

Empowering Coaching™ **for Doorstep Sport**

StreetGames Research Project

In Partnership with the University of Birmingham

Final Report for the Coca-Cola Foundation
31st March 2016



**UNIVERSITY OF
BIRMINGHAM**



Executive Summary

This collaborative project between StreetGames and the University of Birmingham explored the impact of implementing a tailored version of the *Empowering Coaching*TM workshop on the development of Doorstep Sport coaches/leaders/volunteers within the StreetGames network, and on the motivation, engagement, and well-being of the young people attending Doorstep Sport sessions. Overall throughout the research project, we engaged with 11 organisations in different areas of England or Wales. From these 11 disadvantaged areas, we collected data from 58 clubs, 127 coaches/leaders/volunteers, and 903 young people. The below outlines the key project objectives set out within the funding application, and how each target has been met or exceeded.

Original Target	Project Outcome
To develop a customised version of the <i>Empowering Coaching</i> TM workshop tailored for StreetGames coaches	MET: A bespoke version of the <i>Empowering Coaching</i> TM workshop has been developed, delivered and evaluated within this project. Drawing from both quantitative and qualitative information, consistent and considerable positive feedback regarding the usefulness and impact of this training for StreetGames' coaches and volunteers was secured.
To deliver the workshop to a sample of 22 coaches operating within Doorstep Sport Projects selected for this research	EXCEEDED: The workshop was delivered to 72 coaches across the various Projects involved in the research.
Trained coaches to deliver Doorstep sport sessions to circa 1,000 young people aged 14-25 years (30% female) in disadvantaged communities	EXCEEDED: At least 2025 young people (gender not reported) per week are engaging in Doorstep Sport sessions with coaches who have undergone the tailored <i>Empowering Coaching</i> TM training. NOTE: The gender split of data collected from young people was approximately (4:1, with 26.2% of the respondents being female).
To provide one-to-one follow-up support to Doorstep Sport Projects through trained StreetGames tutors and Doorstep Sport Advisors, and via on-line discussions and resources	MET: During the intervention period, the research team maintained regular telephone and email contact with all clubs and coaches, made visits to clubs, and ensured StreetGames tutors and Doorstep Sport Advisors were kept up to date with the progress of the research project.
To undertake an in-depth assessment of the impact of the <i>Empowering Coaching</i> TM training via quantitative and qualitative measures	<p>EXCEEDED: Data verifying the effective implementation and success of the Main Trial intervention comes from various data sources:</p> <ol style="list-style-type: none"> 1. Questionnaire data from 903 young people and 127 coaches 2. Interview data from 26 coaches who attended the <i>Empowering Coaching</i>TM workshop 3. Session plans from 30 coaches who attended the <i>Empowering Coaching</i>TM workshop <p>Findings confirm the reliability and validity of the questionnaire measures assessing the project variables in the targeted samples, and offer multi-method and multi-stakeholder evidence regarding the impact of the <i>Empowering Coaching</i>TM training and the importance of empowering coaching behaviours for young people from disadvantaged areas.</p>



Key Findings

Note. An empowering climate is one in which the coach/volunteer is autonomy supportive (by acknowledging participants' preferences, taking their perspective, welcoming their input into decision-making, and providing meaningful choice in sessions), socially supportive (showing he/she cares for and values each participant) and task-involving (indicating that he/she places value on participants working hard and working together to do their best).

A disempowering climate is one in which the coach/volunteer is controlling (by being pressurising, coercing, and intimidating when interacting with participants) and ego-involving (by displaying differential treatment of participants based on ability differences, creating rivalry between participants, and focusing on outperforming other participants).

The *Empowering Coaching*™ workshop intervention:

- increased coaches' use of empowering strategies and
- decreased use of disempowering strategies

(as evidenced by data collected from both coaches and the young people).

In-depth qualitative data also indicate that coaches demonstrated a better understanding of *why* the empowering approach is beneficial.



In the view of the trained coaches, the *Empowering Coaching*™ workshop and associated changes in their coaching approach had:

- a significant positive impact on participant numbers at some Doorstep Sport sessions
- a significant positive impact on the behaviour, engagement, and motivation of the young people attending the sessions.

The *Empowering Coaching*™ workshop gained considerable positive feedback and was deemed to be:

- a necessary and useful part of the training of future StreetGames coaches.
- “fun”, “enjoyable”, “practical”, “insightful”, “interactive”, “informative”, “well-structured”. “well-presented”





More Key Findings

FOR THE YOUNG PEOPLE...

a perceived **empowering approach** by Doorstep Sport coaches is associated with....

- Autonomous reasons for participation
- Increased engagement (greater enjoyment and concentration and lower boredom levels),
- Enhanced well-being (vitality, self-esteem, sense of identity)
- Greater prosocial behaviour (helping and encouraging others, giving positive feedback),
- Increased resilience
- Improved life skills (leadership, relationships with family, links to college/employment), and lower aggression (physical and verbal)

a perceived **disempowering approach** by Doorstep Sport coaches is associated with....

- Extrinsic motivation
- Compromised engagement
- Compromised well-being
- Decreased emotional control and self-control
- Increased aggression
- Increased antisocial/criminal behaviours (truanting, bullying, threatening others via email/text/social media, stealing, damage of property, spray painting/graffiti, fighting/actual bodily harm, carrying a hidden weapon, using a weapon against another, selling illegal drugs)

FOR THE COACHES/LEADERS/VOLUNTEERS...

... when they reported they engaged in **empowering behaviours**, this is associated with....

- More autonomous reasons to coach
- Increased well-being (positive affect and vitality)
- Increased perceptions of their leadership skills

...when they reported they engaged in **disempowering behaviours**, this is associated with....

- More controlled reasons to coach
- Increased ill-being (negative affect)
- Decreased perceptions of their leadership skills
- Greater experience of coaching pressures

Future Work

Current efforts to address the final two project objectives will continue.

- **Training for 6 StreetGames tutors** will commence this month, exceeding the initial target of 4.
- Initial dissemination of findings occurred at the recent StreetGames annual conference on 13th April, and from there, efforts to optimally **disseminate the project findings and implications** to relevant stakeholders and scientific communities within the sport, health and education sectors will continue. Other avenues for building on and optimising the impact of the present project will be addressed during the final **Project Advisory Board meeting scheduled for 11th May**.

Recommendations:

The findings of this project indicate that the motivational climates created by StreetGames coaches within the sessions they lead hold implication for the **quality of engagement and outcomes likely to be experienced by the young people** participating in these sessions. StreetGames is more likely to realise its important and valuable aspirations regarding the **changing of lives, communities and sport**, and meet the objectives set out in the recent DCMS Strategy for Sport, if the environments created in the sessions are more empowering and less disempowering.

The results also demonstrate that the manifestation of **an adaptive motivational climate in StreetGames sessions can be facilitated via coaches'/volunteers' participation in the Empowering Coaching™ workshop**. In this project, *Empowering Coaching™* was tailored for the StreetGames context and approach to leader training and the content was deemed **very useful and relevant** by workshop attendees. The potential for StreetGames sport and physical activity related programmes to be delivered in **'the right style'** will be enhanced when StreetGames coaches receive fundamental training in the principles of *Empowering Coaching™*. It is therefore recommended that:

1. to further promote the autonomous motivation, engagement, well-being, positive behaviour, and psychosocial development of the young people who participate in Street Games' sessions, it is important to ensure that the motivational climates manifested in those sessions are more empowering and less disempowering.
2. to further promote the autonomous motivation to coach, well-being, and leadership skills amongst StreetGames' coaches/leaders/volunteers, it is important to ensure that they have the knowledge understanding of how to create motivational climates which are more empowering and less disempowering in the sessions they lead.
3. to make it more likely that StreetGames optimises its potential for positively impacting the lives of young people who engage in its programs, the tailored *Empowering Coaching™* for Doorstep Sport workshop should be a required course for all StreetGames' coaches/leaders/volunteers.
4. 'top up' and follow up training in this area is warranted to make it more likely that the positive effects of the foundation *Empowering Coaching™* for Doorstep Sport workshop are maintained, enhanced and continually embedded in the climates created by coaches/leaders/volunteers in StreetGames sessions.

Background to StreetGames

Launched in 2007, StreetGames is the only national charity in Great Britain dedicated to developing sport with disadvantaged communities and making sport accessible to young people regardless of their social and economic circumstances. Their vision is “*For the most disadvantaged young people and communities to enjoy the benefits of sport and participate as their more affluent peers*”. Since its launch, the StreetGames network has expanded year on year, with projects collectively having attracted over 330,000 participants to doorstep sport sessions and over 13,000 young volunteers. StreetGames are keen to not only attract disadvantaged young people into Doorstep sport activity sessions, but to also help them to develop “*Sporting habits for life*” and help reduce youth sport drop-out. Over time, based on experience and evolving tacit knowledge, StreetGames has developed learning around how best to encourage regular activity, promote participant retention and minimise drop-out, but we are always striving to find new techniques, ideas and strategies.

Background to the *Empowering Coaching*TM Operating Division

Located within the University of Birmingham, *Empowering Coaching*TM is currently an operating division with the goal of being a bonafide and sustainable social enterprise. The mission of this social enterprise centres on the development, implementation and evaluation of theory- and evidenced-based educational materials/courses (such as the *Empowering Coaching*TM workshop for coaches) focused on promoting active and healthy lifestyles, skill development/excellence, optimal development and well-being, particularly in young people.

The evidence base stems from the European-Commission funded PAPA (Promoting Adolescent Physical Activity) Project, which, led by the University of Birmingham, was a four year, multi-method, research project across Europe in the context of grassroots football aimed at enhancing young people’s health and well-being by creating more ‘Empowering’ experiences in sport. The tailored (for grassroots football) workshop (i.e., *Empowering Coaching*TM) that was delivered and rigorously evaluated, was grounded in both the achievement goal framework and self-determination theory, and related research on the principles of behavioural change and positive youth development. This *Empowering Coaching*TM workshop is designed to help coaches foster quality motivation in their young athletes and make youth sport more engaging, empowering and enjoyable. The PAPA project involved nearly 10,000 youth sport participants aged 10-14 years and their coaches. Multiple methods (i.e., questionnaires, observation, focus groups, accelerometry) were used.

Findings indicated that when compared to their peers who had *not* participated in the workshop, the motivational climate created by the coaches who received the *Empowering Coaching*TM training became more Empowering/less Disempowering as the season progressed (as evidenced in players’ perceptions of the coach-created climate, and objectively assessed coach behaviours). When the coaching climate was perceived as Empowering, participants felt better about their sport and better about themselves (more enjoyment, vitality and self-esteem), and were less likely to consider dropping out. Empowering coaching climates were also positively related to objectively assessed moderate-to-vigorous physical activity both during youth sport engagement and during everyday life.

