



**SAFE CLUBS**

# Gamechanger

**How coaches create a training environment that motivates and  
strengthens athletes**

**Workshop concept for coaches**



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Sporthochschule Köln**  
German Sport University Cologne  
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Klinik  
für Kinder- und Jugend-  
psychiatrie/Psychotherapie  
**UNIVERSITÄTSKLINIKUM ULM**

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## General information

### *Requirements for speakers*

In order to be able to implement the "Gamechanger" workshop professionally, you should fulfil a few requirements:

- **Excellent, up-to-date knowledge** in the field of prevention of interpersonal violence (with proof of further or advanced training)
- **Sound knowledge of (sports) psychology or pedagogy** (relevant studies, further training)
- **Workshop experience** as a speaker in dealing with sensitive topics
- **Intensive preparation** using the workshop materials, especially the multiplier training course
- **Reliable network** of specialists and/or regional counselling centres

If you do not fulfil these requirements, we strongly recommend that you hire a specialist to conduct the workshop. One place to go, for example, is the sports psychology experts at the [Working Group for Sports Psychology](#).

### *Structure of the script*

In this script you will find all the information you need to conduct the workshop:

- Timetables, one in concise and one in detailed form
- Material list
- Notes on preparation
- Detailed workshop script:
  - Image of each PowerPoint slide (see also PowerPoint presentation "Gamechanger")
  - Associated slide notes, including content, tasks, customisation options and reflection suggestions
  - Background information
  - Ideas for transition to the next section
- The slide notes serve as a supplement and explanation - you do not have to use all the information in them.
- It is possible to shorten or intensify the presentation of certain content: You are welcome to customise the presentation for your sports club.
- Please note: You should check and amend passages marked in **YELLOW** in the PowerPoint presentation before your workshop!

We wish you every success in organising the workshop!

## Preparations for the workshop

Target group	<ul style="list-style-type: none"> <li>Coaches with <b>basic knowledge</b> of interpersonal violence in sport (e.g. participation in the "Safe Space Sports Club" workshop or through coach training)</li> <li>Group size depending on room capacity up to approx. 25 people</li> <li>Age at least 16 years</li> </ul>
Duration	In-person workshop, 120 minutes
Objectives	<ol style="list-style-type: none"> <li>Identifying the challenges and options for action for coaches in the field of interpersonal violence</li> <li>Knowledge of behaviours that establish a training climate that strengthens the empowerment of athletes</li> <li>Knowledge of how an empowering coaching climate can be implemented</li> </ol>
Preparation	<ul style="list-style-type: none"> <li>Personal preparation with workshop content and materials</li> <li>Adaptation of the PowerPoint slides to the sports club/sport</li> <li>Clarification of the spatial conditions when making an appointment</li> <li>Organisation of the required materials (see list below)</li> <li>Download PowerPoint and videos to local storage</li> </ul>

Room preparation	<ul style="list-style-type: none"> <li>▪ Use of a suitable sports club venue, such as a sports club gymnasium or seminar room</li> <li>▪ Sensitive topics are addressed, so a minimum of privacy and a quiet working atmosphere are required</li> <li>▪ Prepare the room in good time for your workshop (at least 15 minutes): <ul style="list-style-type: none"> <li>○ Set up a laptop, projector and screen</li> <li>○ Set up flipchart</li> <li>○ Prepare name badges if necessary</li> <li>○ Prepare materials</li> <li>○ Test the sound and image of the projector/laptop</li> </ul> </li> </ul>
Materials	<p>Please check before the workshop that all materials are available in sufficient quantities:</p> <ul style="list-style-type: none"> <li>▪ Laptop with accessories: <ul style="list-style-type: none"> <li>○ (Charging) cable</li> <li>○ Adapter</li> </ul> </li> <li>▪ External speakers for videos</li> <li>▪ Projector (+ screen)</li> <li>▪ PowerPoint presentation</li> <li>▪ Video saved locally on laptop</li> <li>▪ Moderation cards, whiteboard or flipchart and pens</li> <li>▪ Prepared handouts on the six areas of empowerment (see additional material)</li> <li>▪ Tesa/adhesive tape</li> <li>▪ Notepaper and pens for group work</li> <li>▪ Optional: Name badges</li> </ul>

## Workshop timetable

*"Gamechanger - How coaches create a training environment that motivates and empowers athletes"*

Duration*	Thematic content
15 min (15 min)	1. Welcome, introduction, brief introduction to the topic
15 min (30 min)	2. Challenges and options for action for coaches in sport
15 min (45 min)	3. Empowering coaching climate
60 min (105 min)	4. Practical implementation of the empowerment climate in training
15 min (120 min)	5. Conclusion and farewell in plenary session

\*Time in brackets is the total duration of the workshop

## Detailed timetable of the workshop (120 min)

*"Gamechanger - How coaches create a training environment that motivates and empowers athletes"*

