



training academy



**Empowering**<sup>TM</sup>  
COACHING

FOR DOORSTEP SPORT

Case Study

## INTRODUCTION

Formed in 2007, StreetGames is one of the UK's leading sport for development charities – changing lives and transforming communities through the power of sport.

Together with its network of Locally Trusted Organisations (LTOs), StreetGames merged the ingredients of lifestyle insight together with 'on-the-ground' experience to develop doorstep sport to help disadvantaged young people to take part in sport by providing opportunities: at the right time, right place, right price, in the right style with the right people.

In order to further enhance and strengthen the impact of doorstep sport delivery on young peoples' lives, StreetGames was keen to look at ways of improving participant retention, quality of activity engagement, and enjoyment. To achieve this, StreetGames looked to develop a specific training program to add to their inhouse Training Academy to help upskill the workforce in delivering sporting opportunities and to meet the needs of local communities.

## EMPOWERING COACHING FOR DOORSTEP SPORT (EC4DS)

To help do this, StreetGames, in partnership with the *Empowering Coaching™* team at the University of Birmingham, created a bespoke evidence-based 6-hour workshop called *Empowering Coaching for Doorstep Sport* (EC4DS). Over 30 years of research supports a link between the type of motivational climate coaches create (by what they do, what they say and how they say it) and participants' quality of engagement, enjoyment of activity, and wellbeing. The EC4DS workshop aims to help coaches recognise how they can create more *Empowering* climates to optimise young peoples' experience of sport and physical activity, and minimise, or potentially, eliminate potentially *Disempowering* behaviours when they work with young people.

The EC4DS workshop begins in the classroom and invites attendees to explore the principles of *Empowering Coaching™* through interactive activities and self-reflection. This part of the workshop focuses on optimising coaches' understanding of differences in motivation amongst EC4DS participants, the type of climates coaches create (e.g. how a session feels to participants from a motivational perspective) and the impact it has for young peoples' engagement with doorstep sport. The second part of EC4DS is practical where workshop participants have a chance to apply their understanding and 'give it a go' and examine when and how best to integrate empowering coaching

strategies into doorstep sport sessions. Further group discussion and opportunities to self-reflect concludes the professional development day.

Since its launch, nine StreetGames Tutors have been trained to deliver the EC4DS workshop, and 144 learners have attended the workshop from organisations within the StreetGames network and other community sports groups.

## CASE STUDY RESEARCH

This case study, funded by a follow-on grant by ESRC's Impact Acceleration Account awarded to the University of Birmingham, examines the perceived impact of EC4DS from the standpoint of three different groups:

1. Managers of Doorstep Sport Coaches
2. Doorstep Sport Coaches
3. Young Participants at Doorstep Sport sessions



From May 18-February 2019, four managers and eight coaches from five different LTOs offered their story of taking part in the EC4DS workshop. Nine young participants also provided their own account of community sport sessions they attend led by EC4DS trained coaches.

## EC4DS EXPERIENCE

All learners (i.e. Doorstep Project Managers and Session Coaches) really enjoyed the EC4DS workshop and found the course provided new ideas, *“it was interactive, it was funny, full of information.”* *“The course itself was really good, really insightful”* and refreshed current understanding of how to create more adaptive climates in sport, and gave insight into how to avoid fostering *Disempowering* environments.

## EC4DS IMPACT ON THE DELIVERY OF DOORSTEP SPORT

Doorstep sport coaches found the workshop positively influenced their delivery of sessions. Coaches gained an understanding of what it really means to be a ‘participant led’ coach, and why certain behaviours and session structures work better than others.

Coaches made changes they felt enhanced young peoples’ engagement in, and enjoyment of, doorstep sport in the hope these changes would lead to greater participant retention. Impactful changes many coaches’ embedded into their practice are captured via three over-arching themes of: (1) **Voice and Choice**, (2) **Equal Inclusion**, and (3) **Communication for Growth**.

