Nottingham Trent University

The 5Cs Framework: Supporting Psychosocial Development through Coaching Practice in Youth Sport

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Tracked back | Give up | Giving out instructions | Look | Bored | Not afraid

Keep trying | Effort | Re-grouped | Vision | Anxious | Sulk | Positive attitude

Commitment | Supporting | Focused | Worried | Positive | Body language

Setting aims | Intensity | Blame | Switches on | Energetic | Spring in the step

Persistence | Stopped trying | Reinforce | Aware | Calm | Want the ball

Working hard | Encouraging | Praise | Attention | Control | Not getting involved

Eagerness to engage | Criticise | Argue | Read the game | Frustration | Belief

Fast tempo | Learnt | Cohesion | Distracted | Relaxed | Energy | Confidence

Preparing | Communication | Gets head up | Lethargic | Progressive challenges

Determination | Listened | Eye contact | Out of position | Composure | Fearful

Improve | Trying hard | Praise each other | Concentration | Annoyed | Drive

Attempting new skills | Feedback | Refocus | Lost interest | Tenses up | Hide

Confidence

We want to encourage players to try new skills, make brave decisions that will help their development, show positive body language and stay engaged in the match from start to finish

Commitment

We want to encourage players to prepare well, show consistent and persistent effort, and be motivated by a desire for continual learning and improvement



Control

We want to help players to develop their ability to manage their thoughts, feelings and emotions, using strategies that enable them to cope with difficult situations in matches

Communication

We want to encourage players to develop high quality relationships with others through their ability to show respect, praise and encouragement, questioning and listening skills, and acknowledgement of feedback

Concentration

We want to inspire players to focus on a task right through to its conclusion, maintaining attention on the key components and in the midst of potential distractions

NTU

The Sport Psychologist, 2008, 22, 109-133
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Developmental Consulting in a Professional Football Academy: The 5Cs Coaching Efficacy Program

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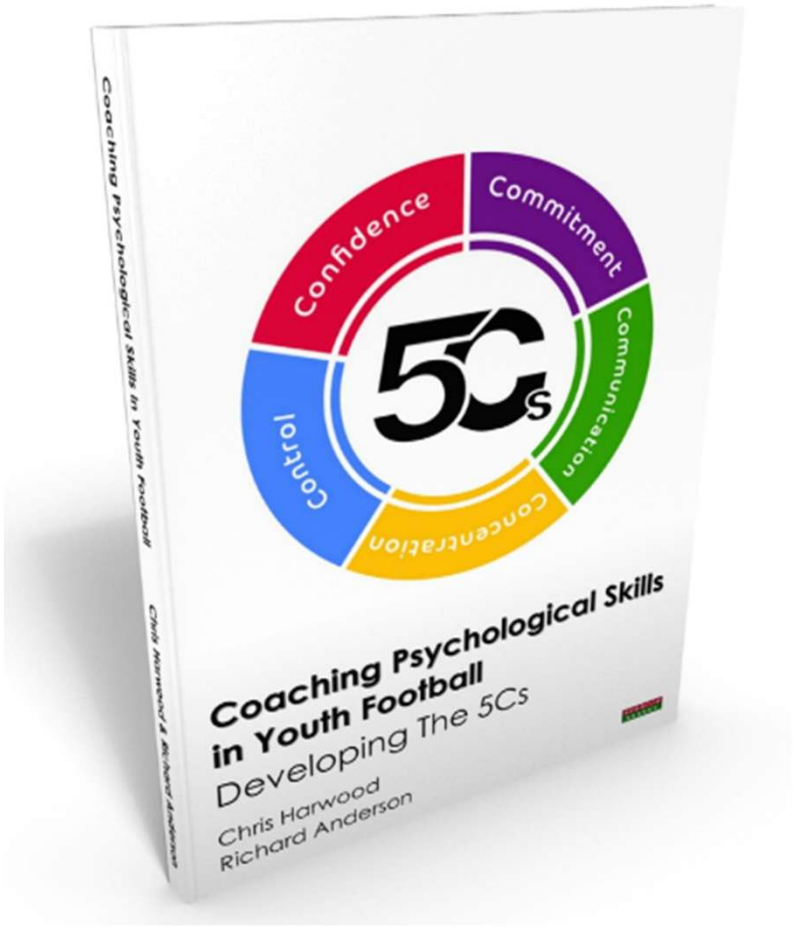
Human Kinetics
APPLIED RESEARCH

Psychosocial Development in Youth Soccer Players: Assessing the Effectiveness of the 5Cs Intervention Program

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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.