Element	Timing Scope	Thematic content	Methodical realisation	Necessary material
01	15/120	<b>Welcome, introduction, brief introduction to the topic</b> <ul style="list-style-type: none"> <li>▪ Presentation of the workshop contents</li> <li>▪ Reference to sensitive content</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk</li> <li>▪ Optional: Round of introductions</li> <li>▪ Optional: Brainstorming on expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Laptop, projector and PowerPoint presentation (during the entire workshop)</li> <li>▪ Optional: Moderation cards, whiteboard or flipchart and pens</li> <li>▪ Optional: Name badges</li> </ul>
03	15/120	<b>Challenges and options for action for coaches in sport</b> <ul style="list-style-type: none"> <li>▪ Reflection: Basic knowledge on the topic of protection from violence</li> <li>▪ Special features of the sports context</li> <li>▪ Challenges &amp; options for action</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reflection</li> <li>▪ Discussion</li> <li>▪ Talk</li> </ul>	<ul style="list-style-type: none"> <li>▪ Optional: Moderation cards, whiteboard or flipchart and pens</li> </ul>
04	15/120	<b>Empowering coaching climate</b> <ul style="list-style-type: none"> <li>▪ Definition of empowerment</li> <li>▪ Socio-psychological foundations: Self-Determination Theory and Achievement-Goal Theory</li> <li>▪ Aspects that strengthen and weaken empowerment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk</li> <li>▪ Video</li> <li>▪ Optional: Reflection</li> </ul>	

05	60/120	<b>Practical implementation of the empowerment climate in training</b> <ul style="list-style-type: none"> <li>▪ Explanation of the individual categories</li> <li>▪ Collection of concrete measures/exercises/implementations in small groups</li> <li>▪ Self-reflection: Identification of weaknesses and action planning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk</li> <li>▪ Theme tables for the building blocks</li> <li>▪ Reflection in small groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Notepaper per group</li> <li>▪ Moderation cards, whiteboard or flipchart and pens</li> <li>▪ Handout "Empowerment categories" (see additional material)</li> </ul>
06	15/120	<b>Conclusion and farewell in plenary session</b> <ul style="list-style-type: none"> <li>▪ Flash round for individual take-home messages</li> <li>▪ Farewell with reference to offers of help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Flash round</li> <li>▪ Talk</li> </ul>	<ul style="list-style-type: none"> <li>▪ Prepared flipcharts/written moderation cards</li> </ul>



## 1. Welcome, introduction, short introduction to the topic (15 min)


### Preparation


- Preparing the room
- Testing the technology (projector, laptop, sound)

### Materials

- Laptop and projector (during the entire workshop)
- Optional: Moderation cards, whiteboard or flipchart and pens
- Optional: Name badges

Slides 1-4	Slide notes and notes to participants
	<ul style="list-style-type: none"> <li>▪ Welcoming the participants</li> <li>▪ Target group: Coaches with <b>basic knowledge</b> of interpersonal violence in sport (e.g. participation in the "Safe Space" workshop for adults, or through the coach education programme)</li> <li>▪ Describe the contents/objectives of the workshop             <ul style="list-style-type: none"> <li>○ Improve protection against interpersonal violence in sports clubs</li> <li>○ Possible courses of action for coaches towards a culture of observation</li> <li>○ Establishing a positive and conducive training environment</li> <li>○ Concrete implementation options in everyday training</li> </ul> </li> <li>▪ Optional: Round of introductions, have name badges set up</li> <li>▪ Optional: Ask for expectations of the workshop, e.g. with the help of moderation cards</li> </ul>

 <p><b>SC SAFE CLUBS</b></p> <p><b>((Delete if necessary: Personal introduction))</b></p> <ul style="list-style-type: none"> <li>§ Name</li> <li>§ Profession</li> <li>§ (insert further background info if desired...)</li> <li>§ If applicable: Contact possibility</li> </ul> <p>2</p>	<p><b>Introduction of the speaker by name</b></p> <ul style="list-style-type: none"> <li>▪ You can introduce yourself using the PowerPoint slide or leave it at an oral presentation (without slide notes)</li> <li>▪ Delete slide if necessary</li> </ul>
<p><b>Workshop programme</b></p> <p><b>Duration</b> 120 min</p> <ul style="list-style-type: none"> <li>§ Coaches' perspectives on the topic of protection from violence</li> <li>§ Basics of the empowering coaching climate</li> <li>§ Implementation in training practice based on the empowerment areas</li> <li>§ Take-Home Message</li> </ul> <p><b>SC SAFE CLUBS</b></p> <p>3</p>	<p>Describe the course of the workshop</p>

<p><b>Notes for workshop participants</b></p> <p><b>Sensitive topic of violence:</b></p> <ul style="list-style-type: none"> <li>§ Compliance with general rules of dialogue, e.g. respectful atmosphere, respecting the personal experiences of others</li> <li>§ Participants may leave the room if necessary</li> <li>§ Opportunity for discussion after the workshop</li> </ul> <p><b>Offers of assistance:</b></p> <ul style="list-style-type: none"> <li>§ If participants need support after the workshop, please get in touch with the presenter, the contact person at your organisation or a specialised counselling centre</li> <li>§ Suitable counselling services: <ul style="list-style-type: none"> <li>○ SafeSport contact point: <a href="https://www.ansprechstelle-safe-sport.de">https://www.ansprechstelle-safe-sport.de</a></li> <li>○ Nummer gegen Kummer: <a href="https://www.nummergegenkummer.de">https://www.nummergegenkummer.de</a></li> <li>○ Help portal for sexual abuse: <a href="https://www.hilfe-portal-missbrauch.de/">https://www.hilfe-portal-missbrauch.de/</a></li> </ul> </li> </ul> <p> <b>SAFE CLUBS</b></p> <p>4</p>	<p><b>Notes for participants:</b></p> <ul style="list-style-type: none"> <li>▪ The content of the workshop can be potentially stressful, as it deals with sensitive topics such as sexualised violence.</li> <li>▪ This workshop is intended to provide a safe space: Other people's stories should be respected and not judged, and should not be publicised.</li> <li>▪ Allow participants to leave the room or take a break.</li> <li>▪ Please offer the opportunity for a discussion after the workshop.</li> </ul> <p><b>Point out available offers of help:</b></p> <ul style="list-style-type: none"> <li>▪ If possible, also name a suitable local contact centre/contact person.</li> <li>▪ Please customise the fields marked in yellow.</li> </ul>
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### Transition

The workshop begins with a discussion in which the coaches can share their perspectives on the topic of preventing interpersonal violence. Existing uncertainties as well as personal experiences and the content of previous training courses can be addressed.