### Voice and Choice

Doorstep sport coaches recognise the importance of connecting with young people on an individual level. Managers specifically recruit coaches who *“have that rapport with the kids.”* While building meaningful relationships with each doorstep sport participant is crucial to help them feel safe and cared for, EC4DS explained how a ‘participant led’ approach also entails giving young people a *voice* and *choice* about their participation. Coaches approached this in different ways to best fit their coaching-style with three main strategies being adopted:

#### Participant Chosen Sports and Activities

Young people are given a choice of sports or activities they want to do. A manager from one project said, *“they always get their choice. We could plan the whole year down to the last detail and then if they don’t want to do it, then they aren’t going to do it. It needs to come from them.”* One coach added, *“you can give them options ‘do you want to play football, basketball, dodgeball, handball, rounders?’...and they will tell you. You just do what they want to do.”*

#### Participant Generated Rules and Regulations

Participants are given a greater input into how sessions are run. As a group, young people create guidelines round behavioural conduct, and decide what rules are applied when playing sports. Coaches feel *“...it becomes a lot easier as a coach as you don’t have to think about different rules for the game, the young people take ownership of what they want to do.”* Also, having agreed codes of conduct sets clear boundaries for session engagement of what is acceptable and what is not. Being group generated, rules and regulations are more readily accepted and endorsed by young people.

#### Participant Feedback for Session Development

Coaches provide an opportunity for young people to offer their honest reflections of doorstep sport sessions. In one project, time during sessions is now protected for feedback, *“we leave 20 minutes to talk at the end ... we sit them down and we say right calm down...sports, conversation, bond.”* Participants have taken ownership over this time and use it to discuss important issues such as *“transgender, gays, politics, life, murders.”* Coaches use participant feedback to improve session content and delivery and demonstrate that the young peoples’ voices are valued and have been heard.





## Equal Inclusion

Coaches found new ways to create doorstep sport environments that are more inclusive for all. As one volunteer summarised, a central aim of her role is to *“make sure everyone was equal and no one was left out.”* In achieving equal inclusion some coaches changed the way they helped young people participate by supporting their involvement in practical activities through supporting all levels of abilities and a wide spectrum of young peoples’ interests, as well as responding appropriately to individuals’ varying emotional states to encourage inclusion rather than exclusion.

### Variety of Abilities

Coaches, with an eye toward having everyone feel competent, reported being able to modify their language so as not to differentiate between varying levels of ability. Coaches tried to eliminate statements that explicitly compared young people against one another (e.g. better than, worse than) and instead sought to emphasise areas under an individual’s control (e.g. effort, skills, enthusiasm). One coach stated, *“we have a competition...there’s no prize for it, make sure that everyone shakes everyones hand, because like I keep saying it doesn’t matter whether you come first, third, fifth...it’s nice to just play.”*

### Accommodating Different Interests

Through providing a choice of activities, coaches help create sessions that satisfy the different interests of young people. Coaches try to support all favoured activities fairly by including young people in how sessions are organised as illustrated by one leader, *“some want to do football some want to do dodgeball, how are we going to work this out?”*

### Responsive to Participants’ Feelings

The workshop helped coaches understand the importance for all young participants to feel included in doorstep sport settings. One coach reflected, *“it taught me that kids want to feel belonged whether it’s a football club, youth club, or tap dancing club kids want to feel belonged.”* Knowing this, one coach shared how he changed his behaviour to help more participants feel a greater sense of involvement in sessions. He said, *“before the workshop, if you wanted to sit there and moan you could sit there and moan. But now it’s encouraging them and doing it with a smile.”* Other coaches supported active involvement through creating a ‘buddy system’ for newcomers, *“I put them with someone who I know they would get on with until they started to feel comfortable.”*



## Communication for Growth

EC4DS helped coaches change the way they communicate with young people to support the quality of their engagement in activities. In particular, many of the coaches reconsidered how they used praise to help encourage and build confidence in young people. The workshop helped them understand that simply ‘dishing out’ praise has many *Disempowering* features. To be more *Empowering*, praise needs to be specific and help inform young people of their strengths and how they can improve aspects of session involvement they can control.