The Current Project – Aims and Objectives

This collaborative project between the two aforementioned organisations **explored the impact of implementing a tailored version of the *Empowering Coaching™* workshop to further develop the skills of Doorstep Sport coaches/leaders/volunteers** (herein referred to as coaches for brevity) within the StreetGames network. This training allowed them to more readily promote an empowering motivational climate for the young people attending Doorstep Sport sessions and influenced key outcomes assessed in the PAPA project plus additional outcomes relevant to this specific context and population.



Specific Objectives of the Current Project were:

- To develop a customised version of the *Empowering Coaching™* workshop that is specifically tailored for StreetGames coaches to attend as part of their training.
- To deliver the *Empowering Coaching™* workshop to a sample of 22 coaches operating within the Doorstep Sport Projects selected for this research from within the StreetGames network. This will lead to:
 - A new cohort of coaches trained to promote a more empowering motivational climate when leading StreetGames' sessions.
 - More effective Doorstep Sport services for young people in these disadvantaged areas.
- For those trained coaches to deliver Doorstep sport sessions at their respective Projects to circa 1,000 young people aged 14-25 years (30% female) in disadvantaged communities.
- To provide one-to-one follow-up support to Doorstep Sport Projects through trained StreetGames tutors and Doorstep Sport Advisors, and via on-line discussions and resources
- To undertake an in-depth assessment of the impact of the *Empowering Coaching™* training via quantitative and qualitative measures. This will provide:
 - Evidence on the validity and reliability of an array of measures assessing young people's motivation, quality of engagement in Doorstep Sport, well-being, etc.
 - An increased evidence base on the importance of empowering coaching behaviours (and potential costs of disempowering strategies) for the coaches and young people living in disadvantaged areas.
- To train four StreetGames tutors to be competent to deliver the bespoke *Empowering Coaching™* workshop to StreetGames coaches in future, as part of a systematic roll out via a collaborative agreement between the StreetGames Training Academy and the *Empowering Coaching™* social enterprise.
- To report and disseminate project findings to relevant stakeholders and scientific communities within the sport, health and education sectors.

This Final Report has been generated at Month 22 of the project with the full outlined project spanning a two year period: May 2014 – August 2016 (with initial efforts in post-project dissemination taking place April-Aug 2016 with the aim to reach wider audiences including national/international academic,

community and policy sectors). The key stages are outlined in Table 2. Planning and Preparation, Pilot Phase, and Baseline Assessment details on the project were covered in the Interim Report (delivered 30th April 2015), and are only summarised briefly in this document. Details regarding the remaining phases of the Project (i.e., Intervention Period, Main Trial Assessment, and Project Analysis, Reporting and Dissemination) form the basis of the present report.

Table 2. Key Project Milestones

Timeframe	Key Stage <ul style="list-style-type: none"> <i>Specific outcomes</i>
May 2014 - Dec 2014	Planning and Preparation <ul style="list-style-type: none"> <i>Project Management and Project Advisory Board</i> <i>Selection of Pilot and Main Trial StreetGames Projects</i> <i>Organisation familiarisation and rapport building</i> <i>Needs analysis</i>
Jan 2015 – Mar 2015	Pilot Phase <ul style="list-style-type: none"> <i>Customise quantitative survey-based measures for coach and young participant groups</i>
Mar 2015 – Jun 2015	Baseline Assessment <ul style="list-style-type: none"> <i>Collect quantitative and qualitative data from coach and young participant groups from Main Trial Projects</i> Preparation for Main Trial <ul style="list-style-type: none"> <i>Customise for StreetGames, based on organisation familiarisation and needs analysis, and pilot test Empowering Coaching™ Workshop.</i>
Jun 2015 – Sep 2015	Intervention Period – Tailored Workshop Delivery <ul style="list-style-type: none"> <i>Tailored Empowering Coaching™ workshop delivered to coaches at Main Trial Projects</i>
Oct 2015 – Jan 2016	Intervention Period - Delivery of Empowered Coaching Doorstep Sport Activities <ul style="list-style-type: none"> <i>Doorstep Sport coaches trained via the Empowering Coaching™ workshop deliver Doorstep Sport activities to young people aged 14-25 years in disadvantaged areas</i> <i>Support to coaches receiving Empowering Coaching™ training</i>
Feb 2016 – Mar 2016	Main Trial Assessment <ul style="list-style-type: none"> <i>Collect quantitative and qualitative post-intervention data from Main Trial Projects to assess the impact of the Empowering Coaching™ workshop on the coaches and young people</i> <i>Data, information and findings analysed from the impact assessment</i> <i>Reports prepared, and key findings and learning disseminated across sport, PE, health and related sectors</i>
Apr 2016 – Aug 2016	Project Analysis, Reporting and Dissemination <ul style="list-style-type: none"> <i>Collaborative exploitation plan (between StreetGames and the Empowering Coaching Social Enterprise) developed to set the stage for national rollout of Empowering Coaching™ to StreetGames coaches</i>

Planning and Preparation

Project Management & Project Advisory Board

In order to oversee and manage the project, a working group of colleagues from the University of Birmingham and StreetGames maintained regular communication both internally and with all external Doorstep Sport Clubs involved within the research. Formal meetings and additional regular informal communications between all relevant parties occurred to ensure that the research progressed in line with the timetable and objectives were met. Also in accordance with proposals set out within the funding application, an Academic Advisory Board was formed to help shape the project and share information emanating from the research and implementation of *Empowering Coaching*TM with key organisations. Some additional members have joined the Project Advisory Board since the date of the Interim Report in April 2015 (See Appendix A).

Selection of Pilot and Main Trial StreetGames Projects

Two StreetGames Projects were nominated as organisations with which the research team could conduct the familiarisation, needs analysis, and pilot phase work. A further nine organisations were engaged with throughout the Main Trial stages (see Appendix B for detailed information). These Projects were selected on the basis that they were running consistent sessions, and between them, they provided a variety of activities within more formal 'mainstream' sport settings with more formal sports facilities, and within the less formal 'StreetGames' approach of youth and community centre-based activities. Coaches at these clubs included more formally educated sports coaches, university student volunteers, and youth work centred staff. This variety enabled us to get a fuller picture of the target audience through our familiarisation and needs analysis work, and ensure that through our pilot work, we were tailoring our research measures, and the *Empowering Coaching*TM workshop, appropriately for all. This variety also allowed us to assess (via multi-methods) the implications of empowering (and disempowering) coaching behaviours and the implementation and impact of the *Empowering Coaching*TM workshop for the diversity marking the Streetgames population.

Organisation Familiarisation and Rapport-Building

The University of Birmingham research team undertook considerable efforts to familiarise themselves with StreetGames as an organisation. This entailed holding meetings and discussions with core staff, tutors, and Doorstep Sport Advisors to build relationships and to learn about their experiences and provisions of Doorstep Sport. Visits were made to a variety of Project sites to meet coaches and young people and observe the design and delivery of sessions. The team attended numerous Events and Training Academy Courses to collect information on the approach and style of current workshops, and become more aware of the characteristics and perspectives of the audiences attending. We also obtained and examined resources including previous in-house research material, handbooks, case study information and other documents. These proved useful to enhance the team's knowledge and understanding of the StreetGames organisation, philosophy, mode of operandi and its current work.

Needs Analysis

Focus groups and interviews were conducted with 13 out of the 14 **StreetGames staff and tutors** who attended a preliminary delivery of the *Empowering Coaching*TM workshop in January 2014, with the aim of gaining feedback on the *Empowering Coaching*TM workshop, and provide suggestions for its customisation for a Doorstep Sport audience.

Key Findings

- The *Empowering Coaching*TM principles are very much in line with the StreetGames approach and philosophy regarding the Doorstep Sport programme.
- Having an empowering workforce of coaching and volunteering staff was deemed crucial for the young people's continued and optimal engagement in Doorstep sport.

In addition, **24 coaches** from various Pilot (n = 4) and Main Trial Projects (n = 20) were interviewed to elicit (baseline) information on coaches' understanding of motivation, and views on how motivation is manifested in the behaviours, emotions, and thinking of young people. Interview questions also probed coaches' views of effective and assumed 'Empowering' motivation strategies that they utilise, and how young people may respond to such strategies. A final purpose was to understand barriers and challenges facing coaches with regards to operating in this disadvantaged context.

Key Findings

- There was a good understanding of the range of motives underpinning why young people attend community sports sessions, yet some coaches had difficulty articulating exactly what motivation 'is'. Most were able to offer some basic ideas regarding how 'optimally motivated' versus 'less optimally motivated' young people might think, feel and behave, but coaches' awareness of the underpinnings of these distinct motivational states was superficial, and at times, misinformed.
- Coaches were passionate about their role and committed to promoting enjoyable experiences for the young people, but were often unsure as to how best to do so. Coaches reported using a range of strategies to 'motivate' and engage young people in sessions, some of which had the purposeful goal of being 'empowering' but some of which were not well developed or even likely to be disempowering in regard to their impact. Coaches had difficulty expressing *why* such strategies may be empowering (or not), and were unaware of the resultant effects on young people.
- In general, there was limited, and at points shallow, knowledge of the *why* and *how* of what constitutes 'empowering' and 'disempowering' coaching, and the effects these behaviours have on the young people involved in StreetGames sessions.
- Coaches perceived there to be numerous barriers and issues associated with working in community sport, particularly surrounding the behaviour of the young people. Strategies that coaches employed to deal with these challenges were not typically 'disempowering', but often passive in nature, meaning opportunities to be more 'empowering' were often missed.

In sum this qualitative needs analysis **confirmed the need to enhance the knowledge and skills** of StreetGames coaches and volunteers through the tailored *Empowering Coaching*TM workshop, and provided an evidence-based rationale for continuing to work towards the intervention stage of the project. The information gathered also afforded the research team **insight into how best to tailor** the *Empowering Coaching*TM training programme for StreetGames' coaches. Details of these interviews were used to develop a final **bespoke version of the workshop and related materials, with context-specific examples** of empowering/disempowering behaviours, and illustrations of high (and low) quality participant engagement in StreetGames sessions.

Pilot Phase

Customise quantitative survey-based measures for coach and young participant groups

The Pilot Phase of the research involved working with the two Pilot Projects to customise and test two objective quantitative measures containing multiple scales tapping the variables of interest in this Project. **One multi-scale questionnaire was designed for the young people (to assess their perceptions of the empowering and disempowering coach-created climate manifested in their StreetGames sessions, and resulting effects on the targeted young people). The other multi-scale questionnaire pack was designed for their coaches (to assess the coaches' perceptions of the degree to which the climate they create is more or less empowering and disempowering, and the psychological and behavioural consequences of doing so for the coaches).** Both questionnaire packs were tested in the StreetGames context as we wanted to examine their suitability in discerning potential impact of the *Empowering Coaching*TM intervention on the young people and coaches involved in the Main Trial Projects.

