



Supporting the Psychological Health and  
Development of Young People

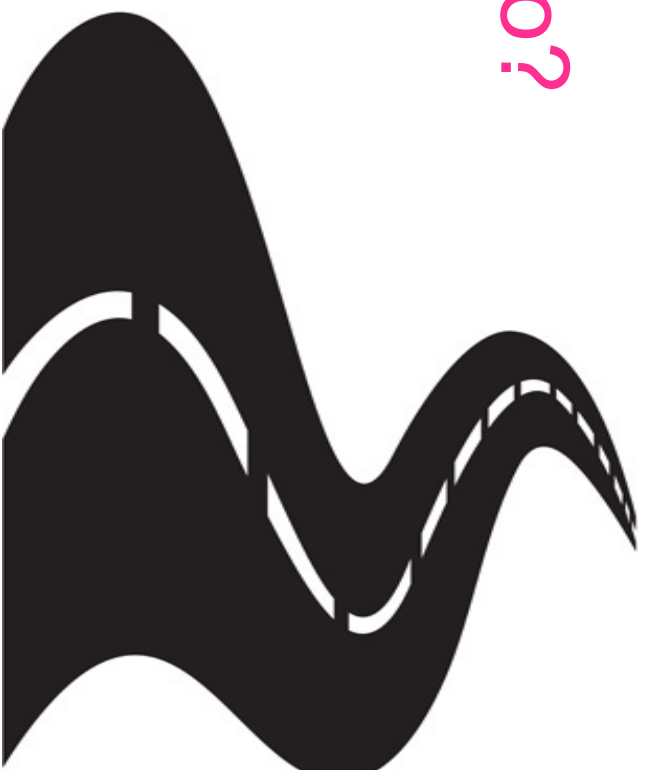
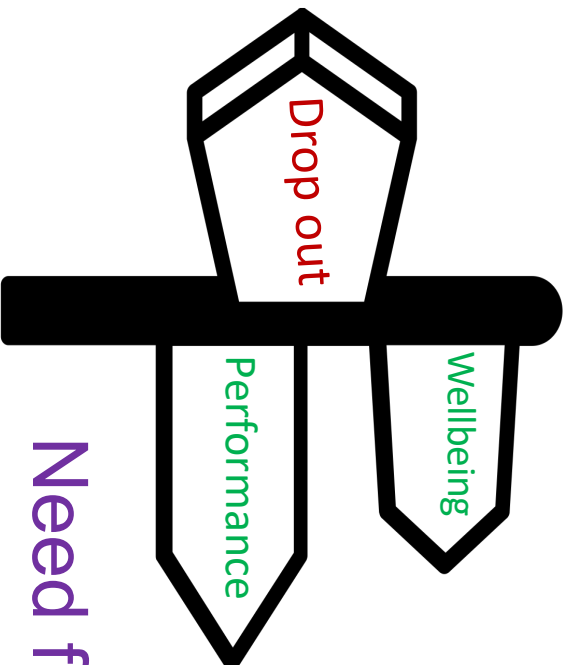
# Integrating Psychological Skills through Effective Coaching Environments: Developing the 5Cs

Dr Karl Steptoe

# Today's Trip

1. Introduce the 5Cs approach to the psychological health and performance of young players/athletes
2. Explore and emphasise the 'what' and the 'how' of being a 5Cs coach
3. Present the journey of integration into youth sport including the inevitable bumps in the road
4. Offer strategies, practice and discussion opportunities for integrating the 5Cs in a school sport / physical education setting

# Why do we need to go?



Need for agreed approach, **assessment**,  
**intervention** and **evaluation** of  
psychology so that we can reinforce and  
develop across phases

# Optimising Youth Sport Transitions

Quality of the Sport Experience =

Enjoyment, **challenge**, **support**, **mental wellness**

Negotiating childhood, adolescence and personal growth =

**Psychosocial development and life skills-focused**

Mastery of Evolving Sport Demands =

**Performance-focused skills and strategies**

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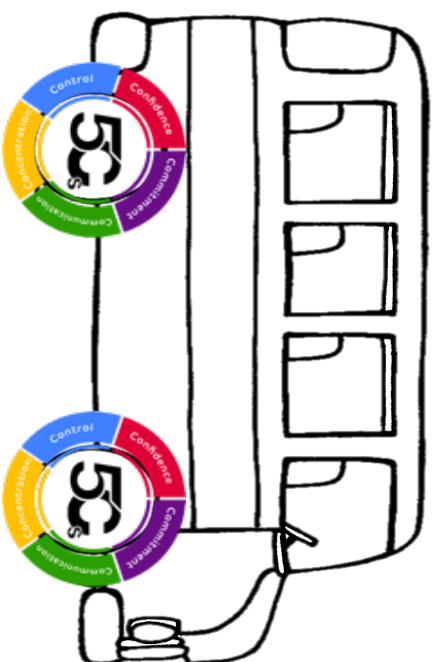
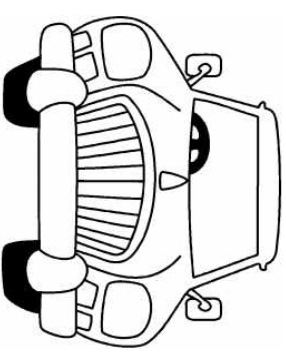
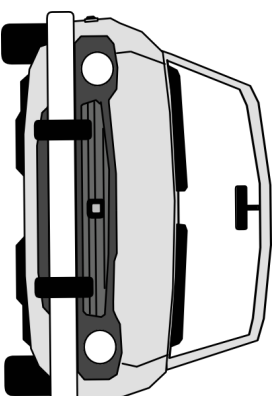
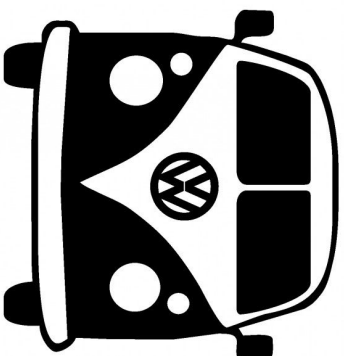
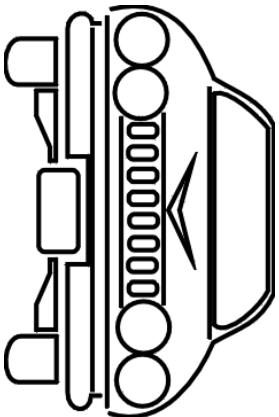
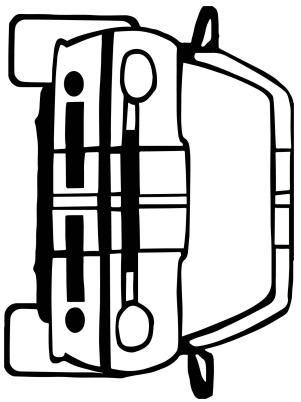


## The Human Being Behind the Player

**“I get so nervous every time I get the ball, cos I know if I screw up he’ll have a go from the dugout....and all my mates hear it, and the substitutes. I want to take on the best option for the team and try to develop my skill, but I mostly end up taking the safe option because I’m not allowed to fail....”**

**... It’s difficult and frustrating to explain the mixed messages, the uncertainty and his lack of consistency. Encouraging you one day, hammering you the next. Its just an inconsistent, uncertain relationship and players shouldn’t carry the burden of ‘thoughts about this’ onto the pitch when they already have their work cut out playing against the opposition”**