Following the EC4DS workshop, many coaches spoke about how they populate feedback with information that young people can use to learn about their strengths, *“nice touch, good pass”*, to develop skills, *“we give them little pointers, of things that they can do to make them even better than what they’re doing”*, and highlight progress they have made as an individual, *“when you first started you couldn’t play...and your first week playing, you’ve got to the third round, you didn’t think you were going to even score a goal but look, if you try.”*

## EC4DS IMPACT ON DOORSTEP SPORT COACHES THEMSELVES

EC4DS coaches reported personal benefits gained from applying *Empowering* principles from the workshop. In gaining an appreciation of the underpinning theories of motivation, many coaches came to understand why certain strategies work well, and others less so, when delivering doorstep sport sessions. As one leader said, *“I like the theory behind it...looking on it affirms again why we do the things we do.”*

Knowing strategies are supported by a strong evidence base has enhanced coaches' confidence in their coaching abilities. One manager observed changes in a volunteer's session involvement, *“before she would hang back on the sport side, but now she gets involved and joins in. You boosted her confidence with the course.”* Other doorstep sport coaches also reported, *“I just feel like I'm a better coach, I feel confident, I was already confident but I feel more confident”* and *“I didn't know I could be as good as I could be at coaching.”*

One coach reflected on how progressing through formal coaching qualifications can lead to perceiving a need to stay in control, *“If you come up through Level 1, Level 2, or university, you feel you have to make every decision and if it's not going well then that's bad.”* EC4DS challenged this controlling assumption and encouraged coaches to transfer session ownership over to the young participants, *“You don't need to make every single decision about what's going to happen or how it's going to run...now we talk to the young people about why it's not going well.”*

Being able to let go of control, and include participants in the running of sessions, means coaches experience less stress, *“rather than getting yourself worked up thinking oh god I'm going to have to work out why this isn't going well and what we are going to have to change, sometimes actually just speak to the young people and they will probably be able to work it out.”* As a result, coaches feel they are able to take a step-back and manage sessions from a more relaxed position, *“when I usually run sessions I usually say we're doing this we're doing that, but now it makes me a bit more relaxed at my sessions because I haven't got full control... I'm just there to guide them now.”*

Furthermore, giving young people more of a voice and choice means coaches *“can't plan it [the sessions]... you give them the option”*, thus reducing coaches' workload or allowing time that would have been spent in (potentially over) planning sessions to be reutilised for other community sport tasks.



## EC4DS IMPACT ON DOORSTEP SPORT PARTICIPANTS

### Coaches' Perspectives

Many managers and coaches believe, that following their engagement in the EC4DS workshop, young people enjoy doorstep sport sessions more because of the greater control and degree of ownership they have been given. One coach said, *“giving them more control makes them enjoy it more because they haven't got someone shouting at them saying ‘we're doing this!’ ”* The young people are able to make meaningful contributions and – when given the freedom to do so – realise they are capable of making good decisions: *“I feel like their voices are heard and they have got a voice and that they can make their own decisions, and no one needs to make it for them.”*

Coaches perceive passing more control over to young people has led to participants' quality of engagement in doorstep sport sessions. As one leader said, *“they make decisions...they are more engrossed in it...now they are actually watching the game and engaging because they have some ownership.”* Part of this ownership involves problem-solving solutions to change or improve activities. A process, coaches believe, to have positively impacted their relationships with young people, *“you're working together so it's...seeing each other more on a level rather than having that authoritarian figure which they might have previously seen.”*

Coaches and managers see more young people attending doorstep sport sessions on a more regular basis following the EC4DS workshop. As one manager stated, *“if they go away positive, they are going to tell their friends...they are going to sell it and bring their friends”*, and *“more retention, retention has been a lot better.”*

## Young Participants' Views

The feelings shared by doorstep managers, coaches, and volunteers are echoed by the young people themselves valuing many of the *Empowering* strategies being implemented.

