



Athlete Profiling for **WHAT IT TAKES TO WIN**

National Talent Development

WELCOME

Archery GB Vision

Achieve, Grow, Believe

Archery GB Mission 2015-21

Lead, grow and promote Archery to create greater value for our sport.

Performance Pathway Objective 2015-21

Develop and implement a Performance Pathway where all archers have the opportunity to progress, in order to be competitive in the international arena.

Assessing yourself

- 1 - Don't understand or not started
- 2 - Started but I need some support
- 3 - I am working on this now
- 4 - I have mostly achieved this
- 5 - I have achieved or exceeded this

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WHAT DOES IT TAKE TO WIN?

- **QUALIFICATION SCORE**
670-680 (m), 660-670 (f)
- **ELIMINATION SCORE (H2H)**
28-29(m), 27-28 (f)
- **TEAM SCORES (COMBINED)**
Men's team: 1970 - 2000 (655 x 3),
Women's team: 1950 - 1965 (645 x 3)
- **MEN'S PARA**
Open Com 670 (143), Compound W1 640 (133), Open Recurve 610 (27)
- **WOMEN'S PARA**
Open Com 660 (140), Compound W1 605 (124), Open Recurve 600 (25)
- **MIXED PARA (COMBINED)**
Compound Open 1310 (134), W1 Compound 1240 (131),
Open Recurve 1200 (37)

CRITICAL DETERMINANTS

- **OPTIMAL EQUIPMENT**
- **PSYCHOLOGICALLY ROBUST (1:1 COMP:TRAINING)**
Technical Indicators:
Preparatory Processes
Competition Decision Making
Challenge-Threat Status (Para)
- **CONSISTENT & ROBUST TECHNIQUE**
Technical Indicators:
Low Variability in Execution (Displacement & Velocity)
Alignment (angles)
Posture (angles & CoP)
Timing (variability of secs)
- **RESERVE PHYSICAL CAPACITY**
Technical Indicators:
Pulling Strength (Flat bench 1 RM)
Isometric Pull Strength (Max Rep Prone Tempo Row)
Repeated Iso Pull Strength (Max Rep Prone Tempo Row)
Specific Pull Capacity (Repeated Isometric Bow Draw Tests)

TRACKING, BENCHMARKING AND PROFILING IN ARCHERY

Athlete Development Curriculum

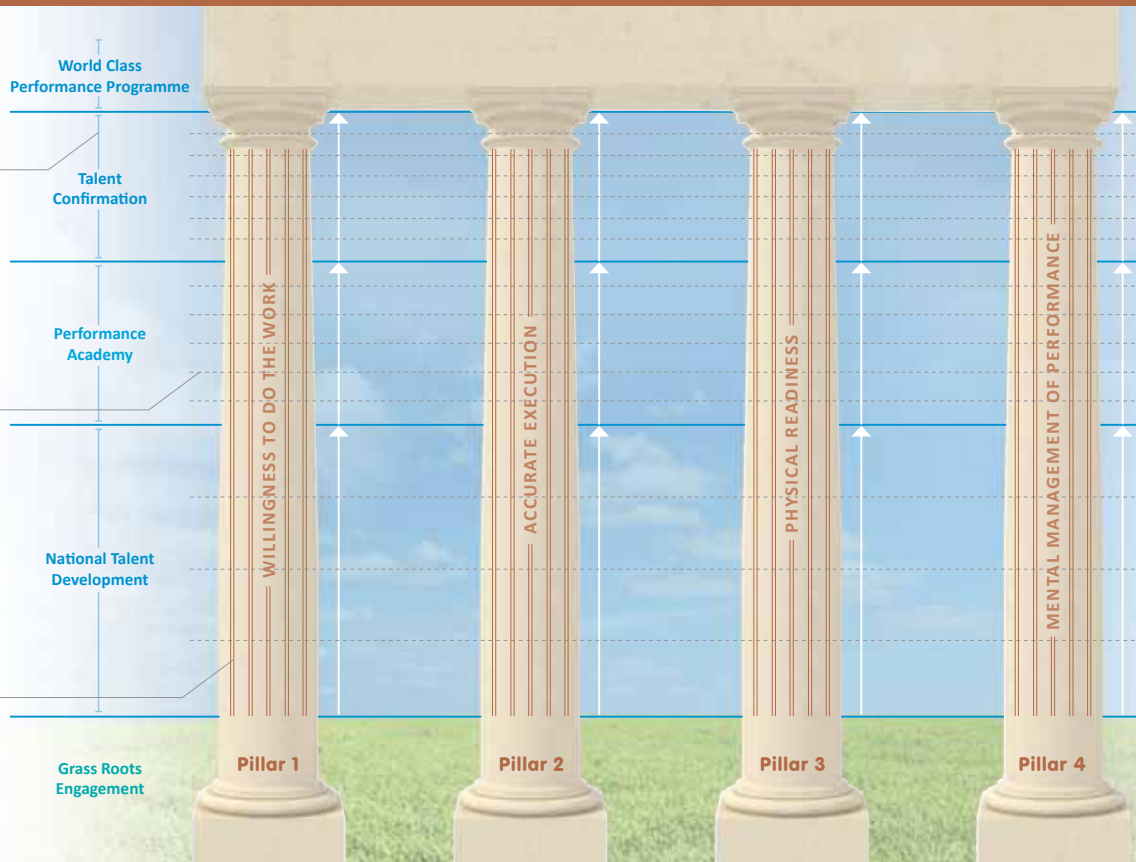
Athletes are supported with their learning and development through targeted training programmes and competitive opportunities for each level. Athletes will have a clear understanding of what they need to know and do to reach the next stage of their development.