# Choosing the best model?



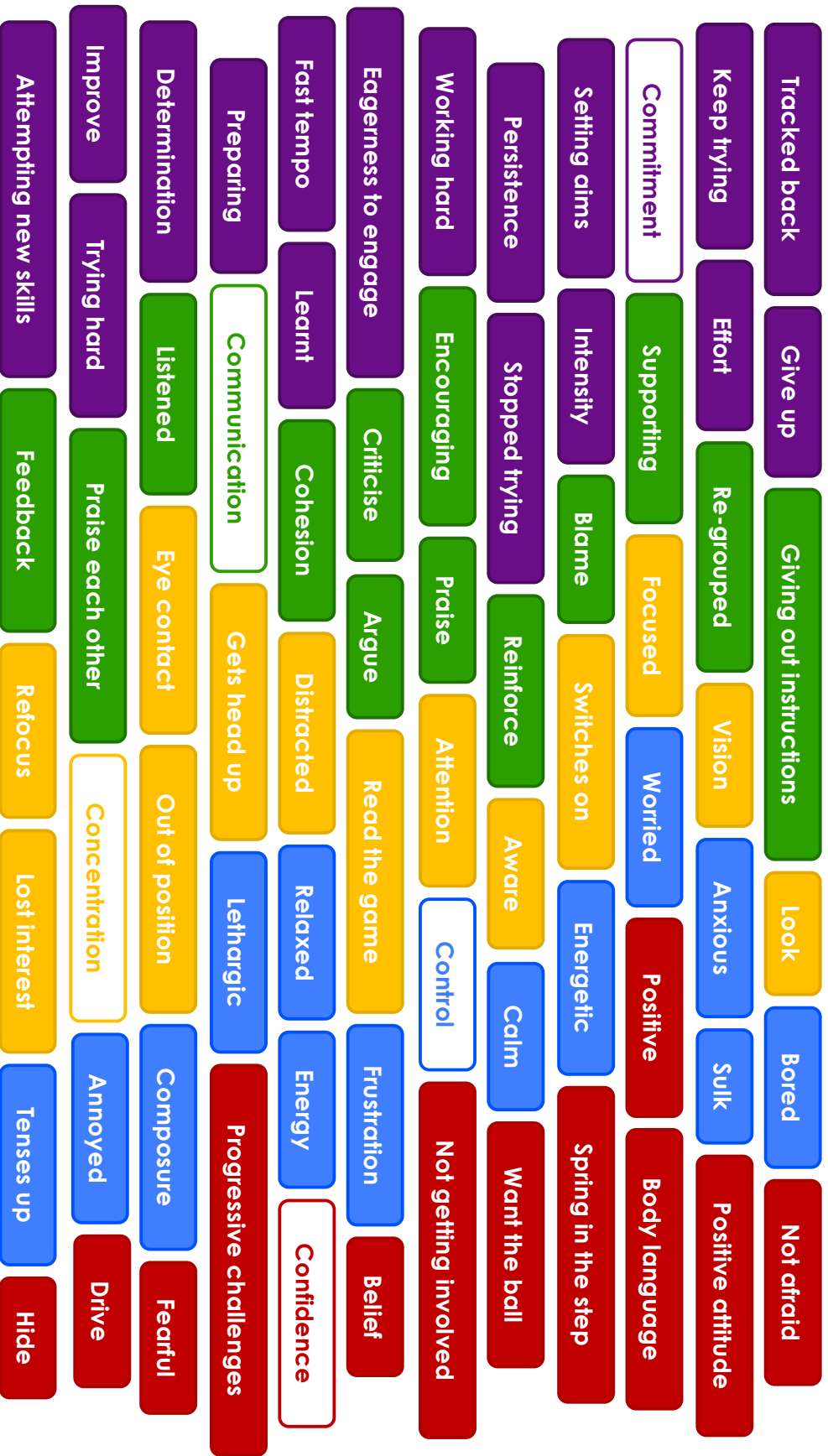
# Impetus for the 5Cs approach

- Lack of a clear, valued psychological 'identity' in the academy environment.

“Psychology was easily blamed but was not part of anything taken seriously!”

- Motivation, interpersonal skills, attention, self-regulation and self-efficacy – pillars of functioning
- User-friendly qualities represented by accessible and meaningful behaviours
- Shaped, learned and supported via collective efforts in a system





# Commitment

- Consistently high work ethic and determination
- Approach and embrace challenges
- Interpret set-backs as learning opportunities
- Value self-improvements through **reflective abilities** that enhance self-awareness



The health of a child's  
motivation

# Communication

- Value of giving and receiving support
- Connect respectfully and build relationships
- Share and seek information
- Superb H.E.L.P.A.

- H**elp
- E**ncourage
- L**isten
- P**raise
- A**cknowledge



**The quality of a child's interpersonal skills**

# Concentration

- Awareness of where the 'head' and the 'eyes' should be – pre, during, post match.
- Attending to cues, objects or people that are **task relevant at the time**
- Staying 'on task' in the midst of distractions
- Refocusing after mistakes and when tired/fatigued



The ability to focus and control attention

# Control

- Awareness of emotions and how they affect performance
- Use strategies (e.g. imagery, self-talk, breathing, mindfulness) that help create an optimal physical, mental and emotional state
- Compose themselves under pressure and following errors
- Sense emotions in others and act accordingly