The research team compiled a list of key core variables pertinent to the disadvantaged youth context that the current project would target. Scientifically and theoretically-grounded and psychometrically validated questionnaire measures for all these study variables were located from the research literature and tested with the StreetGames coaches and young people to ascertain:

- Appropriate language of the questionnaire instructions, rating scales, and specific questions
- An appropriate measure length (number of questions per variable, and also overall questionnaire length and time to complete)
- Appropriate questionnaire design/formatting to maximise understanding and ease of completion
- Most appropriate logistics of securing optimal questionnaire completion (e.g. completion in one-to-one or small groups, reading out of questions to participants versus independent completion, timing of completions before/during after sessions, completion in one or multiple sittings)

Following some modifications to questionnaire length, item wording, instructions, and rating scales, two final multi-scale questionnaire packs comprising the desired variables were formulated and finalised (see Appendices C [young person version] and D [coach version] for variables assessed and their definition. These measures were then administered to a total of 87 young participants, and 11 coaches at the two Pilot Projects. Pilot testing of participants' and coaches' responses to these multi-scale questionnaires, and the conducting of subsequent preliminary analyses, were crucial to the creation of robust, valid and reliable measures essential for the collection of high quality data throughout the rest of the project.

Baseline Assessment of Main Trial Projects

Collect quantitative and qualitative data from coach and young participant groups at Main Trial Projects

Before conducting any assessments in the Main Trial, the University of Birmingham research team made visits to each Project to meet with key organisation staff, observe various sessions, and build rapport with the coaches and young people at the sessions. Using the questionnaire measures described above (outlined in Appendices C and D), we collected data from 81 coaches and 573 young people across the Main Trial Projects. Coaches and young people at these Projects also participated in the aforementioned qualitative needs analysis stage and comprised 20 of the 24 interviews.

Preparation for Main Trial

Customise and pilot test *Empowering Coaching*TM Workshop

By utilising what we learned from the aforementioned stages of the research project, we were able to develop a bespoke version of the workshop, entitled '*Empowering Coaching*TM for Doorstep Sport'.

Table 3. Features of the original *Empowering Coaching*TM workshop and modifications made for the targeted StreetGames audience and context

Original		Customised Version
One-day 6-hour interactive classroom-based workshop covering theoretical principles and practical application of the <i>Empowering Coaching</i> TM approach	One-day workshop: <ul style="list-style-type: none"> • Morning 3-hours: interactive classroom-based element covering theoretical principles of <i>Empowering Coaching</i>TM (aligned with Streetgames Doorstep Sports Skills Workshop format) • Afternoon 3-hours: sports hall/pitch-based element covering practical application of <i>Empowering Coaching</i>TM principles using multisport equipment (aligned with Streetgames Activator Workshop format) 	
Main themes covered included: psychological/social/health benefits of sport, quality and quantity motivation, ABC building blocks of intrinsic motivation, creating the motivational CLIMATE	Content remained largely the same, but with condensed information on the quality and quantity of motivation, and an increased focus on the ABCs in the classroom and practical sessions. CLIMATE principles were not specifically addressed in the workshop (but were detailed in the information booklet to take away)	
Individual and group-based activities included those completed in a workbook, watching and discussing video clips, and playing the 'ABCs' game	Activities covering same principles re-designed using handouts, posters and post-it notes, interactive and role play games. Video clips and the 'ABCs' game remained the same although illustrations of leader behaviours were adapted based on pilot work/needs analysis.	
Materials included <i>Empowering Coaching</i> TM branded PowerPoint slides and workbook with pictures and examples from mainstream sport settings	Materials included <i>Empowering Coaching</i> TM branded PowerPoint slides, handouts, worksheets and information booklet designed in Streetgames colours, using pictures and examples from Streetgames settings.	
Focus on mainstream sport participation, and outcomes such as participants' motivation, engagement, well-being performance, physical activity, and intentions to drop out	Focus on community sport participation, and outcomes such as participants' motivation, engagement, well-being, physical activity, behaviour and social/psychological skills (see Appendix C for details and definitions of variables emphasised in this project.	

The bespoke version of the *Empowering Coaching*TM workshop was piloted with a group of eight Young Advisors and two StreetGames tutors. Feedback from the day was utilised to make minor revisions, as comments largely indicated that **the workshop was found to be 'interesting', 'fun' and 'very useful' for StreetGames coaches. In particular, coaches welcomed the opportunity to apply the *Empowering Coaching*TM principles in the practical session, and engage in subsequent peer feedback and discussion to further develop their skills and understanding.**


Intervention Period - Workshop Delivery

*Empowering Coaching*TM workshop delivered to coaches at the Main Trial Projects

N.B. This section combines information gained from the 1 Pilot workshop and 7 Main Trial workshops. **Across the 8 one-day *Empowering Coaching*TM workshops, 72 coaches and Young Advisors (35% female, 86% White British) were trained, more than 3x our initial targeted deliverable in this Project.** Extensive quantitative and qualitative data were obtained via post-workshop feedback forms completed by 56 of the 72 coaches.

First, immediate post-workshop feedback was gained from workshop participants via 17 questions.

Table 4. Quantitative feedback from the *Empowering Coaching*TM workshop



Question (scored on a scale of 1 <i>strongly disagree</i> to 5 <i>strongly agree</i>)	Mean Score
I enjoyed the workshop	4.53
The workshop challenged my ideas about coaching	4.46
The purposes of the workshop were clear to me	4.65
The content of the workshop (i.e., central messages and strategies) was new to me	3.75
I thought that the workshop theory (delivered by presenter) was appropriate for Streetgames coaches	4.61
I thought that the workshop activities were appropriate for Streetgames coaches	4.54
The pace of the workshop was appropriate	4.42
The balance between theory (delivered by presenter) and opportunities to apply the theory (activities) was appropriate	4.39
The presenter was lively and enthusiastic	4.67
In this workshop, coaches felt free to express their opinions and feelings	4.79
In this workshop, the presenter encouraged coaches to ask questions and interact with the presenter and other participants	4.79
I thought that the presenter's approach was Empowering	4.63
As a result of this workshop, I now understand <i>why</i> adopting the <i>Empowering Coaching</i> approach might be considered worthwhile	4.54
The workshop effectively explained <i>how</i> coaches could integrate the principles of <i>Empowering Coaching</i> into their own practice	4.47
As a result of this workshop, I would now like to commit to becoming a more Empowering coach	4.67
I understand <i>how</i> I could become a more Empowering coach	4.67
I feel confident that I could become an Empowering coach in <i>my sessions</i>	4.63



Key Finding

The mean score for each question posed indicated that the workshop was deemed to have a significant impact on the coaches, was well received, was found to be enjoyable and interesting, and allowed participants to develop their knowledge and skills with regards to how they could become a more empowering coach.

Second, the workshop feedback forms also contained four open ended questions for participants to identify things that they liked and disliked about the workshop, and what they felt could be improved. They also were able to offer any further comments. Table 5 below summarises the feedback obtained:

Table 5. Qualitative feedback from the *Empowering Coaching*TM workshop

What did you like?	<ul style="list-style-type: none"> • I learned new ways of coaching • It made me think how important our work with young people can be, and by empowering people in sport we can make a difference • It was interactive and informative • Well-structured and presented, very useful skills taught • The practical half which allowed us to try and put the theory into practice
What did you dislike?	<ul style="list-style-type: none"> • Nothing, I was happy all day • Maybe we could have gone through the CLIMATE information in the booklets • I felt that some of it didn't apply to me as a volunteer but it will be useful in the future • Tutor could provide more 'masterclass' examples of activities • I would have liked for it to be longer
What could be improved?	<ul style="list-style-type: none"> • More coaching and training days like this • I think it was really good so wouldn't change much • More practical time • More ideas of activities to deliver • Send emails to participants as follow ups
Any other comments?	<ul style="list-style-type: none"> • It was generally a very good workshop • Enjoyable • Thank you! • I generally struggle to concentrate on classroom work but this wasn't the case here • Very good and very relevant – applicable to all areas of our work

Workshop participants were also asked to state, *on average*:

- a) how many young people per week do you engage with in your Doorstep sport sessions, and
- b) how many young people per week do you engage with in your other sessions (e.g., school, other community sessions)



Key Findings

Out of the 56 coaches who completed the workshop feedback form:

- 42 coaches completed question a) indicating that at least **2025 young people** per week are engaging in Doorstep Sport sessions with coaches who participated in the *Empowering Coaching™* workshop.
- 38 coaches completed question b) indicating that at least **3240 young people** per week are engaging in other school/community-based sessions with coaches who participated in the *Empowering Coaching™* workshop.

These data indicate that the workshop delivery, as implemented within the present research project, has led to a **widespread 'reach' of the *Empowering Coaching™* approach.**

Intervention Period - Delivery of *Empowering Coaching™* Doorstep Sport

Doorstep sport coaches who participated in the *Empowering Coaching™* workshop deliver Doorstep sport activities to young people aged 14-25 years in disadvantaged areas

On their return to their respective clubs, the trained coaches were asked to embed the *Empowering Coaching™* principles in all of the sessions they facilitated, and make use of all of the practical activities covered in the workshop during the intervention period, which lasted between 2-3 months. Yet it is important to note that the impact will go far beyond this period – the coaches will be able to continue to implement the learning they have gained for years to come.

Support to coaches receiving *Empowering Coaching™* training

The University of Birmingham research team kept in regular telephone and email contact with all clubs and coaches, and made visits to a wide range of sessions during this period to observe and assess how the coaches were getting on. This was done to ensure there was a consistent means of support and therefore greater consistency in the intensity of the intervention for each Main Trial Project.

Main Trial Assessment

Collect quantitative and qualitative post-intervention data from Main Trial projects to assess the impact of the *Empowering Coaching™* workshop on the coaches and young participants

Data confirming the impact and success of the Main Trial intervention comes from 4 data sources:

1. Questionnaire data from young people
2. Questionnaire data from coaches
3. Post-intervention interview data from coaches who attended the workshop
4. Session plans completed by coaches

1. Questionnaire data from young people

We revisited all of the clubs at which we had collected data before the intervention, and in total across these two data collection periods (from Pilot and Main Trial Projects combined), we accrued quantitative **data from 903 young people (26.2% female; 73.1% White British)** who completed the multi-scale questionnaire once. It was extremely worthwhile for us to purposively invest considerable time and resources to undertake large-scale pre- and post-intervention assessments. These data from such a large cohort of young people from disadvantaged areas (a group rarely studied in such a comprehensive manner) on a variety of psychological and behavioural variables have **yielded extensive information** (derived from validated measures) **about a) the impact of intervention, and b) in general, the implications of empowering and disempowering coach behaviours on the young people in Doorstep Sport sessions.**

With regards to a) the impact of the intervention, 63 young people completed the questionnaire measures before and after the intervention. 29 of these 63 did not answer the questions pertaining to the same coach at the two points, so cannot be included in an examination of intervention effects as they were not thinking about same coach when rating the motivational climate before and after the intervention. Out of 34 who did rate same coach before and after the intervention, for 26 of these young people, their named coach attended the workshop (i.e., participated in the intervention), for the remaining 8, their named coach did not attend the workshop. These low numbers preclude the possibility of examining statistical significance (low power).