## 2. Challenges and options for action for coaches in sport (15 min)

### Materials

- Optional: Moderation cards, whiteboard or flipchart and pens

Slides 5-9	Slide notes and notes to participants
	<p>At the beginning, a reflection on the topic of protection against violence from the perspective of coaches should be conducted by means of a (small) group discussion, e.g. with the people sitting next to them.</p> <p><b>Possible reflection questions:</b></p> <ul style="list-style-type: none"> <li>What aspects of violence prevention are you particularly concerned with as coaches?</li> <li>What challenges do coaches face in terms of protection from violence?</li> <li>What opportunities do you see to change your training in order to improve protection against violence?</li> <li>How do you see your own role as a coach (in terms of protection from violence)?</li> </ul> <p><b>Background information</b></p> <p>Important contents of the kick-off workshop were</p> <ul style="list-style-type: none"> <li>Children's rights, criminal law limits</li> <li>Forms and frequency of interpersonal violence</li> <li>Consequences of interpersonal violence</li> <li>Options for action for adults (bystanders)</li> </ul> <p>If the participants have no prior knowledge of the topic, it is advisable to introduce basic aspects with the help of some slides from the "Safe Space" workshop.</p>

► **Special features in sport**

Close relationships, often family structures

Dependency relationships and hierarchies

Gender relations

Body-centredness

(Rulofs, Wahnschaffe-Waldhoff, et al., 2022)

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**SC SAFE CLUBS**

Coaches have a special responsibility to protect children from violence. They operate in a special environment because sports clubs often...

**Close relationships, often family structures:**

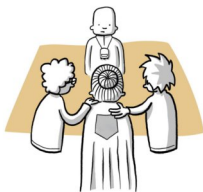
- Sports clubs are leisure centres
- Friendships develop
- High level of voluntary commitment
- Trust between coaches, parents and athletes
- Partially entrenched structures and traditions

**Dependency relationships and hierarchies**

- Between coaches and club management:
  - Training requirements or performance level
  - Promotion/restriction of (voluntary) commitment
- Between coaches and athletes:
  - Athletes are dependent on the knowledge of their coaches
  - Power to decide on inclusion in training groups, line-up for matches/competitions
  - Generally large differences in age and knowledge
- Between athletes
  - Differences in performance
  - Social hierarchies, e.g. differences in age or development, status within the group
  - Negative group dynamics

**Gender relations**

- Subdivision men/women's sport
- Women rarely work as coaches for all-male sports groups; the reverse is more common
- Gender-specific expectations such as the development of certain physical characteristics (strength, flexibility, etc.)

	<p><b>Body-centredness</b></p> <ul style="list-style-type: none"> <li>▪ Focus on developing physical skills</li> <li>▪ Strict dress code in some cases</li> <li>▪ Physical contact during assistance or partner exercises</li> </ul> <p>The emergence of boundary violations and interpersonal violence can be favoured by a lack of consideration of these particularities.</p>
<p><b>Challenges for coaches</b></p> <p>§ Violence (psychological, physical, sexualised) in sport takes place</p> <ul style="list-style-type: none"> <li>○ In your own sports group (athletes among themselves)</li> <li>○ Observation of violence by other persons/groups</li> <li>○ As a person of trust for children/young people (experience of violence at home)</li> </ul> <p>§ Additional danger of false suspicions</p>  <p><small>(Rulofs, Gerlach et al., 2022)</small></p> <p><small>7</small></p>	<p>Here you can address the aspects mentioned in the reflection at the beginning and name further challenges.</p> <ul style="list-style-type: none"> <li>▪ Violence in sport takes place, even in leisure and recreational sport</li> <li>▪ Very few incidents have been officially reported to date</li> <li>▪ However, many people have already observed boundary violations in a sporting context at some point</li> </ul> <p>The incidents take place in different contexts:</p> <ul style="list-style-type: none"> <li>▪ In your own group, e.g. also among the athletes themselves</li> <li>▪ As a coach, you observe an incident, e.g. in another team or at a competition</li> <li>▪ Children or young people report experiences of violence that they have had in a different context: Coach as a person of trust</li> </ul> <p>Danger of false suspicions:</p> <ul style="list-style-type: none"> <li>▪ These can arise if the coach does not have sufficient confidence to act</li> <li>▪ Too often no clear rules within the club or within the training group</li> </ul>

## Options for action as a coach

### Prevention

#### For your own training group:

- ü **Rules of behaviour** negotiate together with the athletes and follow them consistently (respect individual personal boundaries)
- ü Also **communicating rules for yourself** and stick to them - protects against false suspicions
- ü **"Complaints management"** establish
- ü **Empowering climate** in your own sports group

### Intervention

#### For observations:

- ü Get in touch with **contact person for child protection** in the club/association/state sports association


#### When athletes confide in each other:

- ü Believe, seek support from **contact persons/counselling centres**

Several measures should be implemented to ensure protection from violence and to protect oneself from false suspicions.