**The ability to sense,  
understand  
and manage emotions**



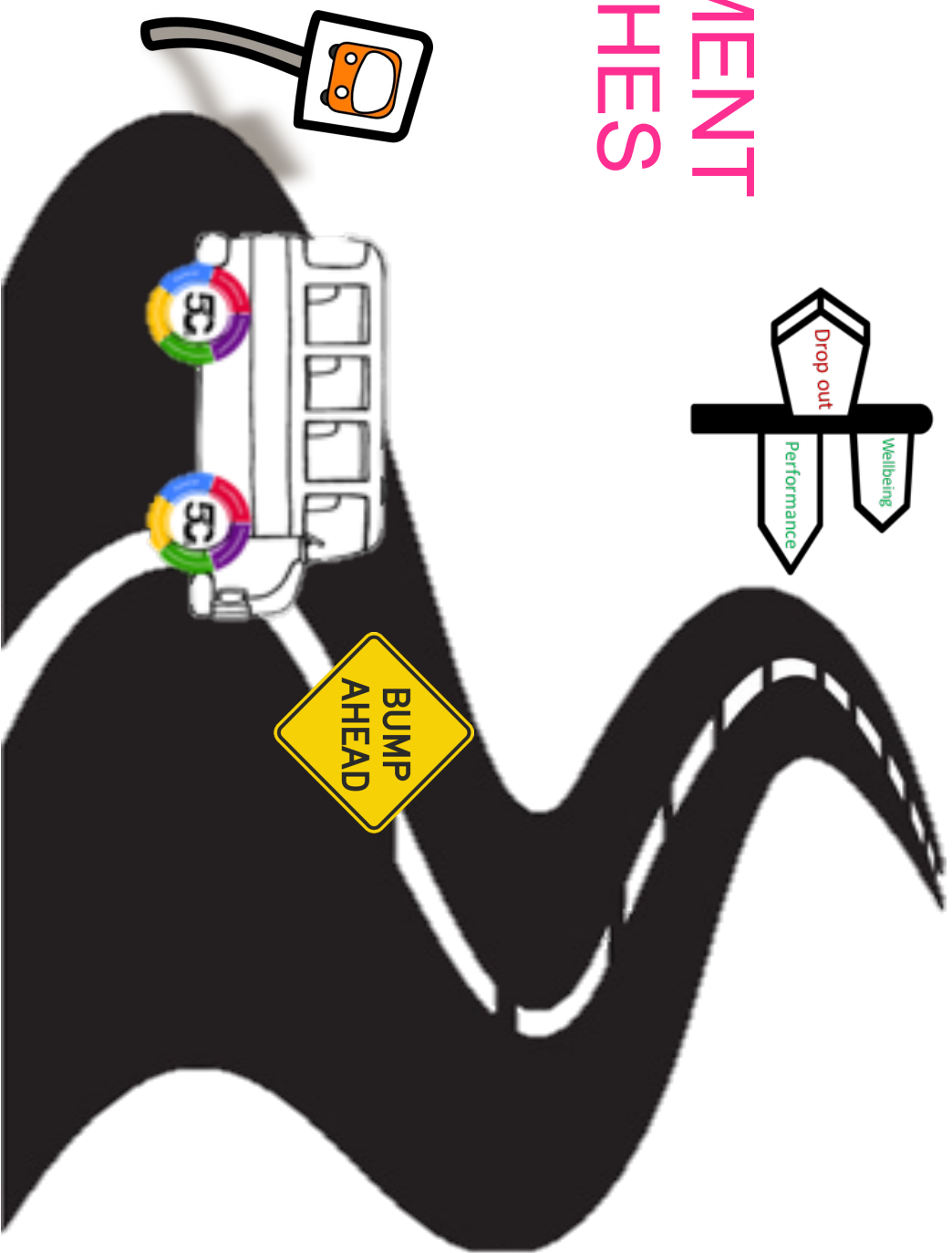
# Confidence

- Maintain a positive, physical presence and attitude to decisions
- ‘No excuses’ mentality
- Stay engaged, involved available, unflustered
- Draw from the well of mini-personal accomplishments and self-improvements



The quality of a child's  
self-belief

# 1st Stop MANAGEMENT and COACHES





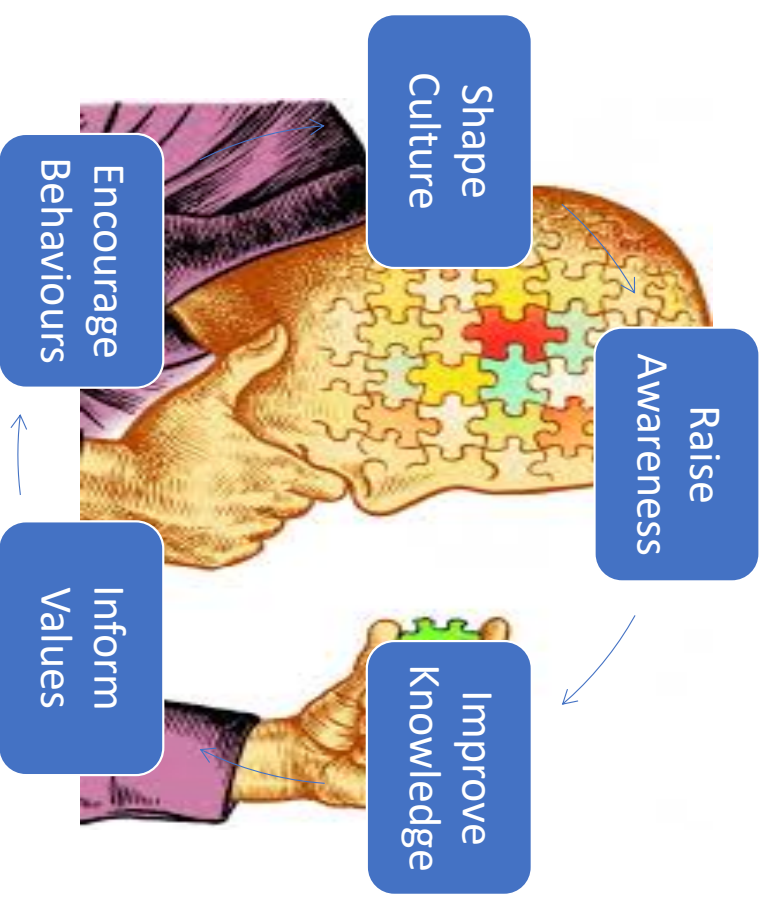
- Challenging a 'medical' model
- There can be multiple perspectives across and within phases and age groups
- Simplicity is the strength
- If there is not multi-disciplinary support we will have minimal impact
- We need inter-disciplinary contribution



- Coaches feeling that their views and beliefs about psychological development are captured within the 5C's
- Challenging potential 'fixed mind-set' with regard to psycho-social development
- Meaningful measurement (subjective)
- Time constraints

# The System 'on the same page'

- **Stage 1:** Behavioural opposites and expectations
- **Stage 2:** How to **intentionally** shape and reinforce (with **all** resources to hand)
- **Stage 3:** Systematic integration and alignment in the academy environment