We provide (in Figures 1a to 1i below) mean score comparisons to demonstrate the positive impact of the *Empowering Coaching™* intervention. All variables refer to young people's experiences in the Doorstep Sport sessions. All variables were scored on a scale of 1 (strongly disagree) to 5 (strongly agree) with the exception of aggression, for which participants were asked to rate how many times in the last month they had engaged in the behaviour listed. Scores range from 0 (0 times) to 6 (6+ times).

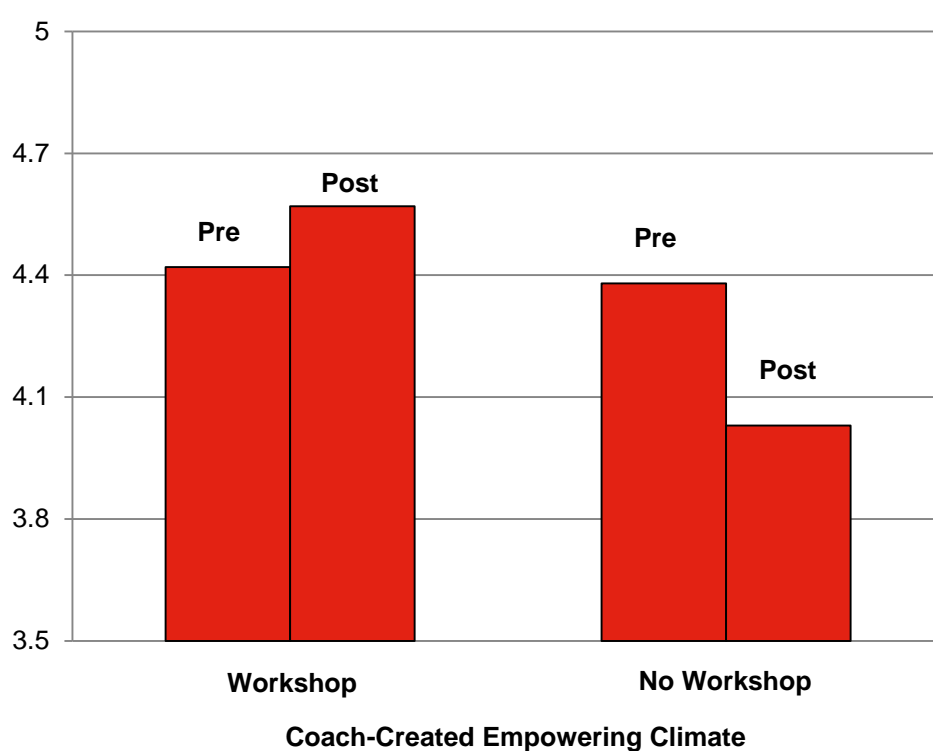
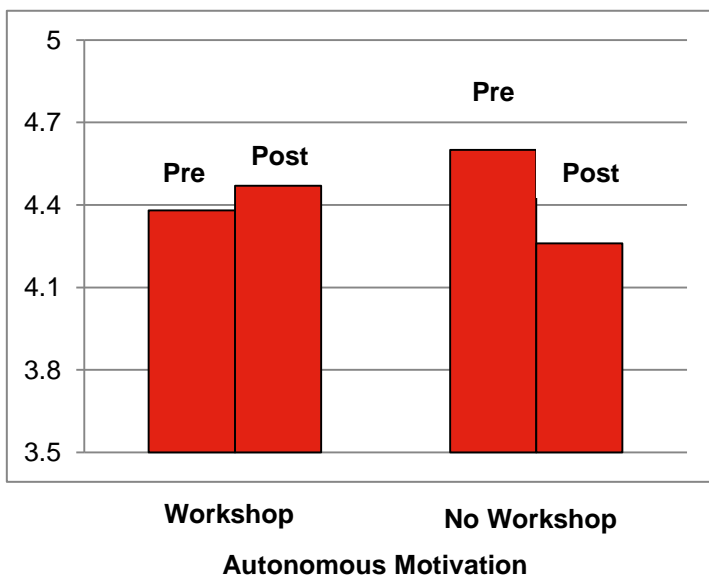
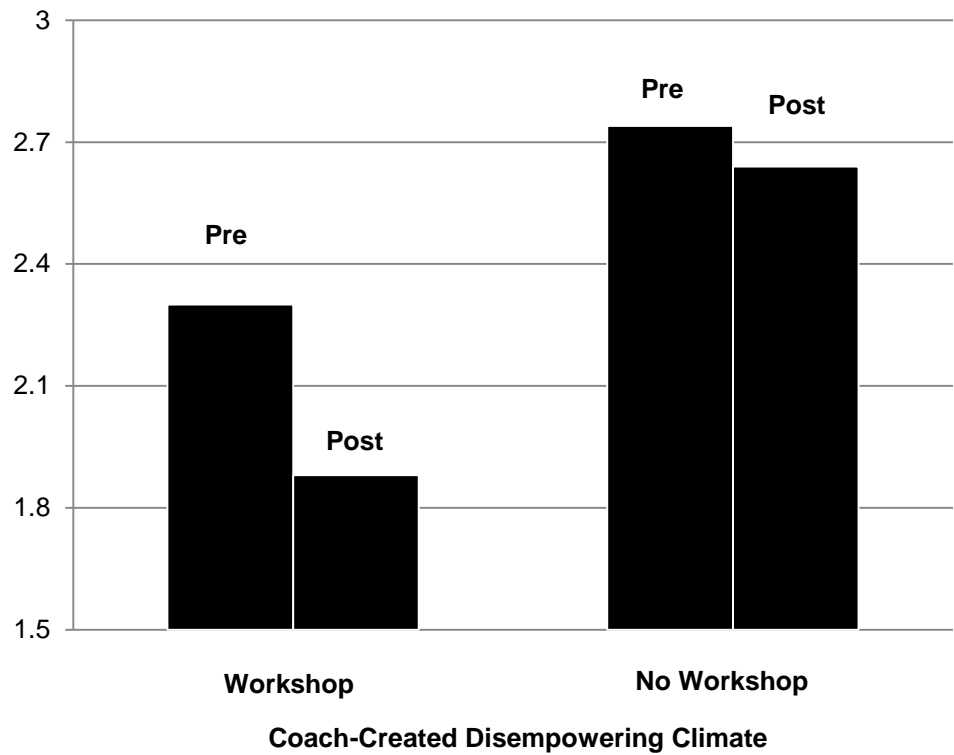
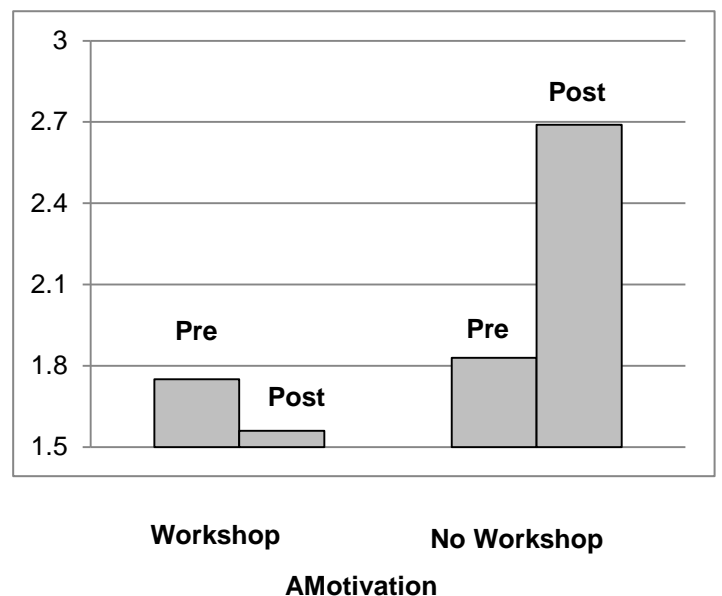
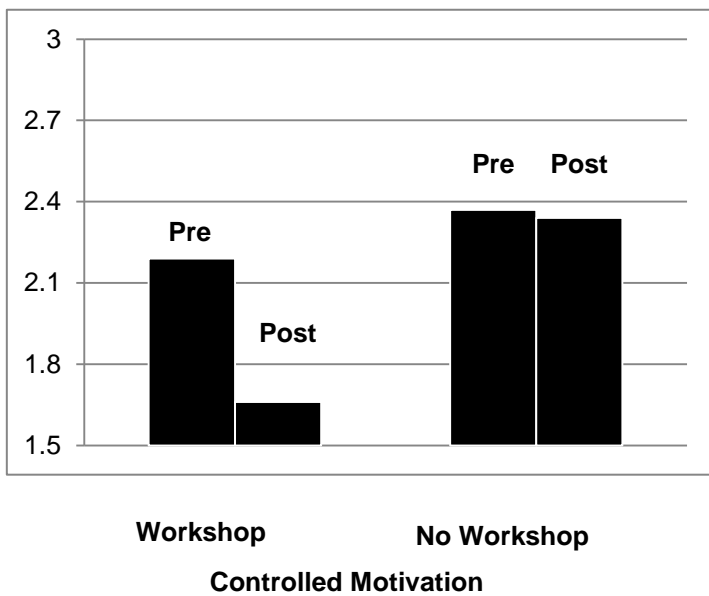


Figure 1a demonstrates pre- and post-intervention scores on the perceived coach-created **empowering climate** variable for young people whose coaches had participated in the workshop versus those who did not.

Figure 1b demonstrates pre- and post-intervention scores on the perceived coach-created **disempowering climate** variable for young people whose coaches had participated in the workshop versus those who did not.



Figures 1c, 1d, and 1e, demonstrate pre- and post-intervention scores on the **autonomous**, **controlled** and **amotivation** types of motivation, respectively, for young people whose coaches had participated in the workshop versus those who did not.



