

A GUIDE TO EMPOWERING ARCHERY™ PART 1



archery^{GB}

FOR THE LOVE OF ARCHERY

 Empowering
COACHING

UNIVERSITY OF
BIRMINGHAM

A GUIDE TO **EMPOWERING ARCHERY™** PART 1

- ▶ *Empowering Coaching™* at the University of Birmingham **3**
- ▶ About *Empowering Archery™* **4**
- ▶ Health Benefits of Archery **5**
- ▶ Motivational Climate **6**
- ▶ Building Blocks for an Empowering Climate:
Autonomy, Belonging and Competence **7**
- ▶ Create an Empowering Climate **11**
- ▶ What's next? Ongoing planning and reflection **13**
- ▶ Summary of our workshop **15**

EMPOWERING COACHING™ AT THE UNIVERSITY OF BIRMINGHAM

The *Empowering Coaching™* workshop was developed by Professor Joan Duda and supported by a team of researchers from the School of Sport, Exercise and Rehabilitation Sciences at the University of Birmingham. Their work focuses on understanding the role of coaches and teachers in promoting or undermining athletes' / pupils' motivation, well-being and optimal engagement.

Empowering Coaching™ is based on theories of motivation and sport coaching as well as research evidence in sport and other domains (e.g. the classroom). From the scientific literature, we are aware of the key aspects of the coach created climate that can positively or negatively influence peoples' motivation and well-being. We also have a good understanding of the processes or mechanisms by which coach behaviours and perspectives impact people's experiences in sport.

A major strength of the *Empowering Coaching™* workshop is that the content and approach are theoretically based, informed by past research, and has been proven scientifically to make sport more enjoyable, engaging and health-conducive.



Professor Joan Duda

School of Sport, Exercise and Rehabilitation Sciences; University of Birmingham

Joan is one of the most cited researchers in her discipline and is internationally known for her expertise on motivational processes and determinants of adherence and optimal functioning within educational settings and physical and performance-related activities such as sport, exercise, and dance. She also has an extensive applied and research background in the development of life and performance-focused 'mental' skills, with a particular emphasis on working with young people. Based on her long-standing research and applied work in these areas, Joan has created the theory and evidence-based *Empowering Coaching™* family of training programmes which are being delivered to coaches, teachers and parents in the UK and abroad. Joan has held leadership positions in major professional organisations in her field.



Dr Paul Appleton

Paul teaches on the 'Motivation in Sport and Exercise' module. His research mainly focuses on perfectionism and motivational processes in sport and educational settings. He has published this work in several leading journals in the field. Paul also serves as a regular reviewer for various international peer-reviewed journals.

ABOUT EMPOWERING ARCHERY™

How has *Empowering Archery™* been developed?

Empowering Archery™ is an approach that maximises the development of each participant as a person and as an archer by fostering high levels of intrinsic motivation. This is achieved by supporting every person's sense of autonomy, belonging and competence.

Following a large scale study in archery, *Empowering Coaching™* has been adapted and tailored, with permission, to create the *Empowering Archery™* workshop. The workshop is open to everyone and is of particular benefit to those involved in running a club, coaching others, and parents of young archers.

Workshop aims

Our aims in this workshop are to provide information so that you can better understand and more effectively apply the principles of *Empowering Coaching™*. We aim to help you optimise the climate at your archery club and, in turn, enhance the quality of your archer's motivation. Our goal is to support you in identifying how you might integrate the *Empowering Archery™* perspectives into your own personal coaching style in training and/or competitions given some coaches/archers don't compete. This will help us all further promote healthier sport experiences for healthier people.

A key purpose of this workshop is to help you to maximise what you are trying to achieve and to compliment your current goals as someone involved in organising archery activity.

ACTIVITY ONE

WHAT ROLES AND RESPONSIBILITIES DO YOU HAVE IN ARCHERY?

AS SOMEONE INVOLVED IN COACHING OR ORGANISING ARCHERY ACTIVITY, HOW WOULD YOU LIKE TO DEVELOP?