### *Commitment*



### *Communication*



### *Concentration*



### *Control*



### *Confidence*

Shows hunger to master new challenges

Shows determination to complete goals

Thrives in competition and wants to win

Demands high performance of others

Holds self and others to account

Maintains positive response to others at all times

Shows a relentless focus on the task at hand

Accurately recognises cues or triggers to act

Shows good situational awareness

Keeps calm under pressure

Recovers quickly from positive or negative emotions / experience

Moves on from disappointing performances

Believes in ability to perform under pressure

Prepared to fail in order to learn

Performs without fear of any negative evaluation or criticism

**STANDARD**



**Commitment**

Has a desire to master new skills and challenges

Shows determination to complete goals

Demonstrates persistence despite setbacks

Demands high performance of others



**Communication**

Uses verbal / non verbal skills to influence momentum

Acknowledges key messages / feedback from team members or coaches



**Concentration**

Shows focus on appropriate tasks and manages distraction

Accurately recognises cues or triggers to act

Shows good situational awareness



**Control**

Able to regulate emotions prior to performing

Recovers quickly from positive or negative emotions

Maintains composure in important moments



**Confidence**

Able to honestly reflect on performance and receive feedback

Welcomes challenges and opportunities to learn and demonstrate ability

Performs without fear of any negative evaluation or criticism



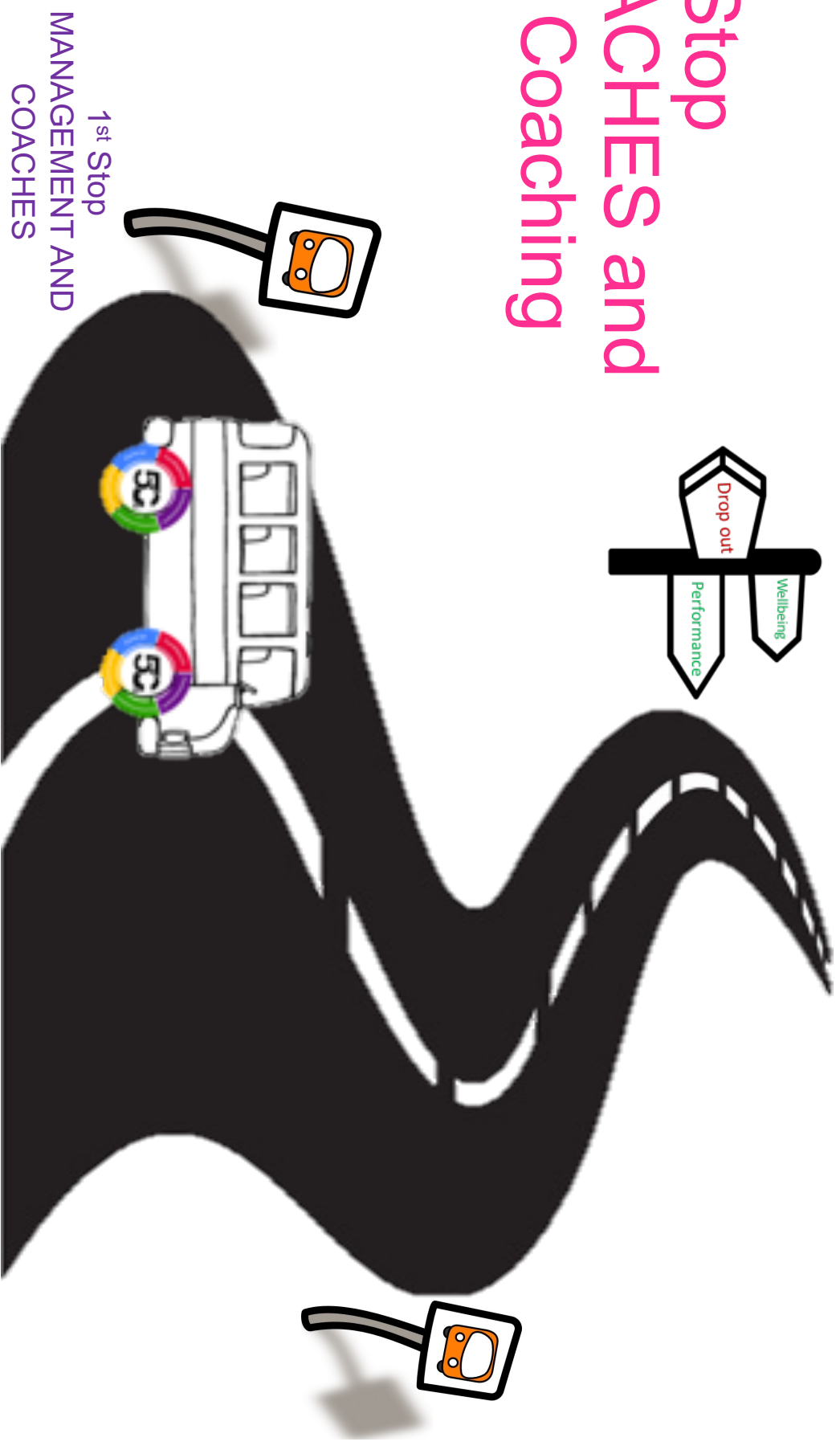
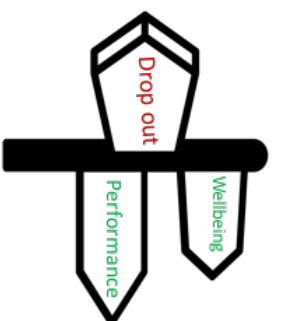
# A consistent message

Players who demonstrate consistently high level 5C standards will have **self belief** and a **hunger to be the best**, they will possess the skills to **positively influence team momentum** at important moments in training, matches and the season, through **emotional intelligence** and exceptional **interpersonal and self-regulatory skills**.

The academy recognises that a players' mental strength is not pre-determined or fixed and that they can strengthen psychological performance through both their, and the coaches' **growth mindset**. Collectively these positive psychological behaviours will influence **creativity, courage, bravery** and **leadership** when facing challenges and the demands of professional football and will ultimately epitomise the player with a **competitive edge**.



# 2nd Stop COACHES and 5Cs Coaching



1st Stop  
MANAGEMENT AND  
COACHES

# Creating a 5Cs Climate and Identity

- The Coach – enacting psychosocial values through a positive interpersonal style
- Player-to-Player effects - peer influence
- Sport role models
- Parents – active and remote reinforcers
- Multiple contexts, game-based and temporal opportunities

P

**Promote the 'C'** in the same way that you would introduce and value a technical or tactical skill. Draw out what it means and how important it is to football.

R

**Role-Model the 'C'**, bringing its meaning to life by demonstrating or referring to excellent examples, versus bad examples from football, or other sports.

O

**Ownership of their learning.** Involve players in decisions within the session about how they can demonstrate a 'C'; allow them options to work at their own pace and to benefit from favourite drills and practice that showcase their strengths.

G

**Grow the 'C'** by providing players with opportunities to practice the 'C', and then to train it in more open game situations when 'pressure' can be added to test players.

R

**Reinforce the 'C'** by praising those players who respond by demonstrating the chosen 'C' skill or behaviour, and by making courageous decisions.

E

**Empower peer support** by encouraging players to praise each other for positive efforts related to each 'C' in order to build individual and collective confidence.

S

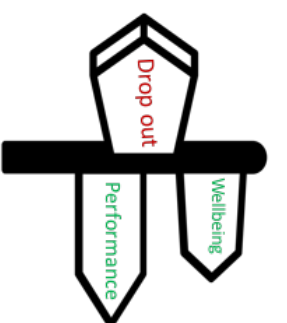
**Support the supporter** by acknowledging those players when they achieve the above, thereby closing the loop on a supportive environment around each of the 'Cs'.

S

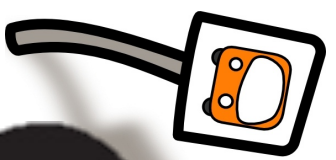
**Self-review and responsiveness.** Check-in with players on their levels of the 'C' and empower them to keep working hard; use monitors to review collective efforts, and apply the 'golden minutes' of 'reviewing your learning' at the end of the session.