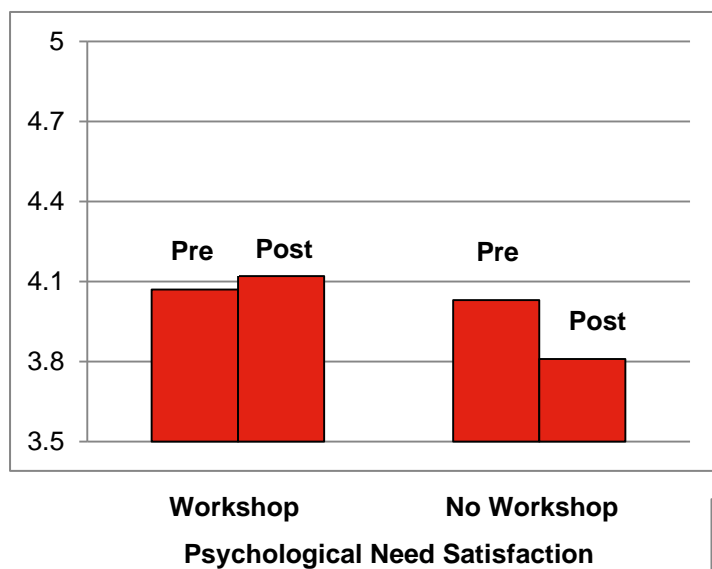


Figure 1f demonstrates pre- and post-intervention scores on the psychological need satisfaction for young people whose coaches had participated in the workshop versus those who did not.

Figure 1g demonstrates pre- and post-intervention scores on the engagement variable for young people whose coaches had participated in the workshop versus those who did not.

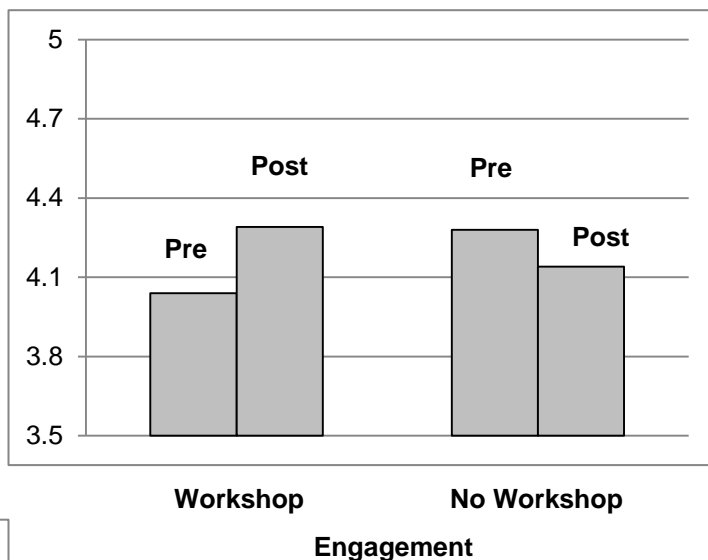
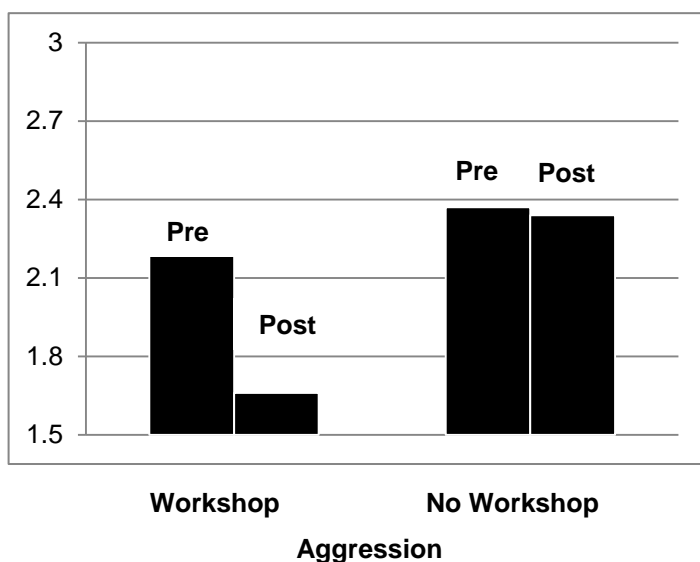


Figure 1h demonstrates pre- and post-intervention scores on the well-being variable for young people whose coaches had participated in the workshop versus those who did not.



Figure 1h demonstrates pre- and post-intervention scores on the aggression variable for young people whose coaches had participated in the workshop versus those who did not.



With regards to b) the implications of empowering and disempowering coach behaviours in

Doorstep Sport sessions on the young participants, in addition to the aforementioned 63 participants, we have an additional cross-sectional data set of 840 different young people who completed the questionnaire measure at least once (either before or after the intervention). From these data, our findings indicate that all variables measured show good levels of reliability and validity. In addition:

A perceived 'Empowering CoachingTM' approach by coaches at the Doorstep sport sessions is associated with numerous positive outcomes for the young people whilst in the sessions:

- Enhanced feelings of competence, autonomy and belongingness
- Better quality motivation (i.e., more autonomous reasons for engaging in Street Games' activities), and less likelihood of experiencing amotivation (no motivation)
- Enhanced engagement (increased enjoyment and concentration, lower boredom)
- Enhanced well-being (increased feelings of vitality)
- Lower levels of physical and verbal aggression, and
- Greater levels of prosocial behaviour (helping, encouraging, positive feedback).



Having a more Empowering coach is also positively associated with young people experiencing the following in their lives in general:

- Increased global self-esteem and sense of identity
- Increased links with family, local community and college/employment opportunities
- Increased leadership and responsibility skills
- Increased resilience and emotional control
- Greater levels of prosocial behaviour (helping others in a variety of life situations)



A perceived 'Disempowering CoachingTM' approach by coaches at the sessions, is associated with numerous negative outcomes for the young people whilst in the sessions. Young people with a more Disempowering coach are more likely to experience:



- Poorer quality motivation (i.e., more controlled or extrinsic reasons for participating), and greater likelihood of experiencing amotivation (no motivation)
- Compromised engagement (lower enjoyment and concentration, greater boredom)
- Greater levels of physical and verbal aggression
- Increased levels of antisocial behaviour (criticism, swearing, verbal abuse),

Having a more Disempowering coach is also associated with young people experiencing the following in their lives in general:



- Decreased global self-esteem and sense of identity
- Decreased links with family, local community and college/employment opportunities
- Decreased emotional control and self-control
- Greater levels of antisocial and criminal behaviour (e.g., truanting, bullying, threatening others via email/text/phonecall/internet, stealing, damage of property, spray painting/graffiti, fighting/actual bodily harm, carrying a hidden weapon, using a weapon against another, selling illegal drugs)

2. Questionnaire data from coaches

In total across the two data collection periods (from Pilot and Main Trial Projects combined), we accrued **questionnaire data from 127 coaches/leaders/volunteers (29.8% female; 70.2% White British)**. As with the data from the young people, we are able to use this information to ascertain a) the impact of intervention, and b) the implications of empowering and disempowering coach behaviours in Doorstep Sport sessions on the coaches themselves.

With regards to a) the impact of the intervention, 19 coaches completed the questionnaire measures before and after the intervention. 2 of these coaches, however, moved to coach different sessions, so they were working at a different location, with a different set of young people before versus after the intervention. Thus, these coaches' data were removed from any pre- and post-workshop comparison. Of the 17 who were working at the same sessions with the same group of young people, 11 attended the intervention workshop, and 6 did not. As with the data collected from the young people, the sample size was too limited to conduct statistical analyses.

We provide in Figures 2a to 2e below, we present mean score comparisons to demonstrate the impact of the *Empowering Coaching™* intervention on the coaches' views of the climate they are creating and reported motivation and psychological responses in the sessions they lead. All variables refer to coaches' experiences in the Doorstep Sport sessions. All variables were scored on a scale of 1 (strongly disagree) to 5 (strongly agree).

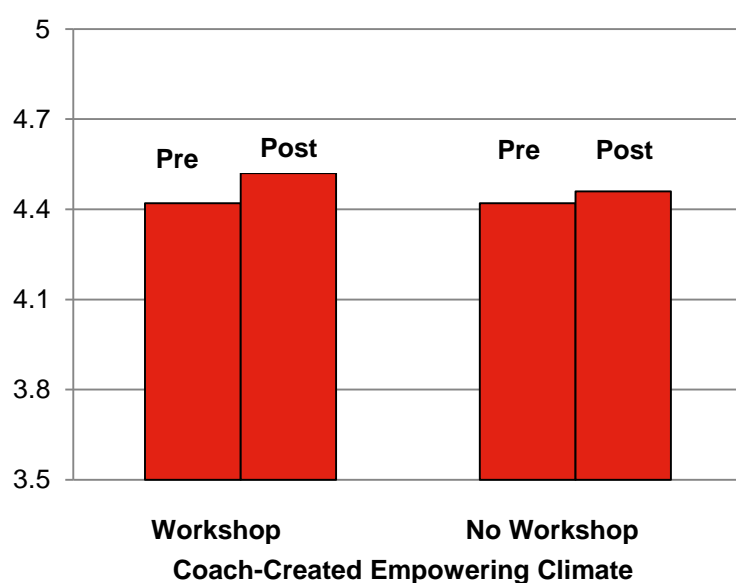


Figure 2a demonstrates the pre- and post-intervention scores on the **perceived coach-created empowering climate** variable for coaches who had participated in the workshop versus those who did not.

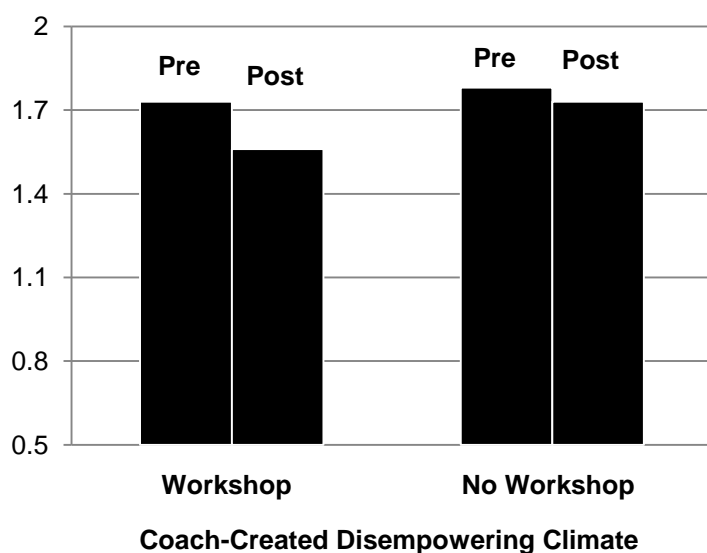


Figure 2b demonstrates the pre- and post-intervention scores on the **perceived coach-created disempowering climate** variable for coaches who had participated in the workshop versus those who did not.