- Emphasise the role model function of coaches, e.g. standards of conduct for coaches: Making transparent decisions, establishing a culture of error
- To avoid violence/bullying between athletes: Clear expectations, rules and consequences.
- Complaints management: Create guidelines for parents and athletes, possibly use anonymous feedback option, document implementation
- Utilise as many positive training strategies as possible:
  - Avoidance of potentially boundary-violating strategies
  - Consideration of children's rights
  - Orientation towards an empowering coaching climate
- You can also refer to proactive bystander behaviour (see the "Safe Space Sports Club" workshop and the following slide)
- Use contact persons: They provide support if there are uncertainties and can provide competent assistance in the event of suspicions

Coaches are not responsible for investigating suspected cases: This requires specialised personnel. Here you can find further information on the protection concept, code of honour or code of conduct of the respective association.



### Reacting correctly as a bystander

	Proactive Independent of incidents	Reactive In response to an incident
<b>Positive</b>	<ul style="list-style-type: none"> <li>§ Further education and training</li> <li>§ Be a good role model</li> <li>§ Consideration of children's rights in sport, e.g. allowing young athletes to have a say</li> </ul>	<ul style="list-style-type: none"> <li>§ Intervene to put an end to the incident</li> <li>§ Standing by those affected</li> <li>§ Inform parents</li> <li>§ Involve a contact person</li> </ul>
<b>Negative</b>	<ul style="list-style-type: none"> <li>§ Trivialisation of violence</li> <li>§ Promotion of (gender) discrimination</li> <li>§ Disregard for the opinions and rights of the athletes</li> </ul>	<ul style="list-style-type: none"> <li>§ Instigating or condoning the behaviour</li> <li>§ Taking part yourself</li> <li>§ Not giving any credence</li> <li>§ Playing down what happened</li> </ul>

(McMahon & Banyard, 2012)

**Optional:**

Repetition (or presentation) of the "bystander behaviour"

- Differentiation between positive (top line) and negative (bottom line)
- As well as between reactive (close to the event) and proactive (not in connection with an event).

### Transition:

Based on the options for action in the area of prevention that have just been discussed, you can move on to the title and main content of the presentation: "Gamechanger - How coaches create a training environment that motivates and strengthens athletes".






### 3. Empowering coaching climate (15 min)

#### Materials

- Speakers for the video

Slides 10-17	Slide notes and notes to participants
	<p>Appropriate values and attitudes are key to preventing interpersonal violence. A respectful &amp; appreciative approach serves as the basis. This becomes visible in our daily dealings with each other, e.g. in the training atmosphere:</p> <p><b>Empowering coaching climate</b></p> <ul style="list-style-type: none"> <li>▪ Theoretically sound and evidence-based framework concept for coach training</li> <li>▪ The aim is to promote a healthy socio-psychological environment in sports groups</li> <li>▪ Intrinsic motivation, enjoyment and commitment are emphasised</li> </ul> <p><b>The focus is on the behaviour of coaches because...</b></p> <ul style="list-style-type: none"> <li>▪ They have a direct influence on behaviour in the training group</li> <li>▪ They spend most of their time with the athletes</li> </ul> <p><b>Target:</b> Learn evidence-based and effective strategies for successful empowering coaching.</p>

<p>► <b>Definition of empowerment</b></p>  <p>"Encourage other people in their decisions, boundaries, their own personality, strengths and rights"</p> <p><b>SC SAFE CLUBS</b></p> <p>11</p>	<p>Reference to children's rights possible (see "Safe Space Sports Club" workshop):</p> <ul style="list-style-type: none"> <li>Empowerment is in line with the best interests of the child</li> <li>For example, children and young people have the right to individual development, have a say in decision-making and should be supported positively as they grow up</li> </ul> <p>Here (if there is time) a short joint reflection can take place, e.g. whether the coaches have an idea of how they already take these things into account in their training.</p>
<p>► <b>Empowering coaching climate</b></p>  <p><b>SC SAFE CLUBS</b></p> <p>(Duda &amp; Appleton, 2016; Duda, 2013)</p> <p>12</p>	<p>At this point, please briefly explain the theoretical background of the empowering coaching climate. Make sure you use simple language with few technical terms. If necessary, you can explain the components with the help of sport-specific examples.</p> <p>The empowering coaching climate combines two socio-psychological theories:</p> <ul style="list-style-type: none"> <li>Self-determination theory</li> <li>Achievement goal theory</li> </ul> <p>There are four components that make up the empowering coaching climate. The three basic psychological needs stem from self-determination theory:</p> <ul style="list-style-type: none"> <li>Autonomy and its promotion: To be able to control and determine one's own actions (within a suitable framework); to be free from restriction, paternalism and encroachment.</li> <li>Social support: Experience recognition, belonging and solidarity in a</li> </ul>

	<p>group</p> <ul style="list-style-type: none"> <li>Feeling of competence: Wanting to perceive oneself as competent; describes the desire of people to make progress and expand their own skills.</li> </ul> <p>The task-orientation component stems from the "Achievement-Goal Theory" (goal-orientation):</p> <ul style="list-style-type: none"> <li>Task-orientated goals focus on the individual improvement and development of skills and abilities.</li> <li>(In contrast to this is the performance orientation: The comparison between athletes serves as a learning benchmark instead of individual improvement)</li> </ul> <p>If all four components are fulfilled/observed, the athletes perceive the training as empowering.</p>
	<p>There is also a "downside" to the climate of empowerment. Certain actions and strategies do not empower athletes, but rather have the opposite effect: They weaken the fulfilment of the three basic needs (competence, social support and autonomy) and primarily use a performance orientation (the comparison/competition between athletes) to evaluate success.</p> <p>Important: This so-called "disempowering climate" is <b>not only</b> the opposite of the empowering climate. It can also occur <b>simultaneously</b> with empowering behaviours. For example, you can set both performance- and task-orientated targets.</p> <p>Research shows that actions that weaken empowerment tend to have negative consequences, such as less motivation for sport. It is therefore important to utilise empowering strategies as much as possible in order</p>

to optimally support the athletes.

