

## **The author:**

I am associate teaching professor at the sport science education at Aalborg University, and I am, among other things, teaching learning and science philosophy.

My research areas are inside the topics of recognition and identity formation, which also the attached abstract is dealing with.

I am former elite badminton player, and have been national coach in badminton in Denmark and several other countries.

I have in this way worked both in theory and practice with the issues described in the abstract.

Kenneth Larsen, AAU

## **Abstract:**

### **Title:**

"Development of recognition and identity formation in Danish sports clubs"

### **Author:**

Kenneth Larsen, associate teaching professor in sport science, AAU.

### **Aim:**

With a starting point in Axel Honneth`s theory of recognition, this PHD project aimed to develop sport club cultures that are based on recognition, in order to improve the possibility for the development of self-esteem for the participants.

### **Methods:**

The project was a case study, in which an 8 months action research process, aiming at developing possibilities for recognition, was completed.

The specific actions implemented in the process were delegation of different tasks and areas of responsibility to eight participants, as well as inter-subjective coaching as a general communication tool.

During the period empirical data in the form of qualitative interviews and observations was collected.

These encompassed data on how different tasks and the general coaching approach to communication affected the involved participant`s self-esteem.

The data was analyzed, using categorization and narrative analysis

**Results:**

The results of the studies indicate that delegating tasks and areas of responsibility had a positive effect on the development of self-esteem for the task holder. However only if these tasks were unique, open, involved dialog between the task holder and other individuals and were not embedded in the specific traditional badminton practice. Importantly, (the development of) self- esteem was affected by how relevant the delegated task was perceived by the entire group. Further, sharing a common value system with the group is a contributing factor in order to develop self-esteem.

Few participants attempted to use the inter-subjective coaching as a general communication tool.

**Conclusion:**

The project shows, that it is possible to increase the self-esteem of the participants, by delegating tasks and areas of responsibility, if the tasks meet certain criteria as mentioned above.

Implementing inter-subjective coaching in the form used in the project had no effect on the development of self-esteem, as the participants did not use this kind of communication.