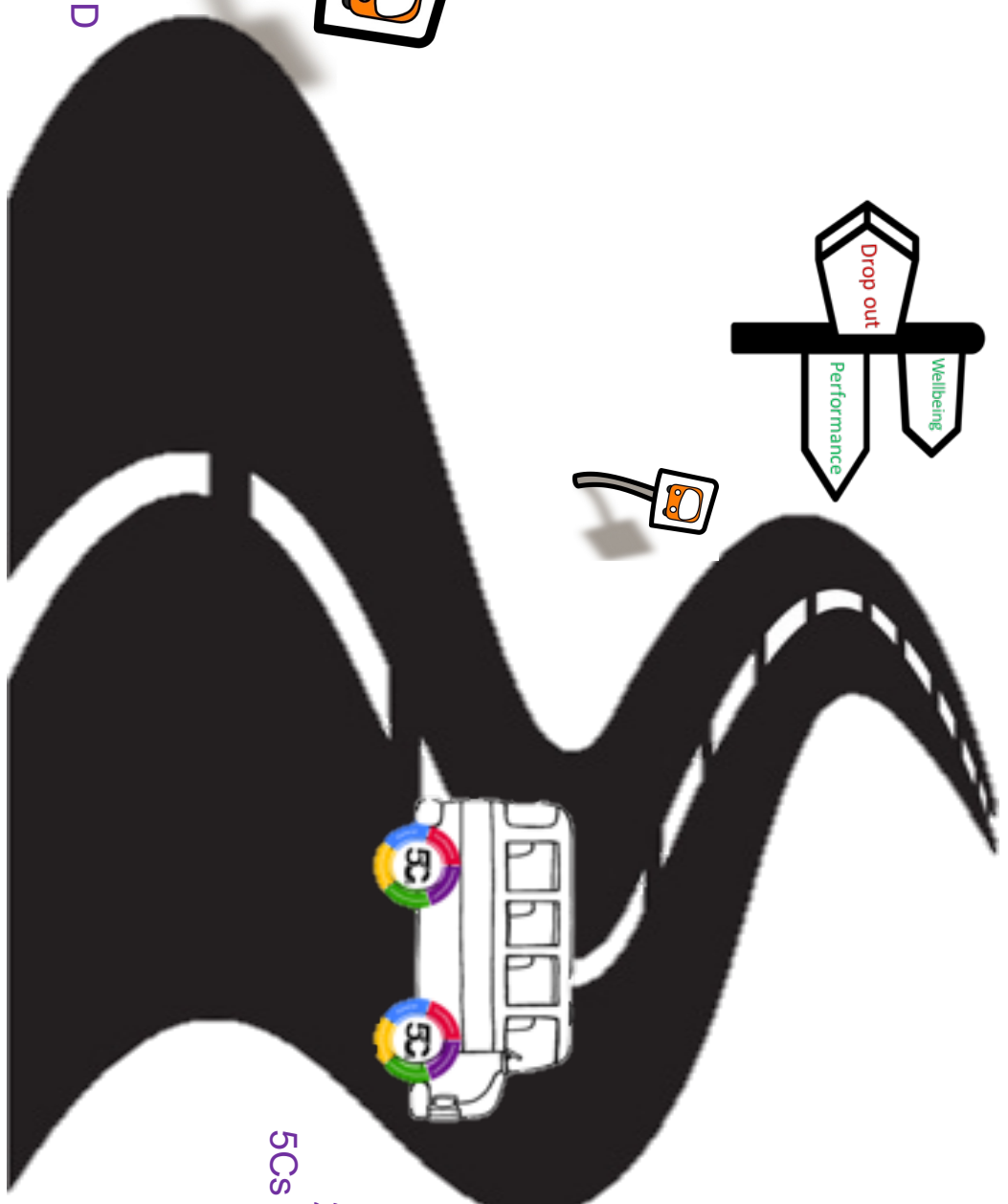
# 3<sup>rd</sup> Stop PARENTS



2<sup>nd</sup> Stop  
5Cs COACHING



1<sup>st</sup> Stop  
MANAGEMENT AND  
COACHES





- Telling parents how to be parents!
- Maintaining a focus on player development
- Reaching the parents that you believe will have the biggest impact

# **Collaborating with Parents: From outcome based to strengths-based 'lenses'**

What qualities would you want your  
child to have nurtured in 10 years  
time?

How will you have contributed to  
help influence the development of  
these qualities?



**BACK  
TO THE FUTURE**

# Fostering 5Cs Partnerships

- Psychological literacy around each 'C' and the club/coaching system
- Encouragement of 5C behaviours and 'teachable moments' for transfer to other life contexts
- Supporting the 'learning cycle' and responsibilities with the coach
- Role modeling the 5Cs (e.g., communication style and language in the home; composure around match day; reactions to a work-related setback or challenges etc)





# Parent Support Programme



Punctual of all times for example start of session and each time called together as a group		Eager to engage in session as early as possible		Appeared to acknowledge to themselves when they had demonstrated a positive aspect of play
Accepted feedback given to them by coach or team mates		Asked questions of the coach or team mates to help their understanding		
	Responded quickly to the instruction of teammates		Listened to instructions carefully and kept eye contact with the coach	
		Responded quickly after successes or positive aspects of play (e.g. scoring a goal)	Maintained positive body language after a mistake and looked to get involved	Maintained positive behaviours in situation that could be perceived as more important / pressurised
				Had a genuine belief in their ability through a positive approach to a challenge

## FOUNDATION PHASE

Day	Date	C	Topic
1 Tuesday	31.01.17	Commitment	Good setting and helpful definitions of success
Saturday	02.02.17	Commitment	
2 Tuesday	21.02.17	Communication	Self talk and the power of the stories we tell
Thursday	23.02.17	Communication	
3 Saturday	25.02.17	Communication	Learning new skills and developing expertise
Tuesday	07.03.17	Concentration	
Thursday	09.03.17	Concentration	Keep calm and play football
Saturday	11.03.17	Control	
4 Tuesday	21.03.17	Control	You are not only as good as your last game!
Thursday	23.03.17	Control	
5 Saturday	25.03.17	Confidence	Approach success and thwart fear of failure
Tuesday	28.03.17	Confidence	
3 Saturday	30.03.17	Confidence	Individual influence on team momentum
Saturday	01.04.17	Confidence	
6 Tuesday	11.04.17	Commitment	Maintain focus to perform under "pressure"
Thursday	13.04.17	Commitment	
7 Saturday	15.04.17	Commitment	Make a difference when it matters most
Tuesday	18.05.17	Control	
8 Thursday	25.04.17	Communication	Showing off is not arrogance
Saturday	27.04.17	Communication	
9 Tuesday	29.04.17	Communication	
Thursday	09.05.17	Concentration	
10 Saturday	11.05.17	Concentration	
Thursday	13.05.17	Concentration	
1 Saturday	16.05.17	Control	
Thursday	18.05.17	Control	
2 Saturday	20.05.07	Control	
Thursday	23.05.17	Confidence	
3 Saturday	25.05.17	Confidence	
Thursday	27.05.17	Confidence	

In 2017 the Sport and Performance Psychology Team are running a series of workshops. Our hope is that this will be an opportunity for good discussion, increased communication of the mental skills training that we provide players and to offer you additional tools to reinforce this important aspect of the game. There are a total of 10 x 30 minute sessions and these are repeated on the Tuesdays (5.30pm), Thursdays (5.30pm) and Saturdays (9.45am) below, in the Block C classroom. **There is no need to book, just turn up to as many as you would like!**

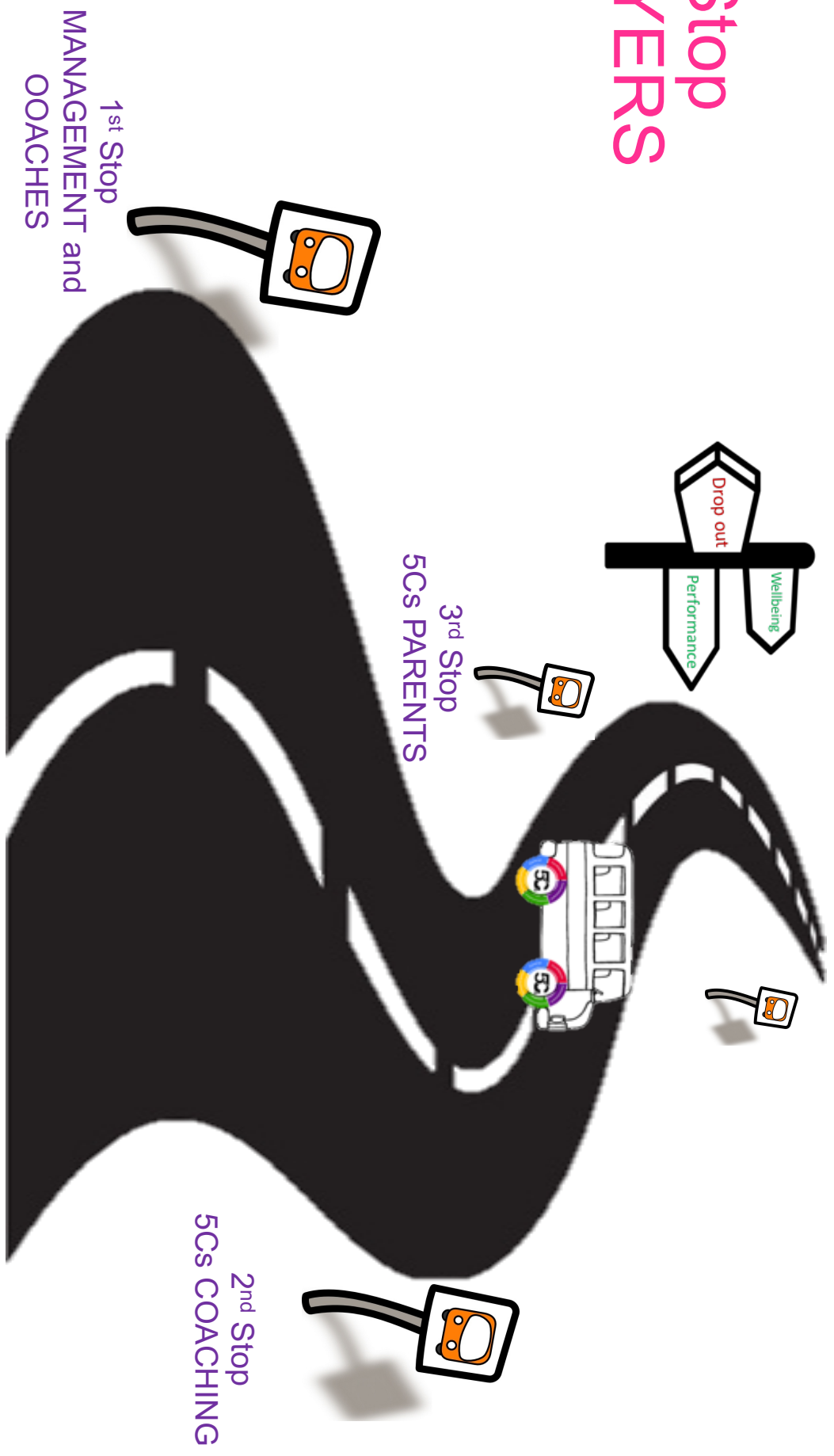


### Parent Workshops 2017





# 4th Stop PLAYERS





- Proactive rather than reactive
- Assuring confidentiality and encouraging sharing for support
- Out of the classroom and onto the training ground
- Time to build momentum
- Challenging unhelpful beliefs