Tracking and Benchmarking

Athletes are tracked through their development on key elements of their programme so that they can monitor their progress. They will also undergo benchmark testing which helps them view their trajectory referenced against the World's best archers at that specific stage of development. What is tracked and benchmarked may change throughout the pathway dependent upon the curriculum demands at each level.

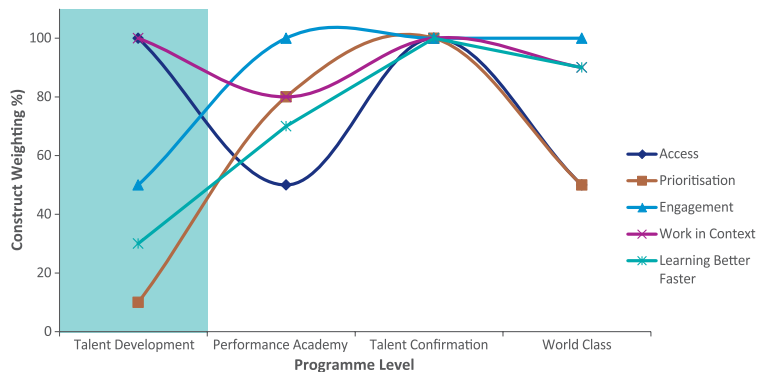
Athlete Profiling

Athletes undergo a process of assessment on key characteristics identified as being predictive of World Class success. These will be stable throughout the pathway, but weighted appropriate to the age and stage of the athlete being profiled at each level.