### Participants on Voice and Choice

Young people feel like they have a voice and choice at doorstep sessions. One young person spoke about how *"everyone has their say in the cage"*, and when a session is not working the young people feel they can improve it, *"If someone doesn't like what we're doing they'll say and we'll improvise and do what they'll like."*

### Participants on Equal Inclusion

When establishing teams for a game, one young person pointed out the coach would *"just randomly pick anyone so everyone is able to pick their team"*, a strategy that led to the conclusion that *"for everyone it's really equal."*

Similar perceptions of equal inclusion are felt through minimal emphasis being placed on competition or winners versus losers. One young person reflected, *"there's no actual winning score, it's just first to 10 goals...we all play the best and we play with the best, so there's no competitive reason to be aggressive or arsey... it's very equal."* They feel like coaches create an inclusive environment where *"all of us speak to each other every single week, not one week have we left anyone out."*

### Participants on Communication for Growth

Young people viewed the specific feedback from coaches helps them to utilise their skills. In a football example, one young person stated, *"he'd [the coach] say 'keep your head up and look for a pass'; now I just kept my head up and I'd move on on the pitch and I'll look for the pass."* Participants felt coaches encourage young people through emphasising what they can control, as one young person said, *"come on try your best...we know you can try, [the coach] pushes our confidence into doing our best and trying hard."*

There were also a number of personal benefits young people felt they gained from doorstep sport sessions organised and run by EC4DS trained coaches. Specifically, young people reflected on:

### Enhanced Intrinsic Interest

Young participants *"feel happy"* at the sessions and *"really excited to come"*, *"Everyone is so excited. Everyone comes consistently"*, *"it's really enjoyable... you'd recommend it."*

### Increased Self-Confidence

Young people felt their confidence has grown since attending doorstep sport. One young person said, *"You definitely get the confidence to speak to new faces."* A similar sentiment was echoed by another individual, *"It's given me more confidence in speaking to people. Before I came here I never used to speak to anyone."* In addition to experiencing their own confidence grow, young people felt able to support the confidence of others in the group, *"the older ones will say to the younger ones, 'oh come on you can do it'... 'have a shot see if you can score'... 'well done at least you tried'."*

### Be Themselves

Young people felt they can be themselves at doorstep sport, *"everyone in here will accept you for you, whereas in other places you have to pretend to be someone else so that they won't judge you."* It's a place where friendships are formed within the community, *"they are my best friends I never met. Like when you go on holiday and you meet new people and you don't want to ever leave them"*, and value quality engagement *"we don't like really take much care about how well we are doing in the sports, we just try and have as much fun as we can."*

## MATTHEW NORTON'S EMPOWERING COACHING JOURNEY

Matthew is passionate about helping young people to avoid making the same mistakes he made. As a young boy and teenager, growing-up in Rusholme, Manchester, he made decisions that led him down a path of drugs, criminal gangs, and prison. Matthew recognises that many young people are at risk of making the same unfavourable choices he made, and is passionate about helping them see the possibility for a more positive future.

Matthew is committed to the power of community sport as a platform for engaging young people and helping them make healthy and positive life choices. Matthew began leading doorstep sport and ParkLives sessions in 2017 for Life Leisure, Stockport, as part of their Sport Development team. Alongside his colleagues, Matthew leads three sessions per week offering sporting opportunities to young people. These sessions attract between 8 and 20 young people in the Adswold, Brinnington, and Bridgehall areas of the town.