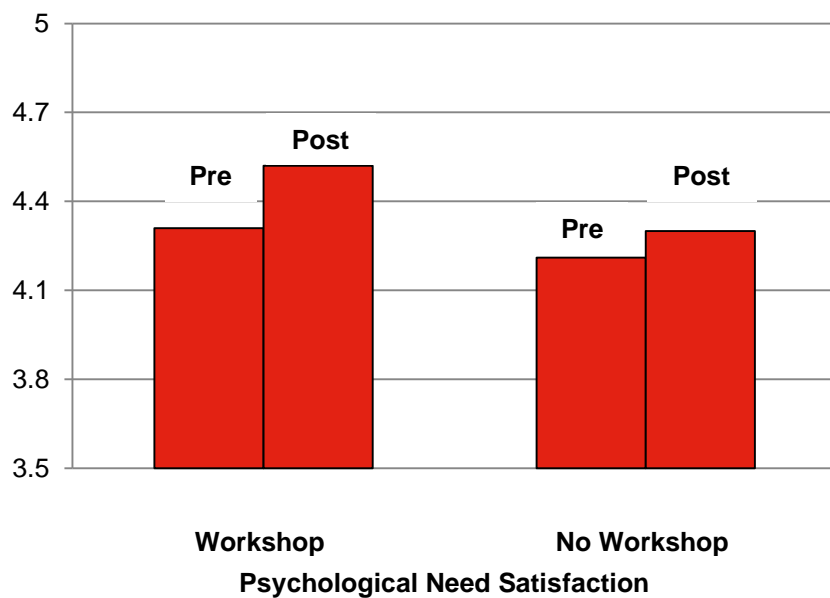


Figure 2c demonstrates the pre- and post-intervention scores on the psychological need satisfaction variable for coaches who had participated in the workshop versus those who did not.

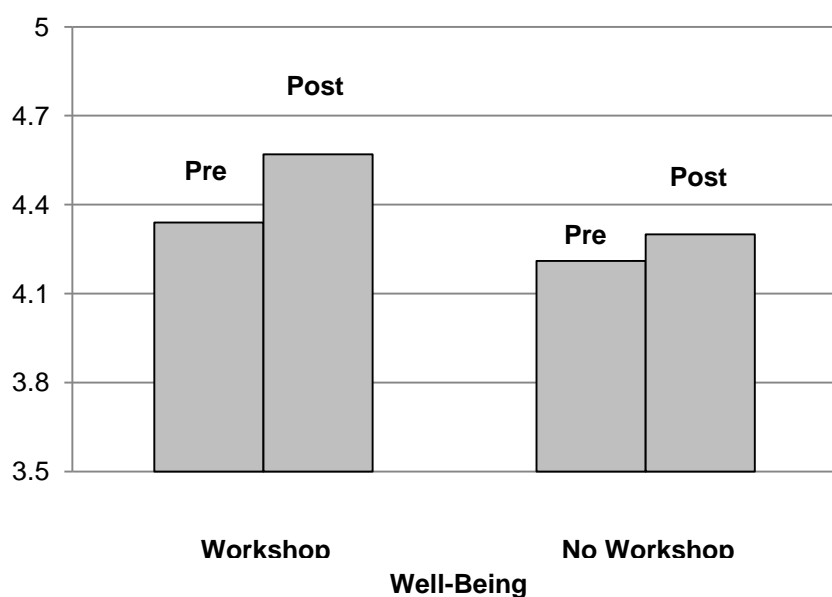


Figure 2d demonstrates the pre- and post-intervention scores on the well-being variable for coaches who had participated in the workshop versus those who did not.

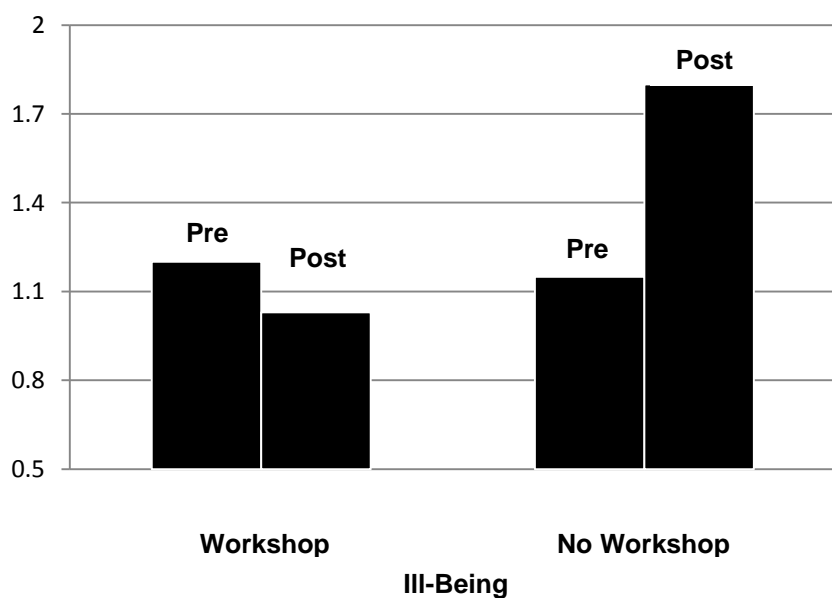


Figure 2e demonstrates the pre- and post-intervention scores on the ill-being variable for coaches who had participated in the workshop versus those who did not.

With regards to b) the implications of empowering and disempowering coach behaviours in Doorstep Sport sessions on the coaches themselves, there remains an additional cross-sectional data set (derived from validated measures) of 108 different coaches who completed the multi-scale questionnaire at least one time (either before or after the intervention). Findings indicate that all variables measured show good levels of reliability and validity. In addition:

- When coaches report engaging in empowering coaching behaviours, they also report:
 - Greater feelings of competence, autonomy, and belongingness
 - Greater autonomous motivation to engage in their role as a Doorstep Sports coach
 - Increased well-being in the form of higher positive affect
 - Increased perceptions of their leadership and responsibilities skills
- When coaches report engaging in disempowering coaching behaviours, they also report:
 - Greater controlled motivation to engage in their role as a Doorstep Sports coach
 - Increased ill-being in the form of higher negative affect and lower positive affect
 - Decreased perceptions of their leadership and responsibilities skills
 - Increased experiences of coaching pressures (e.g., time constraints in sessions, pressure associated with organisation dictating coaching methods, and pressures of being evaluated based on participants' behaviour)



It is also encouraging to note that 4 young people who had been participants at Doorstep Sports clubs during the first data collection period, had become volunteers at these sessions by the time of the post-intervention data collections (approximately 6 months later).

3. Post-intervention interview data from coaches who participated in the Empowering Coaching™ workshop

Of the 72 coaches trained via the intervention, a sub-sample of 26 coaches participated in either a one-to-one interview or small focus group (maximum of 4 participants, lasting between 16 and 63 minutes) at the end of the intervention period (i.e., approximately 3 months following the workshop). The purpose of these interviews was to ascertain:

- a. the impact of the intervention workshop on attendees' coaching practices
- b. the perceived effects of this on the young people they interact with during the Doorstep Sport session
- c. how the workshop allowed the coaches to reflect on their coaching practices and their personal development
- d. further information and feedback on the *Empowering Coaching™* workshop.



Key Finding

With regards to the reported impact of the intervention on coaching practices, the information gleaned from interviews indicated that the large majority of coaches had made marked changes to the way they conducted their sessions since attending the workshop.



With regards to **objective a)**, when asked questions such as “**Based on the course, and the empowering coaching principles discussed, is there anything you have changed about your sessions?**”, or “**Which key parts of the workshop have you implemented into your coaching sessions?**”, coaches were able to offer a number of telling examples of how they tried to be more empowering;

e.g., enhance the perceptions of autonomy,

“I brought the system in of them choosing the sport...I had an idea ...on the actual day of the workshop, straight after the workshop, we all put our ideas in that’s what made it happen...whoever’s on the door, one person who registers the kids...and one person saying ‘oh what sport do you want to do next week’. When everyone’s in we’ll look which two we’ve got the most, so then that’s for next week. So football and dance are always on because they’re popular, and then say, this week they might choice dodgeball and tennis, so next week we’ll do that. Then they come back because it’s something they want to do” (Volunteer A)

“We took a lot of insight into the benefits of giving ownership to the kids and what behaviour changes that can bring, by giving ownership over what they learn and what sort of things they are doing, so they are having a say in the activities so it’s more personal to them, and that’s really come out in their attitudes towards the new games and rules and ideas. Their engagement levels in the sessions are much higher, their focus is lasting a little bit longer...In the past sometimes after the first 15-20 [minutes], it starts to die down, their enthusiasm for the sport or whatever we’re doing, but by giving ownership to change the rules up and change the way it’s played, it’s really give them the motivation to keep going in the session because they feel more part of it than they have been in the past”. (Coach A)

perceptions of belongingness,

“The ABCs’ so about like getting more belonging, that’s probably the most important one...like really be able to make every kid feel that they’re not just there as a person we coach, they’re there as someone, like they can talk to us....more using names, we seem to know a lot more people, everyone seems to know everybody now...they know us, they know if they’ve got a problem they can come see us, we will talk to them more now, it’s changed a lot.” (Coach B)

“There’s more enjoyment, more friendliness between the participants, there’s no rivalry, although there’s competition in the games, there’s no nastiness to that competition, it’s played a lot more fairly, because in the past we have had situations where kids have been a bit aggressive, but that seems to have died down a lot with this new approach.” (Coach C)

and perceptions of competence in the young people.

“I make sure everyone has a goal of something to work on, we want everyone to

go home and feel like they got somewhere and they are better than they were last week. Even if it's something really small. So I might go round the group during a game and just whisper an individual challenge to each player, so not everyone can hear. And I'll chat to them at the end to see how they got on." (Coach D)

"Everyone needs to understand that everyone needs to have a touch on the ball and give it a try, so I make sure there's a rule in place where everyone has to touch the ball before the team can score, and then you find the players help each other out more, and everyone puts in more effort." (Coach E)

Since participation in the workshop, it appears coaches were also able to question and understand differences in the motives underpinning the young people's session attendance,

"Sometimes with the youth sessions, it was quite easy to just turn up and let them play football, but we weren't really questioning why they actually turn up, but now we try and ask them...getting to know everyone, you can't presume that the whole group is the same because they're all at the same session, its learning that they're probably all different. Like sometimes you might split the group up because they're talking but you have to realise that that might negatively impact on the session because they want to spend time with friends, that's the reason they're there" (Coach B)

and how promoting the ABCs leads to better quality motives for engaging in the session.

"I think a massive one for me in my session is the belonging part of it, we normally do a session, we turn up, put something on for them, and they take part, but the reason why they turn up we don't really know. They just turn up and take part. But when we've been giving them more of a say, more leadership, we know why they come now, and they say like they belong and that's why they come" (Coach E)

In addition to the impact on the young people, one lead coach also noticed significant improvements in the coaching practices and development of the young volunteers who help out in one of his sessions.

