

THE 5 Cs FRAMEWORK

C ONCENTRATION

The ability to focus our attention on the right things at the right time and not get distracted.

For example, Coaches can help players to develop **Concentration by:** Asking players what they were focusing on and guiding them to focus on relevant cues (e.g. watching the ball onto the strings).

C OMMUNICATION

The ability to have positive interactions with peers, Coaches, parents and referees.

For example, Coaches can help players to develop **Communication by:** Setting up drills where players have to work together to achieve a goal and debriefing how they used communication to achieve this.

C OMMITMENT

Giving unconditional effort regardless of the score and persisting after mistakes.

For example, Coaches can help players to develop **Commitment by:** Focusing on a player's effort and self-improvement (as opposed to comparing them to others).

C ONTROL

Understanding emotions and using strategies to manage them to respond well after mistakes.

For example, Coaches can help players to develop **Control by:** Discussing and normalising feelings players experience and helping them to develop strategies to manage these (e.g. between point routines).

C ONFIDENCE

Having the self-belief to approach and persist with challenging tasks.

For example, Coaches can help players to develop **Confidence by:** Challenging players at the right level where they are able to build up small successes at a task.

PROCESS AND OUTCOME GOALS

Process Goal:

How you do something:
Things that are in the players' control to achieve, self-referenced behaviours that can be executed every time (with effort and focus) and help a player to perform well.

Outcome Goal:

What the result is:
The result of something you do, which is often less controllable, and its success is often defined by reference to others.