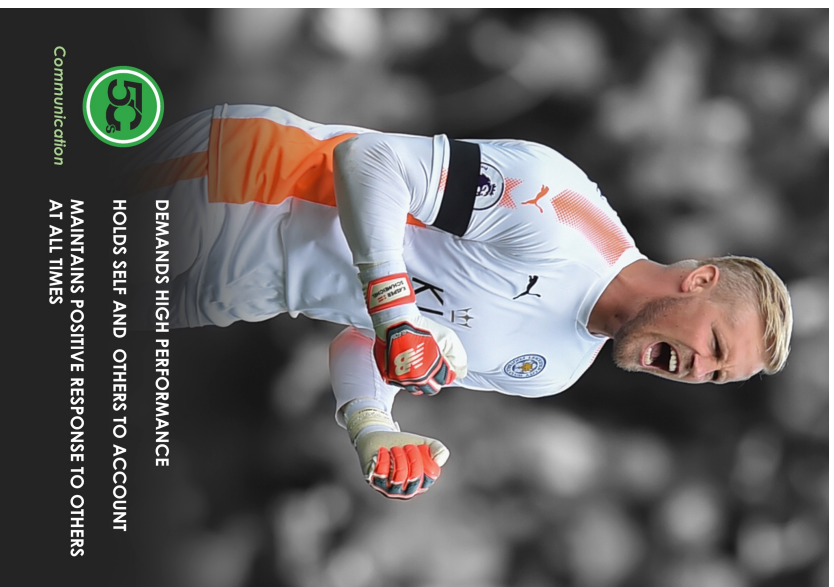


Commitment

SHOWS HUNGER TO MASTER NEW CHALLENGES

SHOWS DETERMINATION TO COMPLETE GOALS

THRIVES IN COMPETITION AND WANTS TO WIN



Communication

DEMANDS HIGH PERFORMANCE

HOLDS SELF AND OTHERS TO ACCOUNT

MAINTAINS POSITIVE RESPONSE TO OTHERS AT ALL TIMES



Concentration

SHOWS RELENTLESS FOCUS ON THE TASK AT HAND

ACCURATELY RECOGNISES CUES OR TRIGGERS TO ACT

SHOWS GOOD SITUATIONAL AWARENESS



**50s**  
*Control*

KEEPS CALM UNDER PRESSURE  
RECOVERS QUICKLY FROM POSITIVE  
OR NEGATIVE EMOTIONS/EXPERIENCES  
MOVES ON FROM DISAPPOINTING  
PERFORMANCES



**50s**  
*Confidence*

BELIEVES IN ABILITY TO PERFORM  
UNDER PRESSURE  
PREPARED TO FAIL IN ORDER TO LEARN  
PERFORMS WITHOUT FEAR OF ANY  
NEGATIVE EVALUATION OR CRITICISM

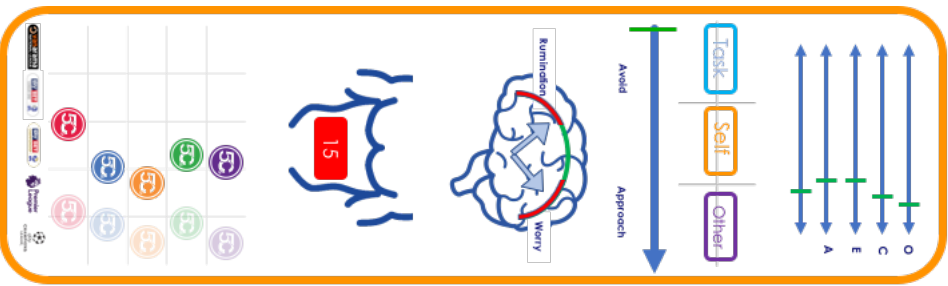
# Profiling

Finally letting players know the route...and what direction they are going in!

	COMMITMENT		COMMUNICATION			
	Shows hunger to master new challenges	Shows determination to complete goals	Thrives in competition and wants to win	Demands high performance	Holds self and others to account	Maintains...
Player A	Green	Red	Yellow	Red	Yellow	Green
Player B	Yellow	Green	Yellow	Red	Yellow	Green
Player C	Yellow	Green	Yellow	Yellow	Yellow	Green

1. Players to be aware and informed at all time of perception of this aspect of performance through assessment of **5C STANDARDS**
2. All players to have clear understanding of how these standard ratings can be enhanced through the achievement of **5C ACTIONS** set at Multi-disciplinary Team meetings and through Individual Learning Plans





**SC Competitive Edge Profile**

**PLAYER**

- Shows hunger to master new challenges
- Shows determination to complete goals
- Thrives in competition and wants to win
- Demands high performance
- Holds self and others to account
- Maintains positive response to others at all times
- Shows a relentless focus on the task at hand
- Accurately recognises cues or triggers to act
- Shows good situational awareness
- Keeps calm under pressure
- Recovers quickly from positive or negative emotional experience
- Moves on from disappointing performances
- Believes in ability to perform under pressure
- Prepared to fall in order to learn
- Performs without fear of any negative evaluation or criticism

1. Accepts failure as part of his role and respond to being beaten (dubly) - getting tight to people in midfield not stand offish.
2. Strength is reading the game so make use of this.

In Team Profile



Meso Notes

1. Accepts failure as part of his role and respond to being beaten (dubly) - getting tight to people in midfield not stand offish.