WHAT ARE YOU HOPING TO GAIN FROM THIS WORKSHOP, TO AID YOUR DEVELOPMENT?

HEALTH BENEFITS OF ARCHERY

Through their participation in archery, the hope is that people will increase their physical skills, become healthier, and begin to adopt an active lifestyle that will continue into and throughout adulthood.

Psychosocial benefits of archery

Besides the possible impact on peoples' physical health and capabilities, taking part in archery also has the potential to result in a number of psychosocial benefits. These include the promotion of each individual's:

- ▶ Confidence and self esteem
- ▶ Love of sport and physical activity
- ▶ Ability to work as, and enjoy being part of a team and (or) club
- ▶ Respect for their coach, teammates, officials
- ▶ Ability to handle victory or defeat with grace and perspective
- ▶ Development as a person, as well as an archer

Not all people have a positive experience in sport

Despite these many benefits, anecdotal accounts and research inform us that not all people enjoy their participation in sport. Indeed, there are some participants who do not realise the positive consequences that doing sport can bring.

Many people find playing sport more stressful than fun, fear making a mistake and dread losing. Some of these people believe that winning is all that matters. Rather than helping them feel better about themselves, doing sport can diminish some people's feelings of self-worth.

Of course, there are a number of factors that impact whether people experience sport as more positive or negative. One of those factors is the motivational climate that is created by those who organise archery, for example coaches, club officials, and parents.



MOTIVATIONAL CLIMATE

The majority of you took on your role because you wanted to make a difference in people's lives. The great news is, you do make a difference!

The motivational climate is the social context, environment or atmosphere surrounding your archers. It is created by what you say and do, how you organise, communicate and try to impact the people at your club.

As an example, the climate is affected by why, when, and how coaches respond and provide feedback following desirable performance or mistakes, wins and losses.

The motivational climate is the social context, environment or atmosphere surrounding archers.

Your philosophy

An important determinant of the climate you create is your philosophy.

Your philosophy lies at the heart of your values, beliefs, and standards of behaviour.

Your philosophy is revealed when, for your role in archery you consider such questions as:

- ▶ What matters to you about your role?
- ▶ Why are you in your role?
- ▶ What makes an effective coach / club organiser / official / parent of young archer?

Not having a clear and thought out philosophy is like having a house with no foundation or going on a trip to a destination that is completely unknown, without GPS.



ACTIVITY TWO

BRIEFLY WRITE DOWN THE MAJOR PRINCIPLES OR FEATURES OF YOUR PHILOSOPHY AS A COACH / CLUB ORGANISER / OFFICIAL / PARENT / OR ANOTHER ROLE.

BUILDING BLOCKS OF AN EMPOWERING CLIMATE: AUTONOMY, BELONGING AND COMPETENCE



You will be empowering when your behaviour nurtures archers' psychological ABCs! (Autonomy, Belonging, Competence)

Autonomy, belonging and competence are the building blocks of an empowering climate.

In sport there is often a focus on developing physical and skill-related ABCs; i.e. agility, balance, and coordination. It is important to keep in mind that our archers have psychological ABCs that need to be nurtured as well.

People are more likely to experience positive outcomes when they feel they have a sense of:

AUTONOMY

Voice and choice



BELONGING

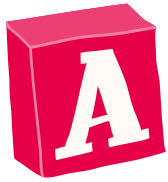
Respected and connected, for example, to the coach and others in their club



COMPETENCE

Ability to meet demands of a task or skill or competitive situation





AUTONOMY


Archers need a sense of 'autonomy' when they shoot:

When people feel autonomous they:

- ▶ have a sense of ownership over their participation
- ▶ have a voice and sense of choice

But sometimes people feel controlled and low in autonomy:


- ▶ when people have a limited sense of autonomy in terms of their participation, this is more likely to lead to negative outcomes and drop-out of sport



It is my choice to work hard... Being an archer is a big part of who I am

I feel like I have a say in what happens... and I feel like my opinion matters

When people have a sense of voice and choice, they are more likely to play sport for the love of the game (intrinsic reasons) and experience positive outcomes



I feel I am just here to do as I am told. My coach ignores what I think and makes me feel I have to follow his rules

I don't feel in control at all when it comes to doing archery. I feel like every move I make is managed by my coach



BELONGING

All participants need to connect to other people to make life meaningful, to help them feel secure and believe they matter, and to allow all their special qualities to bloom and flourish. In archery then, we want to do all that we can to promote people's sense of belonging:

There are a number of advantages in helping people feel like they are respected and cared for by club officials, coaches, and other club members.

