

SAMPLE



## CAMPAIGN REVIEW FOR INDIVIDUAL SPORTS

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## About the card sort

- Each card covers an area of review for the sport campaign or competition.
- The head coach should play the key role in the review but other support staff, and the athlete should be involved in the campaign review.
- Each person involved in the review should complete their own card sort so that the review process can encourage different views to be discussed.
- The review process should be facilitated.
- The process should be equally focused on areas of success as well as areas of improvement in building recommendations for future campaigns.

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## How to use the cards

- The participants in the review should all sort their set of cards into piles of high, medium and low.
- The facilitator will then seek feedback from each participant on placement and reasoning, for each area of review.
- The facilitator should then encourage discussion on areas of agreement, focusing on strengths and areas to work on, as well as areas where there are significantly different evaluations.
- The outcome of the discussion should be recorded on the campaign review template by an independent observer.
- Future recommendations should be presented to the governing organisation.

### Campaign review areas:

- campaign set-up, planning and build-up
- competition
- coaching
- athlete performance
- environment

*Turn over to see the full list of competencies.*

Campaign Set-Up, Planning and Build-Up	Competition	Coaching	Athlete Performance	Environment
Coach and Management Recruitment	Competition Logistics	Strategy	Self Management	Team Culture
Roles and Expectations	Support	Athlete-Coach Relationship	Performance vs Potential	Communication
Planning	Outside Support	Performance Preparation and Review	Handling Set-Backs	Issue Management
Selection		Athlete Feedback	Handling Pressure	Managing Commitments
Preparation		In-Competition Decision-Making		
Build-Up Logistics				

# STRENGTH



COMPETENCIES ASSESSED AS A STRENGTH AT THE HIGHEST LEVEL  
OF COMPETITION, IN RELATION TO OTHER COMPETENCIES

# MIDDLE/AVERAGE



COMPETENCIES ASSESSED AS MIDDLE AT THE HIGHEST LEVEL  
OF COMPETITION, IN RELATION TO OTHER COMPETENCIES

# WORK-ON



COMPETENCIES ASSESSED AS AN AREA TO WORK-ON AT THE HIGHEST  
LEVEL OF COMPETITION, IN RELATION TO OTHER COMPETENCIES

# NOT APPLICABLE



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





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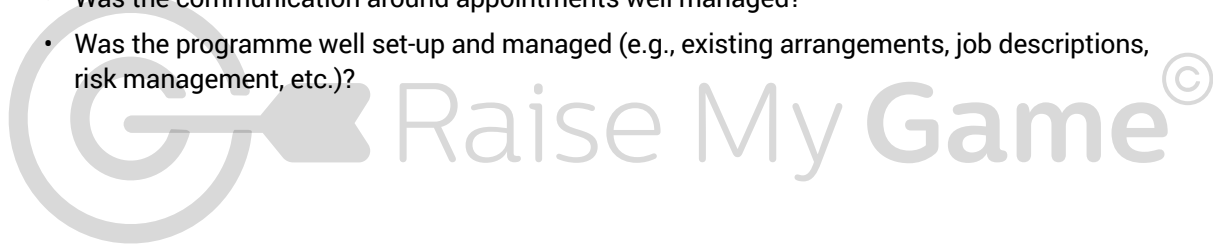
# CAMPAIGN<sup>©</sup>

— SORT CARDS —



# Coach and Management Recruitment

- Was the recruitment process managed well (timing, transparency, fairness, feedback, etc.)?
- Was the communication around appointments well managed?
- Was the programme well set-up and managed (e.g., existing arrangements, job descriptions, risk management, etc.)?





# Roles and Expectations

- How was each person's role set up?
- Was everyone's role clear?
- Were expectations clearly defined?
- Were strengths of all members of the support group utilised effectively?
- Were consequences for falling short of expectations defined?
- Was confusion over roles and expectations resolved effectively?



# COMPETITION

SORT CARDS



# Competition Logistics

- Were the competition logistics well managed (i.e., vehicles, accommodation, equipment, training, food, washing, etc.)?
- Was athlete communication in regards to the logistics well managed?
- Did team management receive support from club, regional or national sporting organisations when required?





## Support

- How was the physiotherapy support?
- How was the video analysis support?
- Other support?





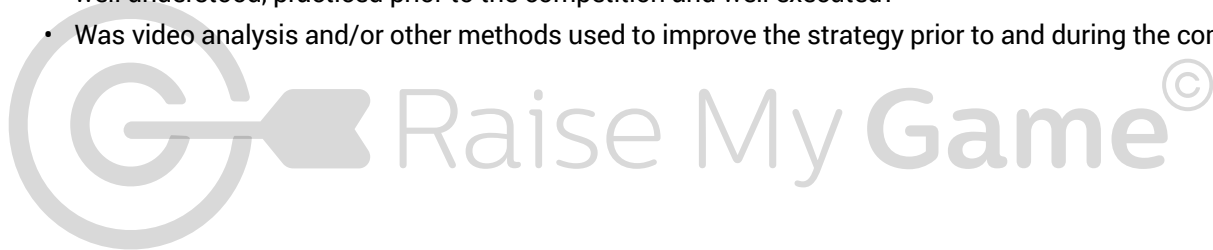
# COACHING Game<sup>©</sup>

— SORT CARDS —



## Strategy

- Did coaches work with the athlete(s) to develop a clear strategy for each competition? Was it clearly explained, well understood, practiced prior to the competition and well executed?
- Was video analysis and/or other methods used to improve the strategy prior to and during the competition?







# Athlete-Coach Relationship

- Were strong athlete-coach relationships built?
- Were events that tested the athlete-coach relationship well managed?
- Did the coaching group get the best out of athletes?
- Were athletes focused on the most important things?
- Was there a strong sense of trust and respect between athletes and coaches?
- Did communication between athletes and coaches build a shared understanding?
- Were successful processes in place for athletes to give coaches feedback?
- Were athletes' views and feedback respected?
- Were coaches friendly and approachable?



# ATHLETE PERFORMANCE

— SORT CARDS —



# Self Management

- Did the athlete always give their best efforts?
- Did the athlete follow excellent nutrition during the build-up and the competition?
- Did the athlete get plenty of sleep?
- Did the athlete complete appropriate warm-down and recovery (e.g., run and stretch, ice-baths, pool sessions, etc.)?
- Did the athlete engage in pre-competition preparation and post-competition review appropriately?



# Performance vs Potential

- Did the athlete compete to their potential? Why/Why not?





# ENVIRONMENT<sup>©</sup>

— SORT CARDS —



# Team Culture

- Did the wider team have clear values and behavioural expectations?
- Did everyone buy-in to the team values and behavioural expectations?
- What were the hallmarks that defined the team culture (i.e., poignant moments or events or actions)?
- Were the values remembered and talked about within the team?
- Did the athletes call-out behaviours that were outside of the expected values/culture?
- Did the senior athletes and management team effectively create and protect team culture?



# Communication

- Was the communication direct and truthful?
- Did the athlete listen, reflect and ask questions?
- Were clear expectations and direction set in meetings?
- Did the athlete ask for help when they needed it?
- Did the athlete speak up when they were unsure?
- Did the management team explain what and why, especially when taking an unexpected action?
- Did management check messages were understood?