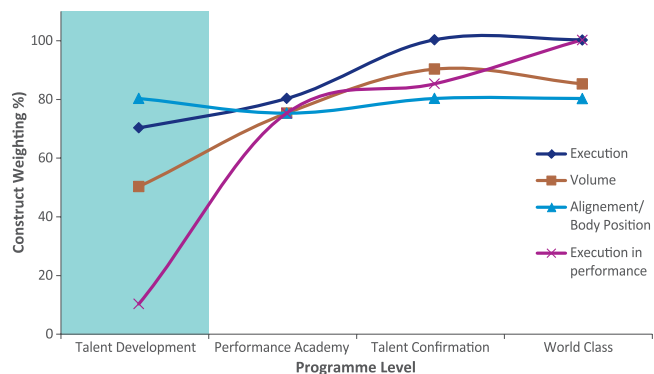


INDIVIDUAL CONSTRUCT WEIGHTINGS WITHIN ATHLETE PROFILE

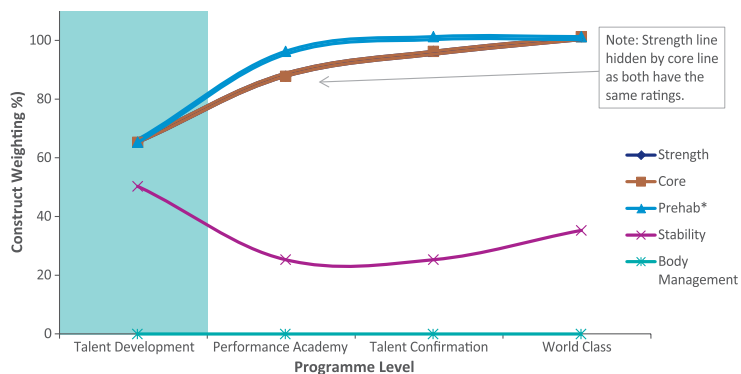
PILLAR 1 - WILLINGNESS TO DO THE WORK



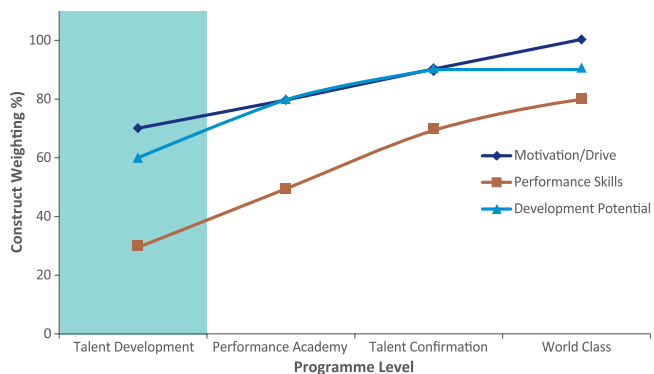
PILLAR 2 - ACCURATE EXECUTION



PILLAR 3 - PHYSICAL READINESS



PILLAR 4 - MANAGEMENT OF MENTAL PERFORMANCE



PILLAR 1 - WILLINGNESS TO DO THE WORK

ACCESS

Athlete needs to demonstrate they are able to access the sport including training facilities, equipment, social support and relevant competitions in order to engage at sufficient levels to support future World Class potential.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
Athlete has the appropriate equipment for this stage of development and the means to acquire equipment as they mature	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete has access to daily training equipment (e.g. blank boss, mirrors, video, sufficient arrows, limbs etc.)	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete has the necessary means to access training and competitions and the means to increase their engagement as they move through the pathway	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete has the time/means to engage fully in the programme demands and potential future demands as they move through the pathway	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

PILLAR 1 - WILLINGNESS TO DO THE WORK

PRIORITISATION

Athlete demonstrates the desire and track record of commitment and prioritises this work.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
Athlete can demonstrate how the sport fits into their life	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete shows the willingness to 'find a way' and takes responsibility for making that work happen	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete understands and accepts that prioritising this work will involve a level of sacrifice of some other activities and that those trade-off's will increase as they progress through the pathway	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete acknowledges and plans for periods of time constraint	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

PILLAR 1 - WILLINGNESS TO DO THE WORK

ENGAGEMENT

Athlete can demonstrate autonomy in the way they chose to engage, show curiosity about their sport and planning of their life in sport.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
Athlete engages fully and consistently in the work that is set	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete is punctual and present at all sessions, responds in a timely manner and doesn't make excuses	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete is proactive in ensuring they commit to appropriate domestic events that will offer them a platform for performance development	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

PILLAR 1 - WILLINGNESS TO DO THE WORK

WORK IN CONTEXT

Athletes approach is self directed showing a healthy balance with their wider life and identity.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
<p>Athlete can demonstrate a healthy approach to their training</p>	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
<p>Athlete is self-motivated to engage in a range of activities that will support their life balance and long term development</p>	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
<p>Athlete can demonstrate an understanding of the work as being the means to a competitive end</p>	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

PILLAR 1 - WILLINGNESS TO DO THE WORK

LEARNING BETTER, FASTER

Athlete shows responsiveness to training and coaching offers and takes a lead in asking questions and directing their own journey.