When people feel a sense of belonging, they:

- ▶ Feel part of a team or club
- ▶ Identify strongly with archery
- ▶ Have a sense of self-worth as a person, regardless of performance in archery

Moreover, in terms of the relationship you have with the people that you support in your role, the archers need to know that you care, before they care what you know.

My club cares about me... and is run by people I feel I can trust

I feel close to my group

Your archers will have an empowering experience when they feel cared for, safe, and valued (by their coach, club officials and other archers)



COMPETENCE

The third building block of *Empowering Archery™* is competence. Feelings of high competence relate to people perceiving that they have the ability to meet the demands placed upon them when playing sport.

Within *Empowering Archery™* competence is not only considered in terms of how skillful an archer feels they are (i.e. the amount of competence) but also how archers view competence (i.e. the quality of competence).



I feel like archery is an activity that I can do well

I feel like I am alright at archery

Task Focus and Superiority Focus: the two ways that people can think about their competence

These two ways of viewing competence are like two different pairs of glasses. All archers wear task focused and/or superiority focused glasses. This means that they see and experience their sport in different ways, depending on which glasses they use to view their competence.



Task Focus

- ▶ Competence self-referenced
- ▶ Success based on personal improvement and mastery
- ▶ Trying hard is important
- ▶ 'Am I progressing and improving? How can I get better?'



Superiority Focus

- ▶ Competence other-referenced
- ▶ Success entails out-doing others, showing superiority
- ▶ Being the best is important
- ▶ 'How are others doing? Am I good enough? How can I not look bad?'

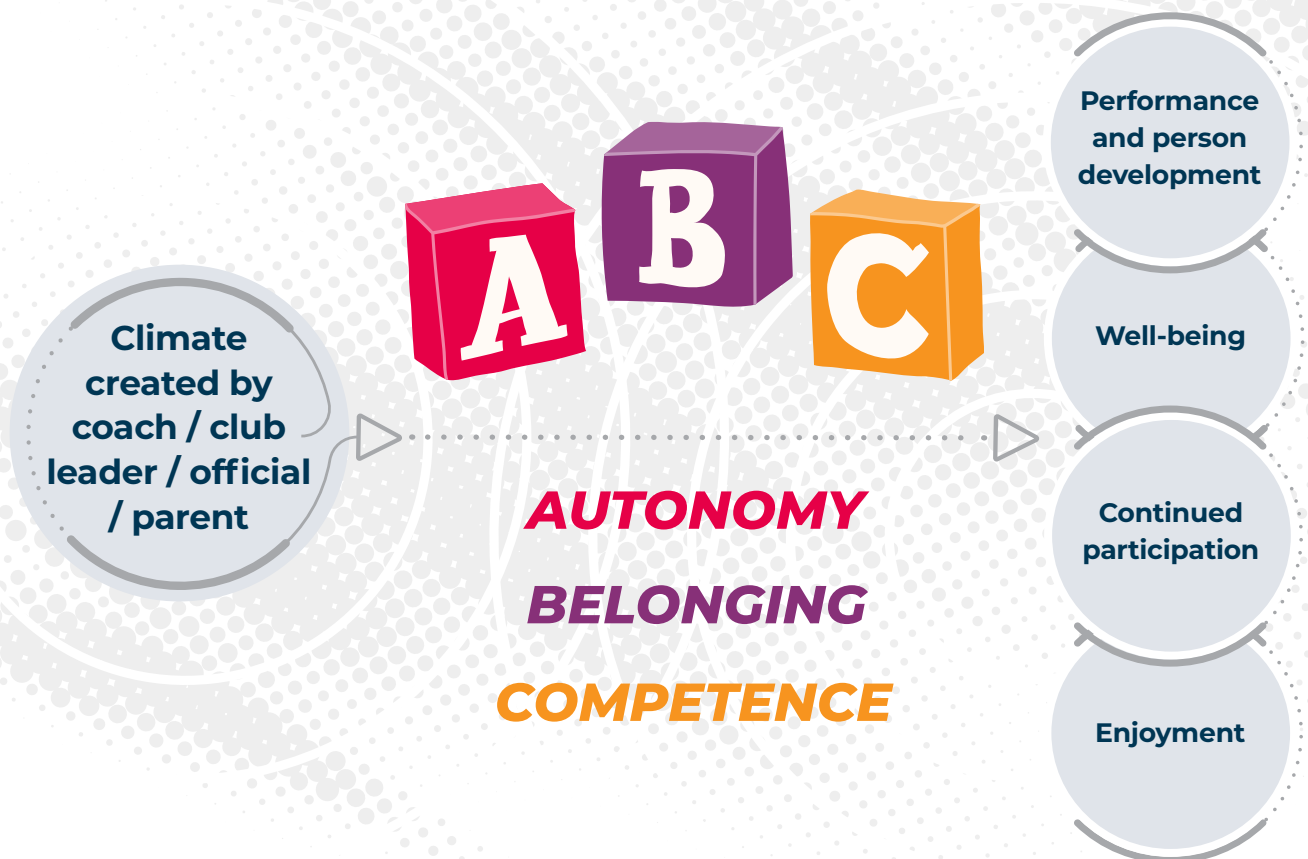
The lens the archer uses will influence how success is judged and how resilient their sense of confidence is. The glasses worn also impact their thoughts and feelings during sport, and thoughts and feelings after competition (in terms of their reflections on performance and responses to winning and losing).