**Optional:**

- Brainstorm examples of strategies that weaken empowerment and where these could be replaced by empowering strategies.
- Group discussion: Does training work at all if only empowering methods are used?
- The aim is to recognise that in many cases there are both strengthening and weakening aspects at the same time.

**Disempowering climate**

- § Excessive control
- § Not accepting other opinions
- § Punishment for mistakes, threat of punishment
- § Ignoring or shouting at them after poor performance
- § Treating athletes unequally (favouring the best)
- § Constant comparisons with each other, encouraging competition
- § Getting involved in life outside of sport

Leads to

**Consequences**

- § Reduced motivation
- § Greater fear
- § More thoughts about your own performance
- § Belief that above all ability (unchangeable) determines performance
- § Increased conflicts among athletes
- § Increased search for excuses for poor performance
- § Leaving the sport

(Appleton & Duda, 2016)

- In the disempowering coaching climate, it is quite clear that this can lead to boundary violations and psychological violence.
- In a training climate that weakens empowerment, protection against violence and the promotion of the child's welfare are not the top priorities.
- A climate that weakens empowerment has negative consequences for athletes.
- This also indirectly affects athletic performance (e.g. less motivation, anxiety, dropping out of sport).

### Empowerment enhancing climate

- § Take care of all athletes equally, let everyone make a contribution
- § Involving athletes in decisions
- § Performance comparison with your own previous performance
- § Honour improvement, mistakes are part of learning
- § What counts is effort and willpower, not objective performance
- § Communication with athletes at eye level
- § Promoting mutual cooperation

Leads to

### Consequences

- § Stronger motivation and greater effort
- § Fun, satisfaction and positive emotions
- § Perceived (subjective) competence
- § Useful strategies for dealing with stress
- § Positive relationships, fairness and less aggression among athletes
- § Better performance in competition (subjective and first indications of objective performance)

(Appleton & Duda, 2016)

- Empowering strategies, on the other hand, clearly serve to promote the child's well-being
- As the consequences clearly show, this is accompanied by many positive correlations
- By implementing an empowering coaching climate the coach ensures that the entire group can benefit from the positive effects of sport.



Video on the empowerment coaching climate:

Coaches' behaviours such as

- Decide everything alone
- Do not allow other opinions
- Penalise mistakes

... describe a controlling, "me-centred" climate. This leads to a weakening of the athletes' empowerment.

**Alternatively**, coaches can use empowering behaviours:


- These are categorised in a practical way using six categories (explanation on the following slides).
- These areas can be used to create a climate that fosters empowerment.
- This promotes the fulfilment of basic psychological needs. The fun and motivation of the athletes increases.

The video is in German, thus please consider removing or exchanging the video.

#### 4. Practical implementation of the empowering coaching climate (60 min)

##### Materials

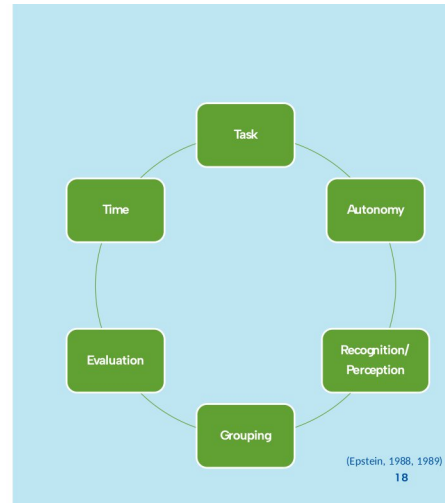
- Labelled moderation cards with the 6 areas of empowerment (see additional material)
- Notepaper and pens per group
- Handout "Empowerment areas" from the supplementary material
- Moderation cards, whiteboard or flipchart and pens

Slides 17-29	Slide notes and notes to participants
 <p><b>Empowerment areas</b></p> <p>Practical implementation of an empowering climate in training</p> <p>17</p>	<p>Transition to the six areas of empowerment ("target" model) from the video:</p> <ul style="list-style-type: none"> <li>▪ Six categories of how empowering training content can be implemented</li> <li>▪ Can be used as a "checklist" by coaches</li> <li>▪ <b>Target:</b> Consciously adapt and regulate training to strengthen empowerment</li> </ul>

## Empowerment areas

Steps to the introduction of the empowering climate:

- § Promotion of **intrinsic motivation** and therefore performance
- § **Confidence in action** for coaches
- § Offers at the same time **protection from violence** and **false suspicions**



There are various areas that a coach should consider during training in order to promote the empowerment of their charges:

- **Task**
- **Autonomy**
- **Recognition/perception**
- **Group composition**
- **Valuation**
- **Time**

Based on these six areas, the empowering climate can be implemented step by step in training.

A training climate that is orientated towards the six areas of empowerment promotes intrinsic motivation and the athletes enjoy their performance.

