

SAMPLE

CARD SORT FOR COACHING

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About the card sort

- The cards describe competencies, behaviours and qualities for coaches.
- The sort can be completed by a coach on their own, or in a conversation with a coach educator or mentor.
- The cards should be used to identify competencies to grow into super strengths or areas to work on.
- The development areas identified should go into your coach development plan.

Categories of competencies for coaches include:

- in-game and competition management
- personal qualities
- athlete management and development
- leadership
- campaign oversight; and
- technical competencies.

Turn over to see the full list of competencies.

In-game & Competition Management	Personal Qualities	Athlete Management and Development	Leadership	Campaign Oversight	Technical Competencies
Composure	Coaching Ambition and Passion	Caring About Athletes	Adaptability	Creating a Shared Vision and Selling It	Technical Knowledge
Creativity and Innovation	Self Development	Ensuring Accountability	Building Effective Teams	Planning a Campaign	Tactical Knowledge
Timely and High Quality Decision Making Under Pressure	Fast Learner	Developing Athletes	Relationships with other Team Management	Managing a Campaign	Performance Analysis
	Managing My Time and Life Balance	Driving and Managing Change	Positive Leadership Under Pressure		Presentation Skills for Team Meetings
	Resilience	Assessing Athlete Capability	Setting High Standards		Running an Effective Training Session
	Approachability	Fairness to Athletes			Use of Data and Video
	Sense of Humour	Conflict Management			
	Patience				
	Listening				
	Integrity and Trust				
	Ethics and Values				
	Personal Disclosure				

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How to use the cards

COACH

1

SORT FOR STRENGTHS

Sort the cards into roughly three even piles with the following black cards forming the top of each set:

- high/strength
- middle/average
- low/work-on; and
- not applicable.

Sort based on your highest level of coaching.

2

EXPLAIN/RECORD

Explain reasons for placement, focusing on strengths and areas to work on. Take a photo or fill in the worksheets to record placement to refer back to on review.

3

PRIORITISE

Once completed, pick up the cards sorted as areas to work on. You may also wish to select some strengths to include in your development plan that could become super strengths. Sort again for priorities for the next season using the black cards (high, medium, low). Aim to narrow down to not more than two development priorities per category.

Please Turn Over

2

How to use the cards

COACH EDUCATOR/ MENTOR

1

INTRODUCTION

Explain the purpose of the process.

Explain the process (see website for more detail) and give assurances around confidentiality. Check for comfort and questions.

2

GUIDE

Guide the process.

Question, clarify and summarise to help the coach identify the critical priorities.

Listen with an open mind, avoid making judgements.

3

PLAN

Record placement of cards with notes. Select priorities emerging from the second sort and identify development actions (see ideas on the back of cards) in collaboration with the coach.

Tip for the Coach Educator or Mentor: You can complete a separate card sort for comparative discussion if you have observed this coach over a period of time.

HIGH/STRENGTH



THESE ARE HIGH OR MORE IMPORTANT COMPARED TO OTHERS

MIDDLE/AVERAGE



THESE ARE MEDIUM OR SOMEWHAT IMPORTANT COMPARED TO OTHERS

LOW / WORK-ON



THESE ARE AREAS TO WORK ON OR
OF LESS IMPORTANCE COMPARED TO OTHERS

NOT APPLICABLE



THESE ARE EITHER NOT APPLICABLE OR TO BE SORTED AT A LATER DATE



PERSONAL QUALITIES[©]

— SORT CARDS —



Coaching Ambition and Passion

- I understand myself, the reasons I coach, what drives me, and why I enjoy it.
- I have mapped out a clear plan to support my development as a coach.
- I'm goal-focused and result driven; I know where I would like to get to as a coach.
- I am enthusiastic, energetic and passionate about my sport.
- I am prepared to make compromises and work hard to achieve my coaching ambitions.
- I look for opportunities to challenge me, stretch me and help me learn. I am prepared to take on roles that stretch me.



Self-development

- I use every coaching experience to help me learn and grow; looking for ways to challenge and stretch myself. I don't over-rely on my current skill set.
- I regularly reflect on where I could be better as a coach and I have an honest, insightful view of my strengths, weaknesses, opportunities, and limitations, seeking feedback from athletes and other coaches.
- I have a development plan and I know it is changing my approach to coaching every day. I have learning processes built into my day, every-day.
- I look for ways to challenge myself. Sometimes I take risks to learn.
- I know that I have to vary my approach depending on the team and the situation.
- I'm quick to pick up if I need to change my approach or methods.
- I set aside time to learn from research, best practice and other's experiences and approaches (formal and informal learning). I use this new learning thoughtfully.



ATHLETE MANAGEMENT AND DEVELOPMENT

SORT CARDS



Caring About Athletes

- I actively take the time to learn about the lives of my athletes outside of sport. I like to understand their upbringing, family values, culture, what drives them, and what is important to them. In showing that I care, I have found that I am able to build strong relationships and get the best out of them.
- I'm conscious of making myself available to athletes, deliberately setting aside time to build relationships and to help where I can.
- Athletes feel comfortable to discuss their plans, problems, questions, fears, frustrations and proud moments with me. I listen without pre-judging.
- I am perceptive and empathetic.
- When dealing with athletes, I never make them feel uncomfortable, dig too deep, or have favourites; maintaining enough distance to be able to make objective decisions.
- I am observant. I notice how my athletes respond to pressure, challenges, feedback and criticism.