CREATE AN EMPOWERING CLIMATE

When we put together our whole model, we can understand why some behaviours may be more positive and others less positive for participants in archery.

Our model of motivation

The model demonstrates why it is important for coaches, club organisers, officials and parents create a climate that nourishes people's sense of autonomy, feelings of belonging, and competence (focus on task goals).



Archers experience autonomy, belonging and competence in an empowering climate. This is proven to predict the outcomes described at the end of the model.

**ACTIVITY
THREE**

**IMPLEMENT AN EMPOWERING CLIMATE
AT YOUR NEXT SESSION**

WHAT DO YOU INTEND TO DO TO MAKE THE CLIMATE
MORE EMPOWERING FOR THE PEOPLE YOU WORK WITH?

WHEN AND WHERE WILL
YOU DO THIS?

HOW WILL YOU DO THIS?

HOW DOES THIS SUPPORT THE
ARCHER'S A,B,C'S?

**ACTIVITY
FOUR**

BARRIERS TO AN EMPOWERING CLIMATE

FOR YOU PERSONALLY, WHAT MIGHT
BE THE BARRIERS TO CREATING AN
EMPOWERING CLIMATE?

AT YOUR CLUB WHAT MIGHT BE THE
BARRIERS TO CREATING AN EMPOWERING
CLIMATE?

WHAT'S NEXT? ONGOING PLANNING AND REFLECTION

To become more empowering, it is important to consider how you can sustain or even further good practice (i.e., in terms of this workshop, practices that are in line with the principles of an empowering climate). It also can be worthwhile to think about how you might modify practices that could potentially limit the quantity and especially the quality of peoples' motivation.

We cannot accomplish these objectives via one workshop. If you want to become more empowering you might want to consider:

- ▶ Increasing your awareness of what you do in your role and when interacting with people that you work with. You can do this by monitoring and reflecting on your behaviours and strategies.
- ▶ What were you trying to accomplish (in terms of specific intentions)?
- ▶ How did the archers react? What worked? What might you try to do differently next me?
- ▶ You may find it helpful to keep a self-monitoring diary after training and matches.