(Harwood & Anderson, 2015)


Parents
5Cs in Training
5Cs Pre-Match Goals
5Cs Match Responses
Post-match learning (self)
Post-match learning (team)
Coaches

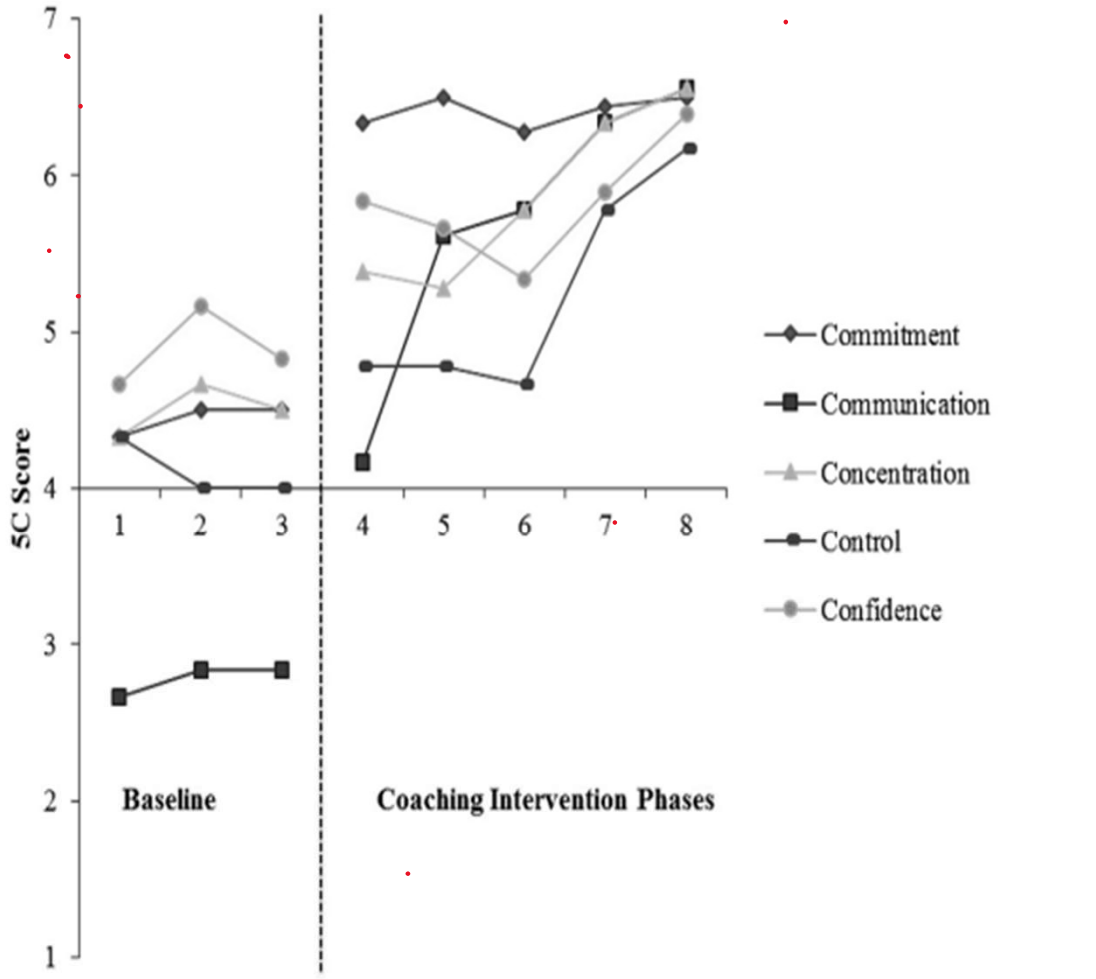
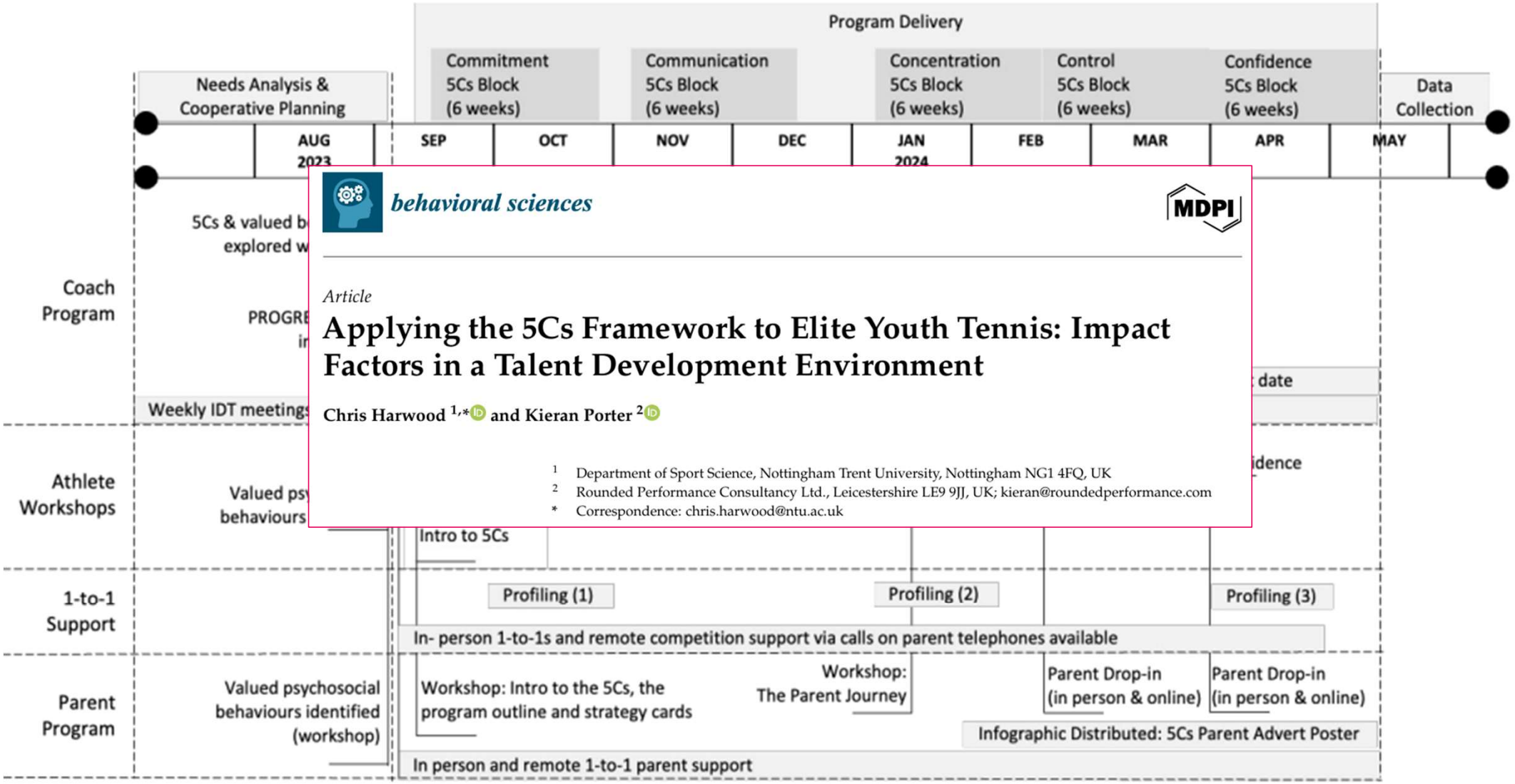