Matthew found the EC4DS workshop to be *“interactive, it was funny, full of information”* and *“even the information that we knew, gave it in a way which seemed fresh, didn’t make you seem dumb, and you could ask anything. I liked it, I would attend another.”*

The workshop gave Matthew a sense of confidence in his coaching abilities, reinforced what he was doing well, and highlighted areas he wanted to change. For Matthew, it was about what he could do now, after attending the EC4DS training, to provide his doorstep sport participants with **Choice, Voice, Understanding, and Growth.**

### **Participant Choice (Voice & Choice)**

*“When I first started doing it, it was football, and whatever else for the girls, and you didn’t even ask them. You came, and that was what’s going on. So, when the tutor said, I was like wow, that makes a big difference, they might not even like football, but that’s all you try and put on.”* Instead of assuming everyone wants to play football, Matthew now offers participants a choice of activities, *“I always give them 3 choices...then we will vote on it.”* Even the three options Matthew offers has come from the young people participating in his sessions.

### **Participant Voice (Voice & Choice)**

*“Before I never used to ask them what they think...Now, it’s like, anything else you want to add, or how did it go...because they have something to say and they want to say it.”* Matthew can see the benefit of showing the young people that their doorstep sport coaches are responding to their input, *“I like to show them we’re listening...it’s about letting them appreciate that we’re listening to them.”* Feedback is then used to positively shape future sessions, *“I didn’t even ask them how they felt about last week’s sessions... they said the session could have been better if I’d done this and this. They’re right.”*

### **Participant Understanding (Equal Inclusion)**

Instead of simply making decisions, Matthew takes time to help participants understand why certain decisions have been made. When a session’s activity was changed to be more inclusive he explained, *“we sat down and said ‘he is going to be left out so it’s not fair because he comes to us - like you - so we’re going to do half an*

*hour of dodgeball and then we’re going to do an hour of football.”*

### **Participant Growth (Communication for Growth)**

Matthew integrates opportunities into his sessions for young people to perform well and grow in confidence, *“the older ones made him feel comfortable, you know, instead of ripping him, let him score and build his confidence up and how we make them feel competent.”* Matthew supports these moments by highlighting progress and improvement, *“what you’ve done so far is better than what you did last week, you came and didn’t do anything, today you played for 10 minutes and you saved a goal. And you can see the smile creeping on their face.”*

His encouragement and praise also include constructive information that relates to aspects more under the young peoples’ control such as effort or skill execution. Matthew tells young people what was good, reinforces effort, and prompts them to think about skills they have developed by asking questions such as, *“what did you take from the last session, what did you learn? What did you want to do?”*

The changes Matthew made to his coaching of doorstep sport sessions because of the EC4DS workshop has had a positive impact on those who come and participate in the sessions. Learning how to best support young people has allowed Matthew to create a climate that is not only safe for young people, but also *Empowering.* He believes, *“it’s better for them and for us, to see them happier and feeling more comfortable.”* Matthew’s sessions are changing the way young people experience certain sports. One young person said *“It’s going to be long now until the next session.”* When Matthew asked *“Why?”* he was met with the response, *“[because] I like football now.”*

Being sensitive to young peoples’ needs, providing opportunities for input, and supporting skill development, Matthew has adopted many strategies and perspectives reinforced and developed as part of the EC4DS training. Embedding these into his coaching practice has enabled more participants to enjoy and grow through the doorstep sport sessions he runs.



## JOHNNY YATES' EMPOWERING STORY FROM STREETFOOTBALL TO STREETSPORTS: CHANGING POLICY WITHIN NORTHAMPTON LEISURE TRUST

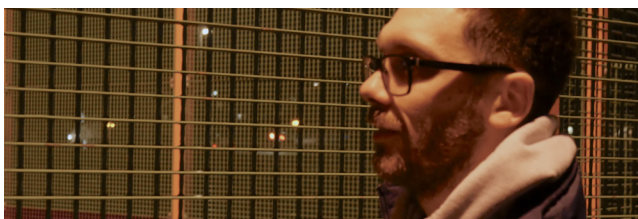
Sport has been a life-long passion for Johnny. He recalls many *"unbelievably good things"* that were made possible through sport, from making friends to traveling the world. Johnny made sport his career with the aspiration to help all young people, whatever their background, to have the same opportunities as he did. To Johnny, *"it's just giving them the hope to be that football player or be a dancer or do absolutely whatever they want to do. Help them believe and keep their dreams alive."*