"The big difference is from the young volunteers who come on the course, they've took a lot more of a leadership role within the session instead of stepping back and watching other people doing it. They've really took encouragement, and a lot more confidence in being able to go out and deliver them sessions and change things up and come up with new ideas, suggest them to the group and to the kids whereas beforehand they weren't involved as much as they should be. It comes out massively in their attitude and approach to it, they're a lot more open-minded to the kids, they ask them a lot more open-ended questions instead of just like shutting them down all the time if they do stuff wrong, they're asking them 'why?' 'what happened?' 'what can we do now?' I've seen them come on leaps and bounds in terms of their communication towards the kids" (Coach A)



Key Finding

The coaches and volunteers interviewed observed numerous beneficial effects of their empowering strategies on the young people in their Doorstep sport sessions. They indicated that they had seen an increase in participant numbers, positive effects for the local community in terms of reduced crime rates, and improvements in the behaviour, engagement and self-confidence of the young people attending the sessions.



With regards to **objective b**), when asked questions such as “**What effects have you seen in the young people? How do you know those empowering strategies you mentioned are working? Compared to before?**” or “**Have you noticed any changes in the way the young people are?**”, coaches were also able to articulate not only what effects they have observed, but also why their changes in behaviour and strategies have had an effect.

Many coaches noted an increase in participant numbers,

“If you don’t have the correct coaching manner, it affects the kids with coming to sessions, and I think we’ve seen, since we’ve done the course definitely an increase in the kids....I think we’ve had a different approach to our coaching...I think it’s probably definitely given them more of a choice in what they want to do rather than what we want to coach, because obviously it’s their session not ours” (Coach F)

“Especially my session at XXX...that’s quite a difficult one, because the kids are from quite a deprived area, but since we’ve put that in place, the numbers have picked up...We haven’t just stuck with the one sport that we normally did, we’ve given the kids more of a say in their session, because at the end of the days it’s their session, so by giving them some sort of leeway and, they’ve came up with things they want to do, and say what they want to happened and it’s more their session now. What we do now at the end of each session we’ll get them together and talk to them about what went well in the session and what could be better next time, and maybe what we could do in the future....And then it’s not us just talking at them, they’re having a group discussion about it.” (Coach G)

Greater attendance and engagement in Doorstep sport sessions, post participation in the Empowering Coaching™ workshop, was also deemed to have had a positive impact upon the local community beyond the session itself.

“...we work closely with the police as well and they say the crime rate’s gone down....the crime and stuff has gone down massively when they’re in our care, they’re absolutely fantastic now...just shows that what we’re doing is working because when they’re not with us they’re driving the youth workers crazy” (Coach B)

In addition, many coaches highlighted specific improvements in the behaviour of the young people who participate in the sessions.

"We've seen a change in behaviour, I'd say definitely in behaviour, we used to have someone that, every time, no matter what sport it was, maybe because he didn't have the choice, but no matter what we did, he always had to find a way to make it, not revolve around him, but he had to mess about in some way. And now he's getting more engaged he's passing [the football] more, he's more, I dunno, more friendly with the others... There's definitely a change in him. Definitely. (Volunteer B)

Also noted are increases in self-confidence,

"I've seen some of the kids who will hide away in their shell sometimes have come out and they seem to have grown a lot in their confidence since now we give everyone a chance to speak up, and not only the loud boisterous ones" (Coach H)


and engagement of the young people in the sessions.

"Like before, the kids, if they didn't enjoy what we were doing they'd sit out, or mess around, but now the kids tend not to do that, but for half an hour they tend to play the sport.... I think they know now that if it doesn't work, we can always take it back out as well, I think they're liking it, they know, it's like a democratic thing, they've voted, they voted for it, the sport they voted for might not win, but as a group they've decided on that sport, so it's not so much about us anymore, it's about them." (Coach E)



Key Finding

Coaches attending the course were able to reflect on their coaching practices and personal development as a coach. The workshop allowed coaches to recap effective coaching principles, and offer new ideas to engage and interact with young people. The workshop was also successful in developing the confidence and coaching skills of some young volunteers.



In terms of **objective c)** and the impact of the course on coaches' development, when asked questions such as **"Did the course make you reflect on your coaching practices at all, and your coaching skills and development?"** and **"How did the course help you do this?"**, coaches offered examples of how the course reminded them of

key coaching principles and the approach needed to work effectively in this context,

"[laughs] yeah it did actually [laughs]. To give kids more time, I work in a secondary school where it's a lot more rigid... so to be able to take a step back and not go into teaching mode when I'm coaching, is something that I'd started to get into the habit of, but being on that course and being reminded about the ownership and the relationship you have to build with these kids because of the background that these kids come

from, really helped me focus on the fun elements of the session, and if things did go wrong or if they did misbehave then different ways to approach it.” (Coach A)

“With a lot of coaches they just turn up to a session and coach from their manual, this sort of made me think differently about how to approach different aspects of coaching, whether that be drills, with individuals who misbehave, or how to give praise and encouragement, it makes the whole session have a more community feel to it...make it a lot more fun” (Coach I)

and allowed them to reflect on the ways in which they work with the young people and make the session inclusive for all.

“...giving them more a bit control, I’ve never trusted them to referee a game or anything like that, but I’ve given them a bit more now, they understand now how hard it can be when they’re running around screaming at each other so they don’t do it so much now....one of the sessions they were about to get kicked out of the community centre really because their behaviour was just appalling,... the youth workers didn’t have much control over them. They [young people] created some rules that they wanted to apply in the session, we didn’t input anything... It’s a lot more structured now, they know the rules, what they can and can’t do... like the girls objected about how the boys kick the ball at them, but now the girls join in more” (Coach E)

“I think the girls, I’ve always had a bit of, because they come in big groups, I’ve always shied away from talking to them, but I’m talking to them a little more now and they feel more comfortable talking to me to...they now want to tell me what they like to try...so we put on boxercise for them because they didn’t want to do stuff with the boys, so we created like a different session so the girls felt a bit more part of it.” (Coach J)

One young volunteer also indicated that the workshop had allowed him to reflect on the pathway he wanted to take in his coaching career, and that he has since taken steps to develop his confidence in taking more of a lead role in sessions,

“Yeah, I’ve had, since the course, I’ve seen more opportunities to develop...I’ve got more confidence, I’m a lot more confident about taking a leading role, and I’ve started, well I’ve finished it now, but in that time I’m a Young Advisor now, so it’s helped us feel more, not important, well, like I know I’ve got more of a role now. Just the ideas about developing, I don’t think I would take more of a leading role if I hadn’t done the empowering coaching side of it, because I think I know the tips and the different ways to do it more and how to do it.” (Volunteer A)



Key Finding

Feedback on the *Empowering Coaching*TM was very positive. Coaches expressed that the course was enjoyable, interesting, engaging, applicable to all coaches and their context of work, and offered plenty of opportunities for practical application.



With regards to **objective d)** feedback from the course demonstrated that **coaches enjoyed the course and found it interesting and engaging**. All coaches interviewed particularly welcomed **the opportunity to learn the theory and apply it, through the division of the day into two mini sessions**.

"I think it was a good workshop overall, the divide of the theory and practical, it gave the chance to try stuff out" (Coach J)

"I feel it had a good split between the theory content and the practical, it gives you a chance to yes get some knowledge on what empowering coaching is and means, and then be able to implement in practice sessions so they can take it back into their communities or whatever they're doing in their project" (Coach K)

When asked about the applicability of the workshop to Doorstep Sport and community sport, many coaches reported that the focus of the course (e.g., examples given and activities implemented) was relevant to this specific context in which they work.

"It was really well tailored to the kids we work with...the circumstances that can happen within a session, and address the elements that can go wrong, with certain individuals from the deprived areas that we get kids from, so the scenarios where we did dealing with aggressive behaviour, the role play, really helped some of our young volunteers as they'd never comes across it before...it gives them more confidence to deal with behaviour rather than getting a more senior member of staff" (Coach A)

"Other courses don't really cover this stuff, most are sport specific, like technical and physical side of games which StreetGames isn't really about...there isn't a lot of focus around the social aspect of it, motivation and self-esteem and things like that...there's definitely a market for it" (Coach L)

The workshop was perceived as appropriate and useful to coaches of all levels and experiences.

"I would say this stuff is important for all because if you get this part right, you'll get more people participating, then you can think about your technical and tactical aspects if that's what they want to do...some people will go straight in for technical and tactical aspects and kids will only do that for a certain amount of time...that's probably why there's a drop off because of the amount of pressure...if you go in this way it's around participation and developing young people, and the social element to it." (Coach F)

"It's probably relevant for new volunteers because they need to know how to engage a group but everyone can pick up something, even more experienced coaches get stuck in their ways" (Coach M)

Coaches also reported that the resources (e.g. slides, videos, handouts, information booklets) supplied have been of significant use since the workshop.

"I've got mine in my bag, the little booklet we had you can look at it and think how you can use it in your session, being able to look at it and remember and seeing how to apply that, I'd look at it before the session. It's definitely something I can look at and plan my sessions around" (Coach H)

“The little booklets that everybody got are really good, really helps you recap certain elements of it, or if you’re stuck or need a new idea.” (Volunteer D)

“The videos were good to watch to see how a coach can be empowering and show you how to do it, and then we can reflect on what he did” (Coach D)

4. Session plans completed by coaches

As an additional means of determining the efficacy and impact of the intervention (i.e., how well coaches were able to adopt the *Empowering Coaching*TM approach), coaches were also asked to complete (and implement) two session plans.

In the session plans, coaches were first required to give details of the specific session (i.e., day, time, sport, facilities) and the participants (i.e., number of young people, age, gender, interests). Coaches then had to state three key objectives they intended to achieve during the session (e.g., activities, games, strategies, and when, where and how). For each of the three key objectives, coaches were asked how they would attempt to address each in an empowering way (i.e., how it will promote the ABCs and optimally motivate the young people).

Of the 72 coaches trained, 30 coaches completed these documents.

See Appendix E for a template.

In a similar manner to the post-intervention interview data, findings indicated that **coaches were able to demonstrate excellent understanding of ways in which they could promote participants ABCs and intrinsic motivation** in the sessions. For example:

- **Autonomy**

- “At the end of one session I ask the participants what they want to do next week, and I plan the session around their choices” (Coach F)
- “Let the young people take the lead in the sessions... ideas for warm ups and cool downs. It encourages them to share ideas and show leadership” (Coach B)
- “Participants to come up with the rules giving them ownership of the session” (Coach I)
- “If the game needs adapting for any reason, allow the children to come up with their own adaptations and test them” (Volunteer B)

- **Belongingness**

- “I give every child a number to rotate around with so everyone gets to know and work with everyone” (Coach C)
- “Each time players change position they have to discuss what they learned with the player taking their place” (Coach G)
- Remember everyone’s name and talk to each participant about something they are interested in... Take an interest in how school and day to day life is going” (Coach D)
- “To be approachable and bond a relationship with the group so that if they need to talk about anything then I am there to help” (Volunteer C)

• Competence

- “Adapt the session to meet the needs of all and allow everyone to be challenged e.g. different choices of equipment, different sizes/weights of bats and balls to suit ability (Coach A)
- “Set certain goals and targets with them which they can work on individually, with a task focus putting effort in all of the time” Coach K)
- “Revisit last week’s session to build on what each person did” (Coach C)
- Praise effort not necessarily the highest achiever” (Coach J)

Importantly, and again in a similar vein to the results demonstrated from the aforementioned post-intervention interviews, **coaches were also able to recognise how and why their efforts to be empowering had a positive impact on the young people**, particularly with regards to engagement, creativity, confidence, and behaviour:





Key Finding

By asking the workshop participants to complete session plans on return to their clubs, this not only allowed coaches the opportunity to try to put into practice the *Empowering Coaching*TM principles, but made it more likely that they would consider and think through how they could make specific and specified modifications to their Doorstep Sport delivery based on what they had learned.

