



COTSWOLD ATHLETES  
SUPPORT SCHEME

**SPORTING SUCCESS MINDSET PROGRAMME**



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## OVERVIEW OF THE PROGRAMME

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Improved performance through:

- Enhanced mindset
- Better recovery
- Better stress / anxiety management
- Managing energy better
- Enhanced motivation
- Organising priorities
- Improving self-confidence
- Improving life skills



## High Performance Mentoring

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**"When I jumped 95% was mental and 5% was physical" Our patron, Eddie the Eagle**

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### OVERVIEW OF THE 8 WEEKS

- 1 hour introductory session
- 7 x 45 minute sessions
- Action steps after each session
- Podcasts, books, resources shared
- Emails sent to athlete and parent to confirm meeting times
- Meet virtually using Zoom
- Start and stop the process any time to suit the athlete

At the end of the introductory session we help our athletes think about their goals for the programme and for the next few years. Setting goals is a lifeskill and our athletes set wonderful goals.

We help our athletes write their outcome goals and then map out the performance goals and process goals that they need to work on in order to reach their full potential.

Putting in step by step actions to help them focus on what is required to meet their outcome goals is a large part of the mindset programme.

Some of the strategies we use on the programme are shared in the rest of this document. Often, the actions required to meet their goals involve changing behaviours and beliefs and this is where the athlete's mindset plays a huge part.

### **Goals stated as affirmations**

I am a European Champion  
I have the mindset of a professional athlete  
I am more vocal on the pitch  
I am calm before each race

### **Growth vs Fixed Mindset**

Belief you can get better  
Belief effort pays off  
Happy to take on board feedback  
Thrive on a challenge



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# **Introduction & Goal Setting**

Once our athletes have identified their goals we explain The Chimp Paradox model in order to help them understand that their mind can play a huge part in helping them achieve their goals. It was developed by Professor Steve Peters and is widely used in a sporting context. The Chimp Paradox is a simplified version of our brain split into three parts. Our **human brain** is the rational side of us – where we make rational well thought out decisions based on facts and truth.

Our **chimp brain** is the independent thinking brain that is not under our control. It works with feelings and impressions and uses emotional thinking. This part of our brain feels under threat and is there for a purpose – to keep us safe. Think about a chimp in the wild; it's always looking for danger. Our chimp brain over reacts to stressful situations and can get us in trouble despite the fact it is there for a biological reason – luckily we are not in danger of being eaten by a tiger in the wild! When under threat the human and chimp brain battle it out for dominance and the chimp brain works five times faster than the human so often wins.

The third part of the brain is the **computer brain**. This part of our brain is at the disposal of the human and chimp to put information into for future reference. It acts as a memory and can also act as an automatic thinking and acting machine that is programmed to take over if the chimp or human is asleep or if they allow it to run ahead of them with preformed decisions and beliefs. The computer brain is full of memories, values and automatic behaviours.





# The Chimp Paradox

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THE CHIMP PARADOX, PROFESSOR  
STEVE PETERS

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## Human Brain

Rational and logical  
Thinks of long term consequences

## Computer Brain

Memories  
Values  
Behaviours  
Habits  
Mindset

## Chimp Brain

Emotional  
Impulsive  
Focuses on feelings  
Helpful under physical threat  
Can be very unhelpful  
Needs managing



## Imagery and Role Models

### IMAGERY AND ROLE MODELLING

#### Imagery

Athletes can stimulate their brain to benefit from the imagined practise without any risk of injury or fatigue. We give the athletes many tools and strategies to help them do this.

We help them see, feel, and hear their optimal performance to help them achieve it in real time.

Imagery can help athletes:

- See success
- Be motivated
- Manage energy levels
- Learn / perfect a skill
- To refocus
- To prepare for competition
- To evaluate performance
- To recover from injury

#### Role Modelling

Seeing others try hard and succeed can help us with our own achievements.

When Roger Bannister broke the four minute mile it only took 46 days for it to be done again. We help our athletes identify their role model and help them look at the behaviours, values, tactics, strategies and beliefs that their role model displays.

## **Stress / Anxiety Management - mental energy**

Depending on the athlete we are working with there are many strategies we can share to help deal with stress and anxiety. Here are just a few examples:

- Control mapping
- What if planning
- Stressor identification
- Bravery box
- Competition planning
- Thought stopping
- Cue words
- Motivational mantra
- Negative to positive self talk
- Managing emotions

## **Recovery - physical energy**

For many athletes they aren't dealing with over training issues. It is more likely they are under recovering. We help our athletes focus on three areas of recovery:

How much training are they doing?

What they are doing to recover (sleep, rest, nutrition, stretching, physio etc)

What other life pressures do they have to deal with (school, homework, friends and family, social media etc)

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# **Managing Energy Levels**





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## Self Confidence and Life Skills

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### SELF CONFIDENCE AND LIFE SKILLS

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Above the joy of winning and competing, sport is a great opportunity to learn valuable personal development characteristics. These help us in the work place, with friends and family and in reaching our highest potential in life.

At the end of the programme we help our athletes look at what skills they can transfer from their sport into their life. It is our aim to help our athletes develop strong self confidence coming from higher levels of self esteem and self belief.

We've given you a flavour of what we do with your children over the course of the eight week Sporting Success Mindset Programme. What can you do at home to keep the mindset skills flowing? You are the number 1 influencer and are doing an incredible job raising your athlete. Once your child's skills have become habitual some say that performances are 80% mental and 20% physical! You are also dealing with a teenage brain - it is important to remember that as much as your child is going through physical maturation, their brains are going through this similar process.

Here are some friendly suggestions:

Encourage your athlete to compete against themselves since this creates personal growth as well as empowerment so that they can strive to be the best version of themselves.

That way they have full control over 'who they are beating' and takes the spotlight off a competitor or team who may be inhibiting their mental performance as well as their confidence.

Detach self-esteem from accomplishment. Too many athletes attach self-worth to the level of performance or outcomes. Help your child understand that they are a person FIRST and an athlete second instead of an athlete who happens to be a person. Success or number of wins should not determine a person's self-esteem.

Help them to feel confident in other aspects of their life as well, to create a really good balance.



**Messages for  
Parents**



## PERSON / OUTCOME PRAISE VS PROCESS PRAISE

We want to foster a growth mindset with your athlete so that they want to learn and grow as opposed to having a fixed mindset where they are afraid to take risks or change their behaviour. The way you praise your children can help this.

### **Person / Outcome Praise = FIXED mindset.**

Example "You are so athletic" "You are a natural" "You are the best player on your team" "You were born to play".

This can create an ego-oriented motivational climate where athletes are less likely to grow.

### **Process Praise = GROWTH mindset.**

Example: "You did a great job passing the ball to Jen, because you used the inside of your right foot, and planted your left foot, placed it in the direction you were aiming for, then you had a great follow through"

This fosters a mastery (task)-oriented motivational climate which enhances their motivation and longer term skills.

Messages for  
Parents



**WE ARE WHAT WE  
REPEATEDLY DO.  
EXCELLENCE THEN, IS NOT  
AN ACT BUT A HABIT.**

Will Durant on Aristotle