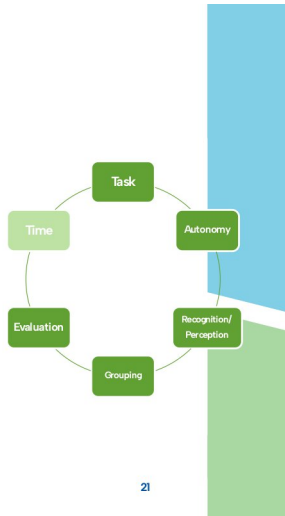
At the same time, it offers protection against violence and false suspicions:

- Boundary violating behaviour can be better avoided
- Coaches fulfil their role model function
- Children's rights are taken into account.



<div data-bbox="280 247 488 379"> </div> <div data-bbox="862 215 1079 279"> <p><b>SC SAFE CLUBS</b></p> </div> <div data-bbox="575 376 779 419"> <h2>Group work</h2> </div> <div data-bbox="575 485 1003 533"> <p>Which behaviours are <b>disempowering</b> and which are <b>empowering</b> within the various empowerment areas?</p> </div> <div data-bbox="1037 670 1059 686"> <p>19</p> </div>	<p>First, briefly introduce the task:</p> <ul style="list-style-type: none"> <li>▪ The individual areas of empowerment should be discussed in small groups as part of a brainstorming session.</li> <li>▪ Which behaviours are disempowering and which are empowerment-strengthening in the respective areas?</li> <li>▪ Firstly, use the following slide to work on the example time together and explain the instructions.</li> </ul>
<div data-bbox="268 850 418 903"> <p>Disempowering</p> </div> <div data-bbox="598 861 698 893"> <p>TIME</p> </div> <div data-bbox="878 850 1028 903"> <p>Empowering</p> </div> <div data-bbox="235 983 573 1077"> <ul style="list-style-type: none"> <li>§ Total exercise time limited</li> <li>§ Practice time identical for all</li> <li>§ Time distribution varies greatly for the individual athletes</li> </ul> </div> <div data-bbox="694 983 1039 1053"> <ul style="list-style-type: none"> <li>§ Individual time to practise</li> <li>§ Spend the same amount of time with all athletes</li> </ul> </div>	<p>You are welcome to find sport-specific, suitable examples for the individual points.</p> <p>Weakening:</p> <ul style="list-style-type: none"> <li>▪ Exercise time limited overall: The coach talks a lot, or you spend (too) much time setting things up</li> <li>▪ Practice time identical for all: It is not possible to work on a particular exercise/sequence independently for a longer period of time.</li> <li>▪ Time distribution for the individual athletes varies greatly: Some are always allowed to play the entire training game, others are only allowed to play once at the end.</li> </ul> <p>Strengthening:</p> <ul style="list-style-type: none"> <li>▪ Individual time to practise: The athletes can also practise a little longer at a particular station.</li> <li>▪ Spend the same amount of time with all athletes: The coach ensures that all athletes receive feedback as frequently as possible.</li> </ul>




	<p>The examples already make it clear that <b>the context</b> is important for categorising empowerment strengthening/weakening. Encourage constructive dialogue at this point. As described above (slide notes to slide 13), weakening and strengthening aspects can occur <b>at the same time</b>.</p>
<p>► <b>Group work</b></p> <p>Developed <b>empowering</b> and <b>disempowering</b> strategies for <b>your empowerment area</b>:</p> <p>§ How can the training be adapted with regard to this area so that it enhances empowerment?</p> <p>§ What weakens empowerment?</p> <p>§ What would be practical examples?</p> <p><b>Task for the small groups:</b></p> <p>§ General discussion of the respective dimension</p> <p>§ Formulation of a "checklist" for training sessions in order to act in the most empowering way possible</p>  <p>21</p>	<p>Participants should find examples for the dimension assigned to them. Divide into small groups:</p> <ul style="list-style-type: none"> <li>▪ Experience has shown that a group should consist of approx. 3-4 people.</li> <li>▪ If 15 or more people are present, 5 groups are possible, with each group working on one area.</li> <li>▪ If there are fewer people, the groups can work on two (or more) dimensions.</li> <li>▪ Alternatively, the group work can be organised at different "theme tables" and organised more freely</li> </ul> <p>Note down the five dimensions to be worked on on moderation cards (see also additional material) and distribute them.</p> <p>One group at a time:</p> <ul style="list-style-type: none"> <li>▪ Task</li> <li>▪ Autonomy</li> <li>▪ Recognition/perception</li> <li>▪ Group composition</li> <li>▪ Valuation</li> </ul> <p>After the group work phase, the results are collated and saved:</p> <ul style="list-style-type: none"> <li>▪ Now distribute the handouts on the "empowerment areas"</li> <li>▪ Have the individual groups present their results one after the other</li> <li>▪ Compare the results using slides 22-26 and the handout</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Additional ideas/notes can be noted on the handouts</li> <li>▪ If necessary, note down additional ideas on moderation cards/flipchart/whiteboard</li> </ul>
<div data-bbox="197 336 1108 850"> <div> <div>Disempowering</div> <div>RECOGNITION / PERCEPTION</div> <div>Empowering</div> </div> <div> <ul style="list-style-type: none"> <li>§ Comparison between different athletes (individual skills and abilities), individually or publicly</li> <li>§ Comparison between different groups (collective ability), individually or publicly</li> <li>§ Unequal perception/ consideration of individual athletes</li> <li>§ Unequal conditions for rewards</li> </ul> </div> <div> <ul style="list-style-type: none"> <li>§ Individual commitment and skill development are recognised through personal or public feedback</li> <li>§ Willingness to make an effort is recognised</li> <li>§ Equal perception/consideration of all athletes</li> <li>§ Equal reward conditions for all</li> </ul> </div> </div>	<p>Use these (and the following) slides to secure the results of the group work phases.</p>