What you will need to know and do

Athlete shows a curiosity about the sport asking well thought through, appropriate questions of themselves, using coaches and staff

Athlete shows a willingness to take the lead in one to one sessions with staff, understanding their own needs and seeking ways to make that happen

Athlete shows 'response' to coaching offered during coaching session and on return to the next session (technical, physical and psychological responsiveness)

Athlete Self-Assessment

Now

1 2 3 4 5

Next

1 2 3 4 5

Now

1 2 3 4 5

Next

1 2 3 4 5

Now

1 2 3 4 5

Next

1 2 3 4 5

Athlete Needs

Action Plan

PILLAR 2 - ACCURATE EXECUTION

EXECUTION

A deliberate approach to bring about consistent and accurate execution and a clear understanding of how it feels.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
Athlete has clear understanding of what constitutes good execution and a focus on the process not the outcome of this.	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete can demonstrate gold standard at low intensity shooting/ movement pattern (close blank boss)	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete strives for good execution in their shooting every time	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Athlete demonstrates consistency in execution through transition within stage of skills acquisition through to performance.	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

PILLAR 2 - ACCURATE EXECUTION

VOLUME

Athlete engages in the sport sufficiently to do the hours and volume required to make significant performance gains.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
Athlete engages in training a minimum of three days per week with scope to increase to five days a week.	Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>		
Athlete is already doing 1000 reps per week of appropriate, programme centred activity.	Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>		

PILLAR 2 - ACCURATE EXECUTION

ALIGNMENT/BODY POSITION

Athlete has reasonable body awareness to be able to move into the right posture, position and alignment. The fundamental movement patterns exist to support skill development for the sport.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
<p>Athlete can move their body into good posture and alignment and retains throughout the session.</p>	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
<p>Athlete understands why good posture is important to good execution.</p>	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

PILLAR 2 - ACCURATE EXECUTION

EXECUTION IN PERFORMANCE

Athlete demonstrates some ability to take training form into competition and shows an appetite and enjoyment for competition and winning.

What you will need to know and do

Athlete shows signs that they are attempting to maintain their technical form of posture and alignment under pressure when shooting for score.

Athletes can score at a level and distance commensurate with Performance Academy level relative to cohort.

Athlete Self-Assessment

Now

1 2 3 4 5

Next

1 2 3 4 5

Now

1 2 3 4 5

Next

1 2 3 4 5

Athlete Needs

Action Plan

PILLAR 3 - PHYSICAL READINESS

STRENGTH

Improvement of the strength reserve of the upper body and supporting musculature to find technically strong positions for effective execution that is robust to isometric duress and high volume demand at a poundage reflective of World Class performance.

What you will need to know and do

Stage 1+ A clear understanding and proprioceptive awareness of neutral: lumbo pelvic, scapular, shoulder and cervical positioning. Ability to find these shapes and positions, and maintain them.

Stage 1+ Ability to find and maintain strong integrated stable positions.

Stage 1 A base of localised muscular capacity around key stabilisers of the scapula, rotator cuff, posterior shoulder, trunk and hips.

Athlete Self-Assessment

Now

1 2 3 4 5

Next

1 2 3 4 5

Now

1 2 3 4 5

Next

1 2 3 4 5

Now

1 2 3 4 5

Next

1 2 3 4 5

Athlete Needs

Action Plan

PILLAR 3 - PHYSICAL READINESS

CORE

Improvement of the strength qualities and capacity of the trunk and supporting musculature to stabilise technically strong positions for effective execution that is robust to isometric duress, high volume demand at World Class poundage, and perturbations associated with release.

What you will need to know and do

Stage 1+ Segmental control and an ability to find and brace in functionally proficient loading positions.

Now

1 2 3 4 5

Next

1 2 3 4 5

Stage 1 A base of localised muscular capacity around key stabilisers of the trunk.

Now

1 2 3 4 5

Next

1 2 3 4 5

Athlete Self-Assessment

Athlete Needs

Action Plan

PILLAR 3 - PHYSICAL READINESS

PREHAB

Development of functional capacity of the musculature of the scapula and rotator cuff for prevention of and robustness from injury. Improved stability performance around the shoulder complex.

What you will need to know and do

Stage 1+ Ability to find and stabilise in functionally efficient shoulder and scapula positions.