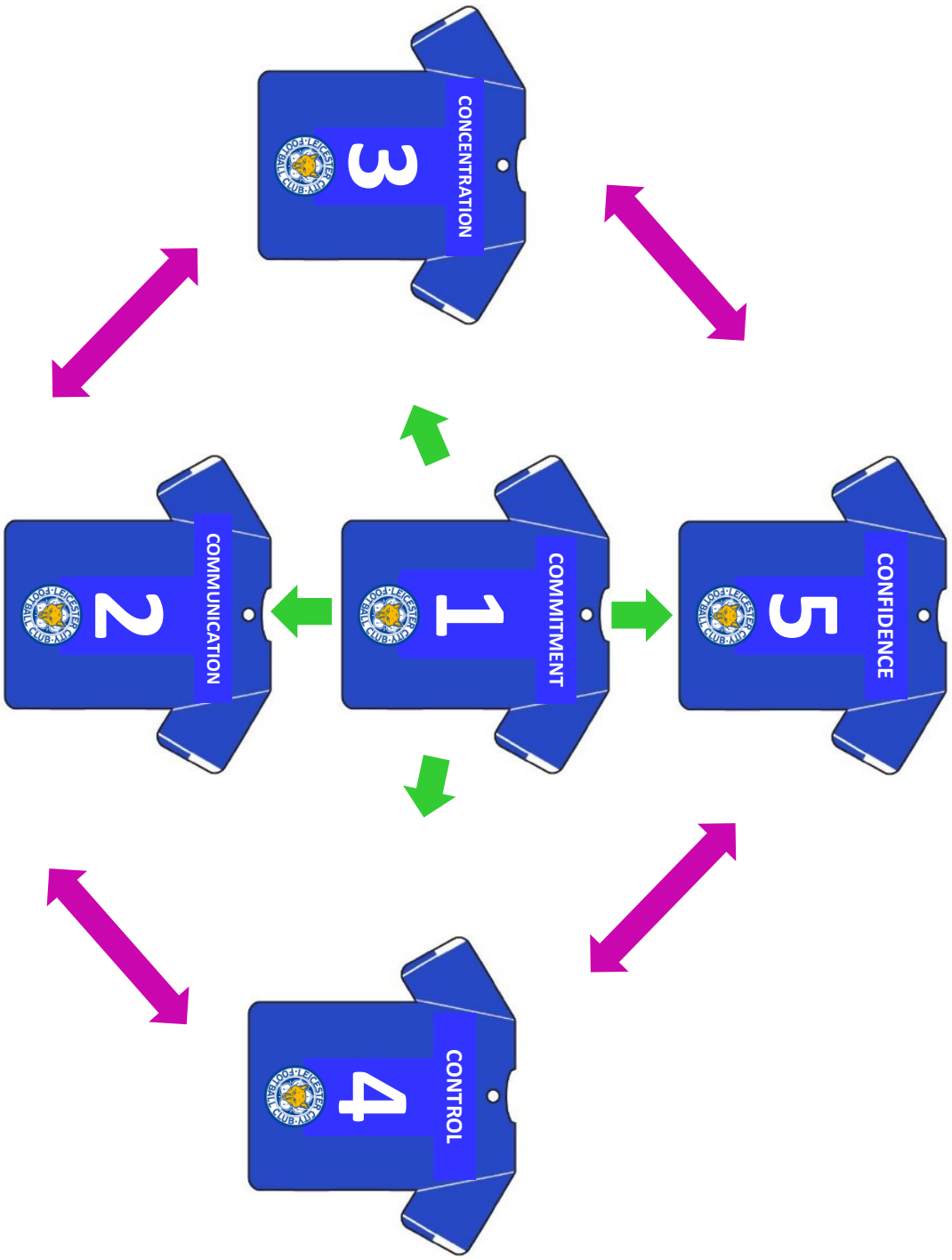
2. Strength is reading the game so make use of this.

# Observation

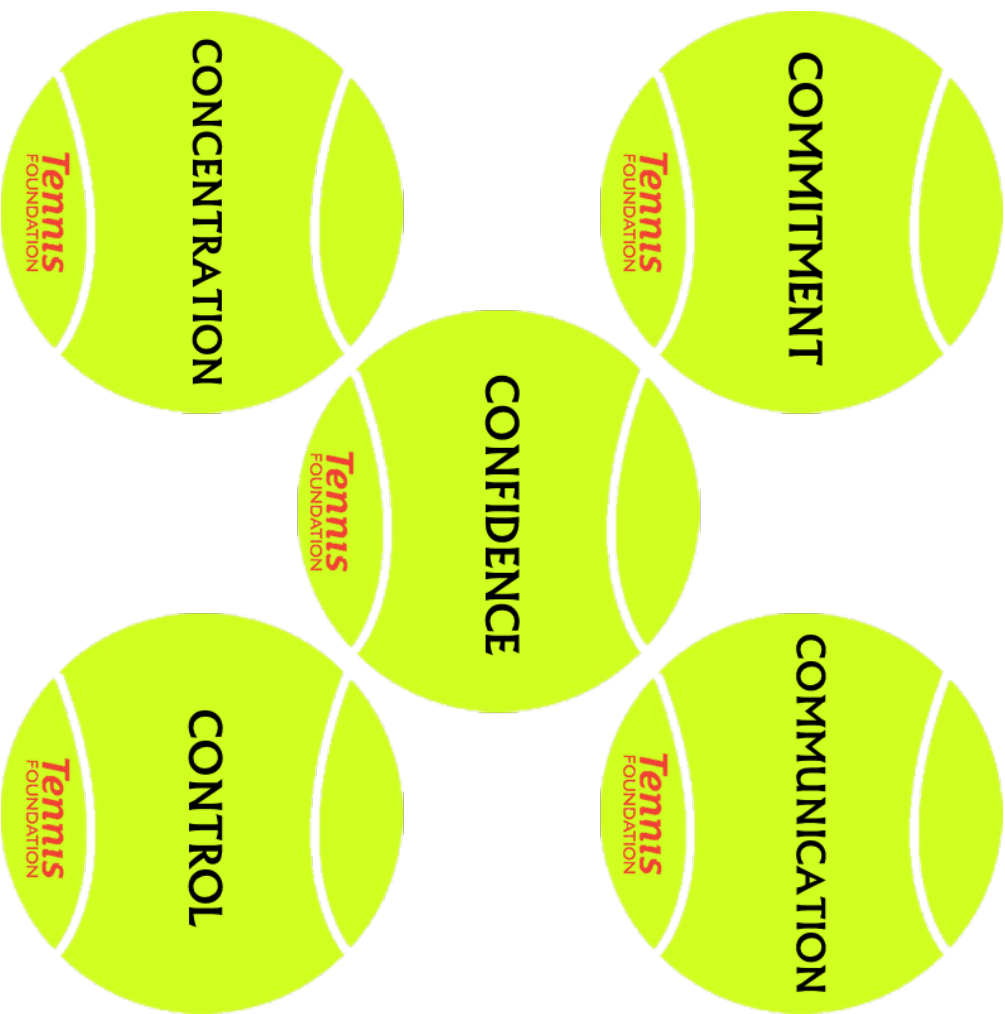
Age Group: U	Venue:	Date:
Player:	ILP Action:	

Shows hunger to master new challenges
Shows determination to complete goals
Thrives in competition and wants to win
<b>Demands high performance</b>
<b>Holds self and others to account</b>
<b>Maintains positive response to others at all times</b>
<b>Shows a relentless focus on the task at hand</b>
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<b>Believes in ability to perform under pressure</b>
<b>Prepared to fail in order to learn</b>
<b>Performs without fear of any negative evaluation or criticism</b>

Notes
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# Knowing the performer - FOOTBALL



COMMITMENT	COMMUNICATION	CONCENTRATION	CONTROL	CONFIDENCE
Showing elevated levels of effort	Asking questions of coach about a drill or skill	Staying focused on key components of a drill without being distracted	Recovering quickly after mistakes without a negative reaction or emotion	Wanting the ball with no fear of mistakes
Persistence at skills in the face of mistakes or failure	Sharing information with coach and accepting feedback	Listening to instructions attentively and making eye contact	Maintaining high positive body language to all events and consistently throughout	Bringing a presence to training that exudes confidence
Showing interest and engagement in mastery with no avoidance of difficult skills	Encouraging, praising and instructing team mates clearly and confidently	Helping others to refocus quickly, indicating an organisational focus	Averting arguing or blaming teammates alongside negative emotions	Maintaining a positive approach to the session indicative of genuine belief



# Knowing the performer - TENNIS

COMMITMENT	COMMUNICATION	CONCENTRATION	CONTROL	CONFIDENCE
Conducts disciplined and structured mental and physical warm ups for matches	Is prepared to listen and demonstrates a willingness to learn from others	Responds quickly to game situations	Takes ownership of their performances and does not look for excuses	Develops confidence from acknowledging that they have trained and prepared as well as they could
Shows determination in chasing down every ball regardless of game situation	Is able to take criticism and interpret key messages for development	Maintains intensity and performance levels against players of perceived lower ability	Responds swiftly and positively after either winning or losing a personal battle with his/her opponent	Looks to impose self on match rather than wait for opponent errors
Reflects on training and match performances to find solutions	Praises and positively reinforces self or doubles partner in response to their efforts or skill	Makes a high percentage of good decisions in important game situations	Controls arousal levels in situations of adding personal meaning	Demonstrates inventive or creative play as opposed to making defensive decisions