<div data-bbox="271 268 416 316">Disempowering</div> <div data-bbox="602 280 698 308">TASK</div> <div data-bbox="893 268 1025 316">Empowering</div> <div data-bbox="239 403 477 474"> <ul style="list-style-type: none"> <li>§ Common/similar tasks</li> <li>§ Goals in competition form</li> <li>§ Identical goals for all</li> </ul> </div> <div data-bbox="696 403 1070 497"> <ul style="list-style-type: none"> <li>§ Differentiated tasks (according to individual ability), co-operation</li> <li>§ Encourage individual goals, own objectives</li> <li>§ Present the learning process as meaningful</li> </ul> </div>	
<div data-bbox="271 826 416 874">Disempowering</div> <div data-bbox="544 839 757 866">AUTONOMY</div> <div data-bbox="893 826 1025 874">Empowering</div> <div data-bbox="239 960 577 1007"> <ul style="list-style-type: none"> <li>§ Coach makes all decisions themselves</li> <li>§ Responsibility lies solely with the coach</li> </ul> </div> <div data-bbox="696 960 1070 1098"> <ul style="list-style-type: none"> <li>§ Athletes are involved in the decision-making process</li> <li>§ Orientation towards the level of development of the athletes</li> <li>§ Inclusion of experienced athletes in the training concept</li> </ul> </div>	

<div data-bbox="271 268 416 316">Disempowering</div> <div data-bbox="568 284 745 308">GROUPING</div> <div data-bbox="898 268 1025 316">Empowering</div> <ul style="list-style-type: none"> <li>§ Entire team</li> <li>§ Homogeneous groups</li> <li>§ Always the same groups</li> <li>§ Strong hierarchy in the group</li> <li>§ Emphasise competition</li> </ul>	
<div data-bbox="271 821 416 869">Disempowering</div> <div data-bbox="533 837 768 861">EVALUATION</div> <div data-bbox="898 821 1025 869">Empowering</div> <ul style="list-style-type: none"> <li>§ Comparison of different athletes as feedback</li> <li>§ Public humiliation or punishment for mistakes</li> <li>§ Different rules for athletes</li> <li>§ No consistent enforcement of rules</li> </ul> <ul style="list-style-type: none"> <li>§ Individual feedback on skills and abilities</li> <li>§ Individual feedback on progress and development</li> <li>§ Same rules for all</li> <li>§ Consistent adherence to the rules</li> <li>§ Promote self-evaluation</li> </ul>	

<div data-bbox="268 263 1030 327"> <div>Disempowering</div> <div>TIME</div> <div>Empowering</div> </div> <div data-bbox="235 399 1041 494"> <ul style="list-style-type: none"> <li>§ Total exercise time limited</li> <li>§ Practice time identical for all</li> <li>§ Time distribution varies greatly for the individual athletes</li> </ul> <ul style="list-style-type: none"> <li>§ Individual time to practise</li> <li>§ Spend the same amount of time with all athletes</li> </ul> </div>	<p>Note: Time was already introduced at the beginning, but you can also revisit this slide a second time for repetition.</p>
<div data-bbox="188 758 1086 1292">  <p><b>Reflection</b></p> <p>Discuss <b>your own behaviour in training</b> based on the following questions:</p> <ul style="list-style-type: none"> <li>§ What am I already doing?</li> <li>§ Where do I see potential for further development?</li> <li>§ What is my goal for the coming weeks/months?</li> </ul> </div>	<p>In the final exercise, the coaches should reflect on their own behaviour and draw up an action plan for the upcoming training sessions. Form small groups (2-3 people) and select 2-3 questions:</p> <ul style="list-style-type: none"> <li>▪ What am I already doing?</li> <li>▪ Where do I see potential for further development?</li> <li>▪ Why am I not yet implementing various points? Where do I prioritise my needs over those of my athletes?</li> <li>▪ Why create an empowering training environment? How does it benefit me as a person, me as a coach and my athletes?</li> <li>▪ How can I use the coming weeks/months?</li> <li>▪ What am I going to do?</li> <li>▪ What is my objective?</li> <li>▪ What obstacles could stand in the way of achieving this goal? How can I deal with such an obstacle?</li> </ul>

 <p><b>SC SAFE CLUBS</b></p> <p><b>Empowerment exercise collection</b></p> <p>(HERE LINK &amp; EMBEDD QR Code)</p> <p>With the help of the "Empowerment Exercise Collection", coaches can implement the empowering coaching climate independently.</p> <p>29</p>	<ul style="list-style-type: none"> <li>▪ At this point, mention that there is a collection of empowerment exercises for coaches that also emerged from the SafeClubs project.</li> <li>▪ The QR code takes the coaches directly to the website.</li> <li>▪ It can help to independently implement an empowering coaching climate in the training group.</li> <li>▪ The empowerment exercise collection is only available in German, therefore consider removing this slide.</li> </ul>
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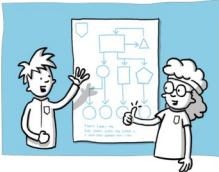
### ***Background information: Dealing with resistance***

It makes sense to convey to the participants that, in the best case scenario, empowering methods are primarily used to shape the training climate. Based on the previous discussions, however, the idea will probably arise that a purely empowering coaching climate cannot be realised in every training situation, depending on the task, sport type/structure, group composition or performance level.

