extremely authoritarian style is also wrong. The leadership behavior of coaches can be determined according to the perceptions of athletes and players, and accordingly, studies can be conducted to determine the satisfaction of athletes. An authoritarian leader essentially excludes followers from control; These are leaders who have no say in determining goals, plans and policies.

The most important disadvantage of the authoritarian leadership model is that the leader is very selfish and does not take into account the beliefs and feelings of the athletes. This situation negatively affects athletes and causes them psychological dissatisfaction. Over time, hatred, depression, conflicts and disagreements develop in the team towards the coach. The leader's natural authority may gradually disappear. Adopting authoritarian behavior in this context can cause some problems.

A democratic coach accepts the ideas and opinions of his athletes and gives them the opportunity to work together. Although this may seem positive, the downside is that being democratic always creates various problems. The coach must be careful not to abuse the athlete-coach relationship in this collaborative effort. With due care, democratic behavior can be seen as the most positive behavior.

A leader who assumes motivational identification must treat groups of athletes as individuals and establish the necessary rapport. Talking to the athlete, understanding his problems, encouraging him, helping to increase his self-confidence - these are the characteristics of a leader. A leader observing the psychological processes of athletes must know that he is actually preparing the group for life by preparing it for competition, and must act more carefully. A leader must embrace the principle of working together, winning together, taking satisfaction and pleasure to the next level by instilling respect, giving meaning to the concept of fellowship, camaraderie and enhancing the sense of belonging. A leader who should be interested in the psychological processes in the group must pay attention to problems in the family, school, and social environment and share their pain. The leader must explain the goals to the group, encouraging them to work together, imparting their knowledge, and instilling love and respect for the team. The leader, as a consultant, must help the group, encourage it, and open the way to friendship and fellowship. This is the only way for leaders to take their place in sports, who must always lead by example, embody a sense of justice and understanding, and regulate their behavior depending on the situation.

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