Player Name:

To what extent does the player demonstrate the following:

Ineffective      Inconsistent and/or lacked purpose      Consistently with purpose and intent

Conducts disciplined and structured mental and physical warm-ups for matches <b>COMMIT 1</b>	1	2	3	4	5	6	7	8	9	10
<i>If rated as 1 – 2 or 8 – 10 please give example of behaviour that demonstrated this.</i>										
Shows determination in chasing down every ball regardless of game situation <b>COMMIT 2</b>	1	2	3	4	5	6	7	8	9	10
Works hard in training to make small differences <b>COMMIT 3</b>	1	2	3	4	5	6	7	8	9	10
Demonstrates that they will go the 'extra mile' to achieve their goals <b>COMMIT 4</b>	1	2	3	4	5	6	7	8	9	10
Reflects on training and match performances in order to find solutions <b>COMMIT 5</b>	1	2	3	4	5	6	7	8	9	10
Is prepared to listen and demonstrates a willingness to learn from others <b>COMMUN 1</b>	1	2	3	4	5	6	7	8	9	10
Is able to take criticism and interpret key messages for development <b>COMMUN 2</b>	1	2	3	4	5	6	7	8	9	10

Name:

To what extent do you demonstrate the following:

Ineffective      Inconsistent and/or lacked purpose      Consistently with purpose and intent

I conduct disciplined and structured mental and physical warm-ups for matches	1	2	3	4	5	6	7	8	9	10
<i>If rated as 1 – 4 or 9 – 10 please give example of behaviour that demonstrated this.</i>										
I show determination in chasing down every ball regardless of game situation	1	2	3	4	5	6	7	8	9	10
I work hard in training to make small differences	1	2	3	4	5	6	7	8	9	10
I demonstrate that I will go the 'extra mile' to achieve my goals	1	2	3	4	5	6	7	8	9	10
I reflect on training and match performances in order to find solutions	1	2	3	4	5	6	7	8	9	10
I am prepared to listen and I show that I am willing to learn from others	1	2	3	4	5	6	7	8	9	10
I am able to take criticism and interpret key messages for development	1	2	3	4	5	6	7	8	9	10

# Knowing the performer - STUDENT



COMMITMENT	COMMUNICATION	CONCENTRATION	CONTROL	CONFIDENCE
<p>Attendance on time having prepared for each session</p> <p><b>...I really need to get a first.</b></p>	<p>Asks questions in lectures and contributes to seminars and practical activities</p>	<p>Is able to maintain task focus particularly in seminars</p> <p><b>I didn't know...</b></p>	<p>Recovering quickly after mistakes without a negative reaction or emotion</p> <p><b>Leaves seminar early to relieve immediate negative emotion</b></p>	<p>Taking on challenges to progress learning with growth mind-set</p>
<p>Asks for feedback and improvement rather than grades</p>	<p>Accepts feedback and raises any concerns or challenges in advance</p>	<p>Listening to instructions attentively and making eye contact</p>	<p>Acknowledging demand of task rather than dominant emotion</p>	<p>Acknowledging relevance of session to their specific goals</p>
<p>Will this be in the exam? and expertise</p>	<p>Uses own a performance</p> <p><b>...I am rubbish at maths. I don't like maths. None of my family are good at maths etc</b></p>	<p>...fully reads and assesses objectives</p>	<p>Takes respo planning, co performance avoids blaming others</p> <p><b>He/she never went through that in the lecture</b></p>	<p>ng a positive to the year suggests belief in their abilities</p>

# Physical Education

## Developing the 5Cs in Physical Education



Project STRiPE provides ideas and useful practices to embed a philosophy of the growth mindset. Development of mentally tough and emotionally intelligent pupils who approach challenges and show consistent effort especially in the face of learning errors can be supported by targeting five psychological skills, the 5Cs: **Commitment, Communication, Concentration, Control, and Confidence**. The aim of STRiPE is to equip and empower teachers to develop these important psycho-social skills and help pupils to fulfil their potential, especially across the transfer from primary to secondary school.



**Commitment** is an important interpersonal skill that fosters positive self-esteem, persistence in the face of setbacks and mistakes, a strong work ethic and a sense of competence through arduous attempts leading to further skill development.

**What can You do?**

- Reward pupils' effort and attitude beyond just the execution of the outcome.
- Give skill specific feedback and help pupils set realistic goals.
- Provide personalised recognition when pupils show high levels of determination, engagement, and teamwork.

**Communication** is an important interpersonal skill in social and achievement situations that reflects our ability to relate to others. The communication process includes how information is sent, received, and interpreted between two or more people.

**What can You do?**

- Promote pupils' awareness of body language and non-verbal communication.
- Reinforce when a pupil provides constructive feedback, praise, or instruction to their classmates.
- Encourage pupils to treat constructive feedback as a possibility to develop rather than as a personal criticism.

**Concentration** reflects our ability to attend to the right things at the right time, and in the right place while blocking out the distractions. Attention can be internal or external.

**What can You do?**

- Highlight the correct cues that pupils should focus on (e.g. teacher's instruction at the beginning of a class, events during a game play), towards to reinforce relevant concentration cues for a specific task (e.g. after a mistake to quickly bounce back).
- Teach activities that require pupils to switch between different types of focus.

**Control** refers to our ability to manage our emotions and achieve a desired state of alertness and readiness enabling us to 'bounce back' after mistakes.

**What can You do?**

- Show pupils the difference between positive and negative emotional reactions and illustrate the consequences of negative feelings, poor body language, and anger.
- Use games and drills to practise positive responses to adversity and resilience in the face of challenges and obstacles.
- Reinforce the use of breathing and visualisation to cope with stressful situations.

**Confidence** is linked to the beliefs that pupils have about their own ability to execute a skill to a perceived or desired level, or about achieving a specific outcome.

**What can You do?**

- Give praise and constructive feedback.
- Progressively build success and promote confidence by supporting pupils in setting self-referenced goals.
- Underline the importance of a positive body language and participating in the PE classes with a positive energy.



“PE classes create opportunities for pupils to build their character and help develop important psycho-social skills. Mastering the skills such as the 5Cs can also help develop other abilities, for example: **teamwork, cooperation, leadership, or problem solving**. Targeting the 5Cs in the primary PE classes can bring not only enjoyment and fun, but can help to build a repertoire of skills which ensure a smooth transition to secondary school PE.

The 5Cs are qualities which can be improved in every child. By underlining the importance of effort and persistence, PE teachers can promote the **growth mindset** and support children's development.”



## TARGETED

- Who?
- Which year group or individual?

## TIMELY

- When?
- Embedded in school year or reactive?

## TAILORED

- Which C and how?





# Physical Education

Academy vs School challenges and opportunities

Different motivation to participate sport / PE

Lots of good examples are these reinforced?

Reward / reinforce the good not just punish the bad

Live not laminate

Link to culture





# Key Messages

- No single intervention will have greater research support to impact player performance than a cohesive consistent programme.
- The 5Cs is a flexible psychosocial framework vital to achieve a consistent language for teachers, coaches, players, parents.
- Without agreement the effectiveness of psychology will be diluted / intangible.
- If we believe that psychology is fixed we have to get better at selection. If we believe it can be developed we have to get better at training.
- Every child has the opportunity to experience a psychological return on the session.



Thank You

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