A good approach is to start by noting positively that the problematic situation (disempowering coach behaviour) has been recognised and named. This is an indication that self-reflection on one's own behaviour has already been initiated. Through this critical reflection, the coaches become aware of their special responsibility in the situation. A joint search for solutions can then take place: Ideas could be generated so that empowering methods can be used to counteract this in subsequent training situations. It can be discussed what changes would be necessary in the group of athletes in order to act with empowering methods, such as a better relationship of trust with the coaches, a different group size, etc.

A little creativity is often required here: In many cases, the discussions centre on co-determination and autonomy. It can be helpful to point out at this point that co-determination may not be so possible in some areas, e.g. when it comes to safety-related aspects. Instead, however, in the same situation it would be very possible to have a positive effect on the areas of "task" (e.g. enabling individual levels of difficulty) or group composition (e.g. weaker ones receive help from stronger ones), and thus defuse the parts that weaken empowerment. A broad perspective across all six dimensions of the target model can be particularly helpful in ambivalent discussions in order to illustrate the wide range of positive options for action and ideas that an empowering climate offers.

## 5. Conclusion and farewell in plenary (15 min)

Slides 30-32	Slide notes and notes to participants
<div data-bbox="197 368 1077 879">  <h3 data-bbox="580 552 909 592">Take-Home Message</h3>  <p data-bbox="1039 842 1055 858">30</p> </div>	<p data-bbox="1137 411 2069 483">Reflect in the group (it is best to choose one question), e.g. with a quick flash round:</p> <ul data-bbox="1137 491 2092 643" style="list-style-type: none"> <li>▪ How did you like the workshop?</li> <li>▪ What will you remember about the workshop?</li> <li>▪ What is the most important thing you took away from today's workshop?</li> </ul> <p data-bbox="1137 687 1727 719">This could be summarised as securing results:</p> <ul data-bbox="1137 727 1935 839" style="list-style-type: none"> <li>▪ Discussing special features in sport and options for action</li> <li>▪ List drawn up for empowering climate in training sessions</li> <li>▪ Action planning for the upcoming training sessions</li> </ul>



### Possible offers of help

1. Contact persons in the organisation
2. Name local contact points/cooperation partners
3. Name contact points of the association/state sports association or similar
4. SafeSport point of contact:  
<https://www.ansprechstelle-safe-sport.de>  
 Phone: +49 (0)800 11 222 00
5. Nummer gegen Kummer:  
<https://www.nummergegenkummer.de>  
 Phone: 116 111
6. Help portal for sexual abuse:  
<https://www.hilfe-portal-missbrauch.de/en/home>  
 Phone: +49 (0)8002255530



Finally, the participants should have the opportunity to find out about further offers of help.

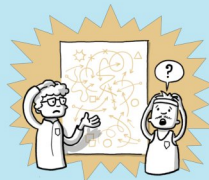
Please adapt this slide to the respective sports club and region.

Please note that the contact points and their availability may change in the meantime, so please check the links and telephone numbers provided.

THANK YOU VERY  
MUCH  
FOR YOUR  
ATTENTION!



ARE THERE  
ANY  
QUESTIONS?



Give them another opportunity to ask questions. Then say goodbye to the participants.

Stay in the room for a while after the end in case there are personal questions and feedback.

From slide 33 onwards, the sources, citation notes and the imprint are listed.

## Imprint

### Editors

German Sport University Cologne  
Psychologisches Institut  
Dept. of Health & Social Psychology  
Am Sportpark Müngersdorf 6  
50933 Cologne  
[www.dshs-koeln.de/psychologisches-institut/](http://www.dshs-koeln.de/psychologisches-institut/)

University Hospital Ulm  
Clinic for Child and Adolescent Psychiatry, Psychosomatics and  
Psychotherapy  
Working group on violence, developmental psychopathology and  
forensics  
Steinhövelstrasse 5  
89075 Ulm  
[https://www.uniklinik-ulm.de/kinder-und-jugendpsychiatrie-  
psychoomatik-und-psychotherapie.html](https://www.uniklinik-ulm.de/kinder-und-jugendpsychiatrie-psychoomatik-und-psychotherapie.html)

### Available via

"SafeClubs" project - transfer concepts for the prevention and intervention of sexualised violence in sports clubs  
Composite line: Dr Jeannine Ohlert (German Sport University Cologne)  
Sub-project management: Dr Jeannine Ohlert, Univ. Prof Dr Bettina Rulofs (both German Sport University Cologne), Prof Dr Marc Allroggen, Dr Alina Schäfer-Pels (both University Hospital Ulm)  
Network coordination: Marion Sulprizio (German Sport University Cologne)  
Collaboration: Helena Schmitz, Annika Söllinger, Janna Kerkow, Sina Kiebusch, Paula Edler (all German Sport University Cologne), Teresa Greither (University Hospital Ulm)  
<https://safe-clubs.de>

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**Picture credits** Marcel Jansen, Instagram: @mrcl\_cartoons

**Funding information** The project on which this report is based was funded by the Federal Ministry of Education and Research under grant number 01SR2106A. The responsibility for the content of this publication lies with the authors.

**Publication** January 2025 - digital version

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**Texts, tables and graphics can be used for voluntary work in sports associations and clubs.**

**Citation note** If you would like to cite this workshop concept, please use the following format:

Greither, T., Schmitz H., Sulprizio, M., Allroggen, M., & Ohlert, J. (2025). *Gamechanger - How coaches create a training environment that motivates and strengthens athletes*. German Sport University Cologne and University Hospital Ulm.