Johnny began eight years ago as a volunteer supporting community sport projects for Northampton Leisure Trust. Having gained a number of coaching qualifications, Johnny was promoted to management where he oversees a team of eight coaches delivering 13 StreetGames sessions across Northampton every week. Each of those sessions attract between 15 and 20 young people.

Committed to investing in young people through quality coaching, Johnny enrolled his team of coaches onto the EC4DS workshop. The workshop helped his team to understand the principles behind *Empowering Coaching™* and develop strategies to deliver doorstep sport sessions in a more empowering way.

### From StreetFootball to StreetSports (Voice & Choice and Equal Inclusion)

All StreetGames programmes Johnny and his team run, including doorstep sport, are called StreetSports, but Johnny knows *"it's always been known as StreetFootball to the young people"*; a symptom of football being popular with coaches and young people alike. Johnny's visits to sessions would see young people *"just play football, I'd go there and it would be football, football, football"*, but he realised only offering football risked putting off those who don't like or don't play football from attending StreetSports.



The EC4DS workshop helped coaches gain confidence to incorporate other activities into their sessions, and challenge the football assumption that dominated community sessions. Coaches gained *"more understanding of [what is meant by] a 'participant led' approach"* and felt more able to give young people a choice, *"it's always been known as StreetFootball to the young people, so it's quite nice to go to a session without a football for the first time...It will be a case of turning up and finding out what the kids want to do."* Now a variety of sports are offered and *"there's a lot more equipment that the coach requests, a lot more games going on, loads of different things...Seeing that football coach turn up without a football for that evening...had a positive effect in terms of the young people, they really, really enjoyed what had gone on."*

### Simpler Confident Coaching (Voice & Choice)

Johnny has enjoyed seeing his coaches grow in confidence and change from being *"very regimental, they turn up, they play football"* to coaches *"starting to incorporate what they learnt on the course."* Sessions that were once coach led are now more directed by the young people. Participants choose not only the sports, but also the norms regarding how one should behave and elements of session organisation. Johnny has *"really enjoyed the idea of having the young people more involved in how we run the session and giving them the empowerment to choose and decide on the rules, regulations, how to do things."* Young participants of StreetSports sessions are having an input, making decisions, and Johnny and his team are *"starting to see young coaches step up and sort of takeover."*

Giving young people ownership has simplified coaching roles. Johnny feels *"the sessions I've been managing have become a lot easier to be honest"* and *"it's a lot easier as a coach, as you don't have to think about different rules for the game. The young people take ownership of what they want to do."* Coaches are able to take a *"step back and manage and control the safety"* of the session.





## Increasing Engagement

Changes stemming from the EC4DS workshop have led to enhanced engagement in StreetSports. Johnny has recorded greater retention at sessions and wider participation, *“I truly believe we are attracting different people and sessions are becoming diverse I also believe that we are attracting more females to the sessions.”* Johnny says, *“it’s their session, they feel more a part of it than they’ve ever felt before, probably feel like they need to be there.”*

## Empowering Policy

The EC4DS workshop inspired Johnny and his team to apply key lessons. As Johnny recalled, *“I was very keen to take into practise what we learnt on the course.”* Johnny felt the principles from the workshop and implications for practice needed to be shared across the whole of his team, *“for those who were not able to make the course we went back and showed them the activities, spoke to them about the project and shared the knowledge we learnt that day, because we all felt it was a good course.”* Empowering Coaching™ principles were passed on throughout the sports activator team to be embedded in all Northampton Leisure Trust’s community sports sessions.