Ensuring Accountability

- In my teams we have clear, agreed behavioral expectations. I stay consistently committed to those agreements.
- When I deal with a problem I am direct and steadfast but fair. I don't procrastinate or let things fester.
- I will support athletes to make amends, address issues or clear up a mess where it is appropriate.
- I am realistic in my expectations of change.
- Where repeated behaviors are clearly damaging the team culture I am not afraid to make the tough calls.
- I don't accept weak excuses, or give athletes too many chances when they are breaking the rules; I am firm but fair.
- I use regular review processes to identify issues that may be bubbling away.



CAMPAIGN OVERSIGHT

SORT CARDS



Creating a Shared Vision and Selling It

- I can facilitate a team discussion that creates an inspirational picture of the future. I will then:
 - galvanise the group to work together, taking ownership of making that picture become a reality.
 - simplify the 'vision' and achieve an emotional connection (hearts and minds).
 - present it in a way that it is memorable, encouraging the team to become passionate about adopting it as theirs.
 - be deliberate and detailed in how each behavior, each day, will (or won't) contribute to the outcome goals.
 - work with the senior athletes to influence others through what they say and do (and what they don't).
 - work to get every last person on board, especially those that don't understand or share the vision at first.
 - work to overcome barriers to achieving our vision and plan.
 - regularly refer to our vision in an optimistic and positive light when I am talking to the group.
- I am said to be charismatic, motivational, inspirational and visionary.



Planning a Campaign

- I have successfully planned a key event campaign (selection, preparation, in-competition, review, etc.).
- I have planned and structured a series of training sessions aligned to a campaign plan and tailored for the group.
- Individual athlete performance plan objectives are built into my campaign plans.
- I understand how to use periodisation within a plan.
- I plan how to work effectively with other support staff, e.g., delegation of tasks, support, training and development.
- I have contingency plans (e.g., how to deal with change, hurdles, barriers, problems or unexpected events).
- I plan how I will track progress.



LEADERSHIP

SORT CARDS



Building Effective Teams

- When I bring a group together, I work to create a collective commitment to the group goals, a sense of belonging and an established culture with clearly defined behavioral expectations.
- I have worked with teams that have diverse cultural backgrounds or family values and have been able to unify them into a team, encouraging respect for each other.
- I use complements and rewards effectively to reinforce the group's reliance on each other.
- I have worked with senior players to develop their leadership skills.
- I have built resilience within a group to ride through the ups and downs (e.g., poor results, upsets, change and tough challenges).
- I will make tough calls if I think someone is working against the direction of the team.



Relationships with Other Team Management

- I build relationships quickly and easily. I am easy to work with.
- In the past, I have been able to build strong management groups that trust and support each other. I create a safe environment to question and challenge openly and honestly.
- I have clear processes for decision making.
- During discussions I represent my views confidently, but I am also respectful of other management and allow them the opportunity for input.
- If there are problems or differences of opinion between myself and another member of team management, I work to resolve it as quickly and quietly as possible without the awareness or involvement of the athletes.
- I've never felt I had to compete with other coaches or support staff for recognition or position.
- If I'm the head coach, I'm comfortable leading. If I'm the assistant coach, I'll support the head coach. If I'm not clear on my role, I will work to gain clarity.



TECHNICAL COMPETENCIES

SORT CARDS



Technical Knowledge

- I have functional, technical and/or specialist knowledge of how to teach skills for my sport.
- I can vary how I teach the skills for my sport so that it is appropriate for the athlete's age and stage of development.
- I have taught skills by breaking them down and building them back up.
- I seek out technical specialists that I can learn from.
- I can teach nuances such as deception, variation, decision-making, changing first reactions, etc.
- I encourage the athlete(s) to self-analyse.
- I use innovation, goal setting, competition and challenge to motivate skill development effectively.



Tactical Knowledge

- I regularly create and implement effective tactical plans appropriate for the situation and opposition.
- My strategies are designed to exploit opponent weaknesses and deploy our strengths effectively.
- I can explain an individual's role within a plan and how it relates to the teammates or competitors around them clearly and simplistically. I always check understanding.
- I create strategies on how to adjust the plan depending on the circumstance (e.g., score line, time left on the clock, player sent off, opponent response, etc.).
- I have taught different styles or tactics e.g., zonal vs man-to-man marking, vs defensive structures.
- I can teach different tactics and roles for set-plays competently.
- When I am trying something new, I always have a plan B, and a strategy to deploy this without undermining plan A.



IN-GAME & COMPETITION MANAGEMENT

SORT CARDS



Composure

- When under pressure, I am able to stay focused on the task at hand and appear calm and in control.
- I have processes to manage the stress and emotions that come with a big competition or match. It takes a lot for me to lose my cool.
- When others around me start to feel the heat, I can be counted on to show leadership and hold things together.
- I plan for the unexpected, and therefore find that I handle it better than I otherwise would.
- I know what my hot buttons are and have strategies (e.g., delaying my reaction), to make sure that my reactions are well thought through.



Creativity and Innovation

- I search for innovative new ideas and am not afraid to test them out (e.g., ways to teach something new, different tactical strategies).
- I can see patterns and make connections or inferences that others don't see.
- I create a safe environment, encouraging my athletes/support team to contribute innovative ideas to the group.
- I can intuitively identify which new ideas will work for the current team personnel.
- I'm brave, I will risk failure, trying something new that others might not risk; and see this as important to role model to my athlete(s). When taking a risk I'm open with the athletes about what I'm doing so that they can be accepting if it doesn't work out.
- I use creativity and innovation when it is appropriate. I don't over-do it to the point that it wastes valuable time.