Figure 3 — Player 3 Perceptions of 5C use.

Table 4 Combined 5C Psychosocial Profiles from Final Baseline (Time 3) to the End of the Study (Time 8)

Participant	Baseline Time 3 (Mean, *SD*)	Postintervention Time 8 (Mean, *SD*)
Player 1	4.63 ± 0.92	6.48 ± 0.19
Parent 1	4.53 ± 0.30	6.32 ± 0.19
Coach 1	2.70 ± 1.49	6.41 ± 0.14
Player 2	4.37 ± 0.46	6.62 ± 0.11
Parent 2	4.27 ± 0.58	6.54 ± 0.12
Coach 2	4.07 ± 0.50	6.53 ± 0.13
Player 3	4.13 ± 0.79	6.43 ± 0.16
Parent 3	4.23 ± 0.79	6.27 ± 0.23
Coach 3	4.00 ± 0.53	6.38 ± 0.16
Player 4	4.33 ± 0.41	6.47 ± 0.18
Parent 4	4.77 ± 0.38	6.50 ± 0.13
Coach 4	4.00 ± 0.42	6.48 ± 0.14
Player 5	4.30 ± 0.45	6.47 ± 0.16
Parent 5	4.70 ± 0.32	6.33 ± 0.22
Coach 5	4.10 ± 0.57	6.51 ± 0.15

Harwood, Barker & Anderson (2015)



behavioral sciences

MDPI

Article

Applying the 5Cs Framework to Elite Youth Tennis: Impact Factors in a Talent Development Environment

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Thankyou for your Attention

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