Reviewing these session plans allowed us to determine that that for coaches who attended the *Empowering Coaching*TM, learning had taken place and behaviour change had occurred.

Future Work

Aligned with the key targets outlined on page 5, future work will include:

- 4 StreetGames tutors trained to deliver the *Empowering Coaching*TM workshop as an objective of the current project, and with additional support from StreetGames, an additional 2 tutors as part of a systematic roll out of this training programme via the StreetGames Training Academy and *Empowering Coaching*TM, currently an operating division at the University of Birmingham. Tutors have been identified, and training will commence in May 2016.
- StreetGames raising awareness across the network and through the Training Academy regarding the opportunity for more coaches to participate in the *Empowering Coaching*TM training programme. Cascading the training via the newly trained tutors has the potential to maximise the effectiveness of Doorstep Sport sessions for more young people.
- The potential to include *Empowering Coaching*TM workshop participation as part of future StreetGames' apprenticeships.
- Continued and enhanced dissemination of the project findings and implications for practice to relevant stakeholders and scientific communities within the sport, health and education sectors.

This will be achieved by:

- Building upon the workshop session at the StreetGames Annual Conference 13th/14th April 2016 in which the findings of the project are delivered, including testimonials from coaches who received the *Empowering Coaching*TM training
- A potential launch event to promote the findings of the research to all Projects involved, and other key stakeholders
- Creating an informational video to promote the key messages of the project to coaches, leaders and volunteers working in StreetGames settings
- Creating cartoon and infographic abstracts of the data as a means to communicate the most significant findings and implications. These may be distributed via email or via the StreetGames website
- Presenting and discussing main findings and dissemination strategies at the final Project Advisory Board meeting scheduled for 11th May 2016.
- Further in-depth analyses of the qualitative and quantitative data obtained in this project and writing findings up for presentation at academic conferences and publications in scholarly journals.

Recommendations:

The findings of this project indicate that the motivational climates created by StreetGames coaches within the sessions they lead hold implication for the **quality of engagement and outcomes likely to be experienced by the young people** participating in these sessions. StreetGames is more likely to realise its important and valuable aspirations regarding the **changing of lives, communities and sport**, and meet the objectives set out in the recent DCMS Strategy for Sport, if the environments created in the sessions are more empowering and less disempowering.

The results also demonstrate that the manifestation of **an adaptive motivational climate in StreetGames sessions can be facilitated via coaches'/volunteers' participation in the Empowering Coaching™ workshop**. In this project, *Empowering Coaching™* was tailored for the StreetGames context and approach to leader training and the content was deemed **very useful and relevant** by workshop attendees. The potential for StreetGames sport and physical activity related programmes to be delivered in **'the right style'** will be enhanced when StreetGames coaches receive fundamental training in the principles of *Empowering Coaching™*. It is therefore recommended that:

1. to further promote the autonomous motivation, engagement, well-being, positive behaviour, and psychosocial development of the young people who participate in Street Games' sessions, it is important to ensure that the motivational climates manifested in those sessions are more empowering and less disempowering.
2. to further promote the autonomous motivation to coach, well-being, and leadership skills amongst StreetGames' coaches/leaders/volunteers, it is important to ensure that they have the knowledge understanding of how to create motivational climates which are more empowering and less disempowering in the sessions they lead.
3. to make it more likely that StreetGames optimises its potential for positively impacting the lives of young people who engage in its programs, the tailored *Empowering Coaching™* for Doorstep Sport workshop should be a required course for all StreetGames' coaches/leaders/volunteers.
4. 'top up' and follow up training in this area is warranted to make it more likely that the positive effects of the foundation *Empowering Coaching™* for Doorstep Sport workshop are maintained, enhanced and continually embedded in the climates created by coaches/leaders/volunteers in StreetGames sessions.

Appendices

Appendix A: Project Management and Project Advisory Board

Working Group Member	Organisation and Title
Dr Juliette Stebbings	University of Birmingham, Research Fellow and Project Manager
Professor Joan Duda	University of Birmingham , Principal Investigator
Dr Paul Appleton	University of Birmingham, Co-Investigator
Ceris Anderson	Streetgames, Knowledge and Insight Manager
Andrea Livesey	Streetgames, Workforce Development Manager

In addition to project management working group named above, the Project Advisory Board includes experts and professionals from the sport and health sectors. The Board was set up with a specific remit to provide guidance and support, impart knowledge and expertise, help brainstorm key issues, assist in scoping local project interventions and evaluation brief, review progress, input into reporting and dissemination materials.

To date, two Advisory Board meetings have been held (9th December 2014 and 16th September 2015), with the third and final meeting scheduled for 11th May 2016.

Project Advisory Board Member	Organisation and Title
Prof. Steve Hodgkinson	Chair of Streetgames Board of Trustees
Prof. Susan Capel	Brunel University, and StreetGames Board Trustee
Karen Creavin	Birmingham City Council, and Streetgames Board Trustee
Andy Grant	Sports Coach UK, Assistant Head of Coach Education
Julie MacPherson	Sport England, Senior Insight Manager
Morag Arnot	Winning Scotland Foundation, Executive Director
Simon Toole	Sport Northern Ireland, Coaching Consultant
Mogens Kirkeby	International Sport and Culture Association, President
Dan Clements	Hockey Wales, Performance Manager
Liz Lowe	Coca Cola, Corporate Responsibility & Sustainability Manager
Justyn Price	Sport England, Head of Coaching

Appendix B: Pilot and Main Trial Projects

Region	Project	Doorstep Sports Club	Total Young People (% female)	Total Questionnaire Data Total Pre- and Post-intervention		Coaches on Workshop
				Young People	Coaches	
West Midlands	Aston Sports Club (Pilot)	Aston Football	222 (37%)	15	0	2
		Bidgeley	Unknown	16	2	
South Central	Active Connections (Pilot)	Matson/Vibe	94 (5%)	26	2	0
		Chequers	52 (9%)	13	0	
		The Pod	35 (10%)	13	0	
North East	Newcastle Council	Fusion/ Fusion+	114 (28%)	47	15	8
		Girls Fitness	35 (100%)	14	1	
		Bounce	123 (45%)	20	2	
	Durham Council	Seaham	72 (12%)	22	2	12
		Fishburn/ Trimdon	47 (10%)	16	3	
		Newton Aycliffe	36 (25%)	9	2	
		Peterlee	78 (6%)	21	2	
		Crook	61 (8%)	18	2	
Wales	Newport Active	Various	1301 (25%)	253	32	9
West Midlands	Coventry YMCA	Willenhall	119 (31%)	79	11	5
	Dudley Council	Disability Club	212 (39%)	55	16	6
		Dell Football	96 (0%)	7	2	
East Midlands	Sporting Futures	Granville	995 (29%)	55	5	11
		Holmewood		10	4	
		Aldecar		18	2	
		Clowne		14	4	
		Whitecotes/Parks		12	1	
South West	2 nd Chance Cornwall	St Austell	91 (19%)	9	7	13
		St Blazey	137 (10%)	8	0	
		Pengegon	Unknown	8	4	
		Trelander	28 (0%)	5	0	

London and South East	Access Sport	London Phoenix	Unknown	23	0	0
		Waltham Forest		21	1	
		Burgess Park		17	2	
		Pedro Youth Club		7	0	
	Motiv8	Beach Club		0	3	0

Appendix C: Final questionnaire measure for young people

Context	Variable (<i>Definition</i>)	Items
Question worded to assess variables in relation to participating in Doorstep Sport Sessions	Empowering coach-created motivational climate (e.g., coaches offering participants opportunities for choice, decision-making and input, providing a rationale when coaches ask participants to act, acknowledging participants' thoughts, feelings, and ideas, helping participants achieve personal improvement and learning, offering social support and guidance)	17
	Disempowering coach-created motivational climate (e.g., coaches asserting power over participants to pressure participants into thinking, feeling and behaving in certain ways, and creating competition and rivalries between participants)	
	Competence (a perceived ability to be successful/meet demands) Autonomy (to be self-initiating in choices and actions) Belongingness (to feel connected to, and supported by, others)	10
	Engagement (enjoyment, concentration, boredom)	9
	Autonomous Motivation (to engage in StreetGames session because of the love of it, to learn new things, and to attain the benefits of participation) Controlled Motivation (to engage in StreetGames session due to external pressures from others, or rewards such as trophies, prizes, praise, respect)	10
	Well-Being (a sense of vitality and high positive energy)	5
	Physical and verbal aggression)	6
	Pro- and anti-social behaviour	9
Questions worded to assess variables in general life context outside of Doorstep Sport participation	Sense of identity, links to family, community and college/employment	16
	Well-Being (self-esteem – confidence in one's self-worth; resilience – ability to recover after hardship)	7
	Self-Control/Emotional Control (ability to control one's behaviours and emotions)	27
	Pro- and anti-social behaviour	14

Appendix D: Final questionnaire measure for coaches

Context	Variable (<i>Definition</i>)	Items
Question worded to assess variables in relation to how the coaches feel and their coaching Doorstep Sport Sessions	Empowering/Disempowering coach-created motivational climate (as above)	34
	Perceptions of competence, autonomy, belongingness (as above)	12
	Autonomous and Controlled Motivation (as above, pertaining to coaching)	20
	Well-Being (positive affect/mood and vitality as above)	25
	Pressures of Coaching (time constraints, pressure associated with organisation, pressures of being evaluated based on participants' behaviour)	10
Questions worded to assess variables in general life context outside of Doorstep Sport coaching	Sense of identity, links to family, community and college/employment	16

Appendix E: Example Session Plan and Reflection Sheet

See following pages

PRACTICAL 3

IMPLEMENTING AN EMPOWERING CLIMATE AT YOUR NEXT SESSION

Details of your session (day/time/sport/facilities):

Details of your participants (number/age/gender/interests):

3 key things I intend to do at this session: (e.g. activities/games/strategies – when/where/how?)	How will I make sure this is done in an <i>Empowering</i> way? How will I promote the ABCs?