## SUMMARY

EC4DS has positively impacted community sport coaches organisation and delivery of doorstep sport throughout the UK. Following the 6-hour professional development workshop, coaches feel more confident in their coaching abilities to support young peoples’ engagement in sport through giving them more of a **Voice and Choice, Equal Inclusion, and Communication for Growth**. From these overarching themes, coaches developed and embedded individualised strategies for creating empowering climates in doorstep sport. These nuanced changes to what coaches say and do has perceived impacts for young participants in terms of increased enjoyment, quality of engagement, and retention in community programmes.

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**Empowering**  
COACHING™

FOR DOORSTEP SPORT



UNIVERSITY OF  
BIRMINGHAM

## EMPOWERING COACHING™ FOR DOORSTEP SPORT

is an **EVIDENCE BASED** professional development workshop that aims to **MAXIMISE** the development of every young person involved in community sport and leisure time activities via **OPTIMISING** the **MOTIVATIONAL CLIMATE** coaches create.

COACHES PARTICIPATING IN THE EC4DS WORKSHOP REPORTED  
GREATER USE OF THESE MORE EMPOWERING STRATEGIES:



### EQUAL INCLUSION

Supporting all...

- Abilities
- Interests
- Emotional states



### VOICE AND CHOICE

Having young people...

- Choose the sports and activities they want to play
- Generate rules and regulations
- Provide session feedback



### COMMUNICATION FOR GROWTH

Giving feedback that is...

- Specific
- Informative
- Self-referent

WHEN EC4DS TRAINED COACHES USE MORE EMPOWERING STRATEGIES THEY REPORT:



Feeling

**MORE**  
CONFIDENT



Young people  
**ENJOY**  
the sessions more



**GREATER**  
**DIVERSITY**  
amongst the young  
people involved



**ENHANCED**  
**RETENTION**  
participating young people  
keep coming back



The *Empowering Coaching™* team at the University of Birmingham most values our partnership with StreetGames. The findings of this case study confirm and further extend what we have learned from our previous *Empowering Coaching* for Doorstep Sport (EC4DS) project. The delivery of the wonderful sport sessions offered by StreetGames are further enhanced when delivered by coaches who have participated in the EC4DS workshops. Through this case study, we have more detailed information on the types of strategies used by empowering leaders. We also have further evidence on how *empowering* behaviours contribute to enhanced engagement and well being outcomes in the young people and in the coaches themselves.

Professor Joan Duda, University of Birmingham, Founder and President, *Empowering Coaching™*

This case study would not have been possible if it wasn't for the people who volunteered their contributions. I would like to personally thank all of the managers, coaches, volunteers and young people who have welcomed me into their community settings and shared with me their *Empowering Coaching™* journeys. I have been inspired by your generosity, compassion, and appetite to make a meaningful difference in your communities.

Dr. Charlotte Woodcock, University of Birmingham

This study demonstrates the impact that excellent training can have. Engaging people in decision making for their sessions is a central pillar to changing behaviour and increasing levels of participation. Improving the confidence of coaches to do this and to provide inclusive activities will improve the value their sessions have. The stories of coaches and managers shared in this study demonstrate the power of training and it's key role in improving opportunities.

Hannah Crane, Director of Workforce and Employability, StreetGames

StreetGames would like to thank the research team from the University of Birmingham for this excellent case study.

The depth of information gathered via the case study interviews has provided us with key feedback in terms of how valuable learners find the *Empowering Coaching* for Doorstep Sport Workshop. But more importantly, the case study shares how the coaches/ leaders have been able to put learning from the workshop into practice within their doorstep sport sessions and how it has enhanced their skills. This in turn, has had a positive impact amongst the participants attending their sessions across a range of aspects, including: enjoyment, inclusion, motivation, competence and confidence.

Ceris Anderson, Head of Knowledge & Insight, StreetGames







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