Stage 1 A base of localised muscular capacity around key stabilisers of the scapula and posterior shoulder and cuff

Athlete Self-Assessment

Now

1 2 3 4 5

Next

1 2 3 4 5

Now

1 2 3 4 5

Next

1 2 3 4 5

Athlete Needs

Action Plan

PILLAR 3 - PHYSICAL READINESS

STABILITY

Development of lower limb and lumbopelvic stability and its relationship to trunk and upper body function for effective global stability that creates a solid foundation for functional shooting performance.

What you will need to know and do

Stage 1+ Ability to find and stabilise in functionally efficient lumbo pelvic positions.

Stage 1 A base of localised muscular capacity around key stabilisers of the hip and pelvis.

Athlete Self-Assessment

Now

1 2 3 4 5

Next

1 2 3 4 5

Now

1 2 3 4 5

Next

1 2 3 4 5

Athlete Needs

Action Plan

PILLAR 3 - PHYSICAL READINESS

BODY MANAGEMENT

Use of nutrition, hydration and travel tactics to support optimal performance development and execution.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
<p>Stage 1 & 1+ Athlete is proactive in learning food groups, proportions and timings required to support optimal development and performance.</p>	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
<p>Stage 1 & 1+ Athlete is proactive in monitoring and adjusting hydration both in and out of training and competition to support optimal development and performance.</p>	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
<p>Stage 1 & 1+ Athlete plans ahead and adjusts advanced training and preparation schedule to maximise performance on a given day and communicates and gains by informing their 'Team Me' for support</p>	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

PILLAR 4 - MANAGEMENT OF MENTAL PERFORMANCE

MOTIVATION/DRIVE

Athlete is clear on what they want to do and are prepared to do what it takes to achieve their goals.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
<p>Ambition/ Need for success: Having the right attitude, desire, motivation and self-belief.</p>	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
<p>Commitment/ fight: knowing what it takes to succeed and prepared to do what it takes. Strong work ethic and values working hard to achieve desired goals.</p>	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
<p>Clear Goals: Having clear long and short term goals/objectives with a detailed plan of how these will be achieved. Able to maintain balance and perspective to achieve a sport/life balance.</p>	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

PILLAR 4 - MANAGEMENT OF MENTAL PERFORMANCE

PERFORMANCE SKILLS

Athlete is able to demonstrate a range of psychological characteristics consistent with performance in an elite environment.

What you will need to know and do	Athlete Self-Assessment	Athlete Needs	Action Plan
Self-regulation/ emotional control: Having effective emotional control and behavioural regulation skills and able to employ these under 'pressure' in a sporting context in order to perform to their potential.	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Adaptability: Able to adapt in the moment to deal effectively with change situations, challenges, or setbacks in a sporting context.	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		
Decision making/ maintaining focus: Having good tactical knowledge and sporting intelligence. Effective cognitive functioning in order to problem solve, maintain focus and make effective decisions in performance situations (e.g. processing speed, pattern recognition, executive functioning etc).	<p>Now 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Next 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p>		

PILLAR 4 - MANAGEMENT OF MENTAL PERFORMANCE

DEVELOPMENT POTENTIAL

Athlete is able to demonstrate good self-awareness, reflect on own performance and access appropriate support from others in order to realise their sporting potential.

What you will need to know and do

Reflective/ self-aware:
Able to evaluate own performance realistically. Good awareness of own strengths, weaknesses, learning preferences etc. (insights profile or performance skills and abilities). Able to critically evaluate information and advice provided by others.

Resilience: Able to manage change (e.g. coach, environment, techniques etc.) and deal appropriately with setbacks or challenge in their development pathway. Able to appropriately seek support and be regulated by others. Able to use negative sporting or life experiences as an opportunity to develop and move forward.

Athlete Self-Assessment

Now

1 2 3 4 5

Next

1 2 3 4 5

Now

1 2 3 4 5

Next

1 2 3 4 5

Athlete Needs

Action Plan

What you will need to know and do

Openness to coaching/
purposeful practice: Open
to feedback, advice and
instruction from coaches.
Willingness to seek
advice and appropriate
support. Willingness to
work on weakness and
develop strengths through
engagement in purposeful
practice (including self-
directed).

Athlete Self-Assessment

Now

1 2 3 4 5

Next

1 2 3 4 5

Athlete Needs

Action Plan

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