**ACTIVITY
FIVE**

MONITORING YOUR CLIMATE THIS WEEK

CAN YOU GIVE EXAMPLES OF HOW YOU TRIED TO CREATE A MORE EMPOWERING CLIMATE THIS WEEK? WHAT HAPPENED?

HOW DID THE ARCHER(S) RESPOND?

DO YOU THINK WHAT YOU DID WAS SUCCESSFUL IN PROMOTING THE ARCHER'S SENSE OF AUTONOMY AND/OR BELONGING AND/OR TASK-FOCUSED SENSE OF COMPETENCE? IF YES, WHY? IF NO, WHY NOT?

NEXT WEEK, WHAT MIGHT YOU DO DIFFERENTLY? WHAT WOULD YOU DO THE SAME?

WHAT ELSE COULD YOU DO NEXT WEEK, WITH THE AIM OF MAKING THE CLIMATE MORE EMPOWERING? IS THERE ANOTHER STRATEGY YOU WOULD LIKE TO TRY?

WHEN AND WHERE WILL YOU DO THIS?

HOW WILL YOU DO THIS?

SUMMARY OF OUR WORKSHOP



An Empowering Climate fosters people's ABCs

Together, we have developed a model that helps us understand how we can maximise intrinsic motivation, performance, development and well-being among the people we coach. We have learnt that fostering the ABCs is central to such aims and we can do this via creating an empowering climate. More specifically, we want to create a climate that nourishes peoples' sense of Autonomy, feelings of Belonging, and focus on task-focused goals. This will allow them to feel they have the Competence to play, meet the demands of the sport, and to continue to improve.

This is what an Empowering Climate does - it nourishes these ABC's.

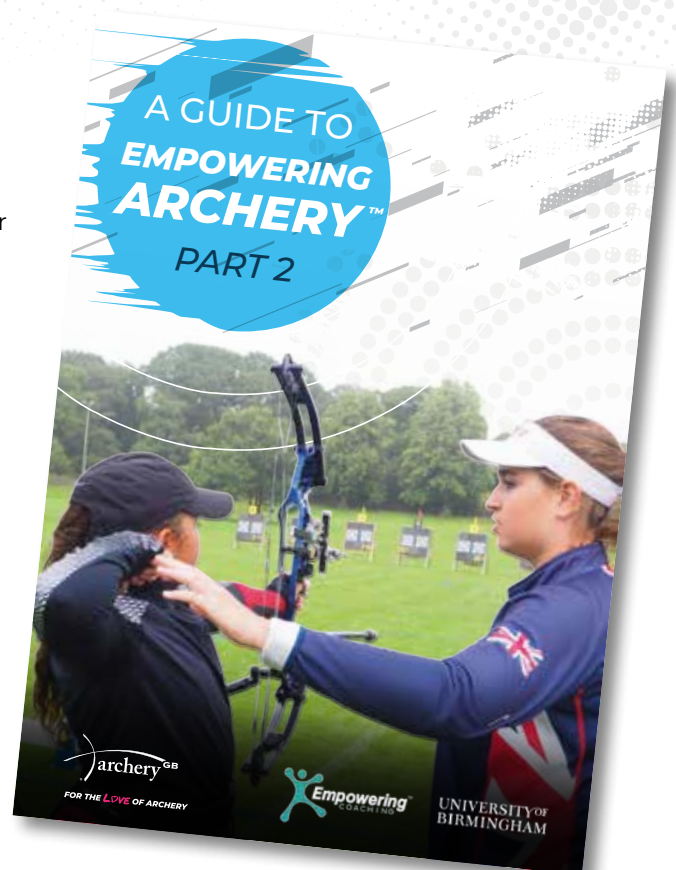
Our aims in this workshop were to explore:

- ▶ The foundations of *Empowering Archery™*
- ▶ Why being Empowering is important
- ▶ How you can become more Empowering in your role

Has the workshop met its aims? Have you achieved your personal objectives for this workshop?

Further opportunities

Once you've implemented some of the ideas from this workshop (Part 1), you may want to complete Part 2, where you'll learn more about motivation and the many pieces to an empowering climate.



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