

SAMPLE



CRICKET

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## About the card sort

- The cards describe competencies, behaviours and qualities in the game of cricket.
- The sort can be completed by athletes on their own, or in a conversation with a coach, parent or mentor.
- The cards should be used to identify competencies to grow into super strengths or areas to work on.
- On the back of the cards are ideas for actions to support development planning.
- Use the cards at the beginning and end of the season, and following key milestones.

*Select cards to sort appropriate for your roles in the team.*

Categories of competencies for cricket include:

- team and character
- mental
- physical
- athlete life
- batting
- bowling
- fielding
- wicket keeping; and
- captaincy.

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

Mental Skills	Leadership and Character	Athlete Life	Physical	Fielding	Batting	Bowling	Wicket Keeping	Captaincy
Motivation and Passion	Team Values and Culture	Wellbeing, Life Balance & Career Plan	Aerobic Fitness & Speed Endurance	Fielding Ground Balls & Retrieving	Versatility & Adaptability	Accuracy	Positioning and Movement	On-Field Decision-Making
Performance Preparation	Growth Mindset	Identity, Purpose & Self-Awareness	Speed	Fielding Knowledge	Game Awareness	Pace	Glovework	Leadership On-Field
Resilience	Work Ethic	Support Networks	Agility	Fielding Attitude	Running and Calling	Movement	Glove-off Throwing	Leadership Off-Field
Performance Review	Programme Ownership	Financial Skills, Facilities & Equip.	Strength	Throwing	Technique	Strategy	Understanding Cricket Rules	Managing Selection
Composure	Mastery	Nutrition	Recovery	Catching	Placement		Scouting	Strategy
Self-Belief and Confidence	Team Person	Mental Health	Avoiding Injury		Shot Selection		Leadership and Strategy	
Performance Focus	Leadership							
	Competitiveness							
	Communication							
	Drive/Ambition							

2

## How to use the cards

### ATHLETE

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 competition.

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. Flip over the header cards and sort again for priorities for the next season or training block using the black cards (high, medium, low). Aim to narrow down to not more than two development priorities per category.

*Once you have identified your priorities, turn over the cards.  
The back of the cards have development planning ideas.*

*Please Turn Over*

2

## How to use the cards

COACH/  
MENTOR

1

### INTRODUCTION

Explain the purpose of the process.

Explain the process (see website for more detail) and discuss confidentiality.

Check for comfort and questions.

2

### GUIDE

Guide the process.

Question, clarify and summarise to help the athlete 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 athlete.

*TIP: You can complete a separate card sort for comparative discussion.*

# STRENGTH



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

# HIGH PRIORITY



COMPETENCIES ASSESSED AS A HIGH PRIORITY FOR  
THE NEXT COMPETITION AND TRAINING BLOCK

# MIDDLE/AVERAGE



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



# MEDIUM PRIORITY



COMPETENCIES ASSESSED AS A MEDIUM PRIORITY FOR  
THE NEXT COMPETITION AND TRAINING BLOCK

# WORK-ON



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

# LOW PRIORITY



COMPETENCIES ASSESSED AS A LOW PRIORITY FOR  
THE NEXT COMPETITION AND TRAINING BLOCK

# NOT APPLICABLE



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



# MENTAL SKILLS<sup>©</sup>

— SORT CARDS —



# Composure

Under stress or pressure, following unexpected or unsettling events, or when things simply aren't going to plan, you:

- Stay calm and unflappable.
- Do not become angry, irritated, or lose your focus.
- Lead by example with both words and actions.
- Continue to communicate positively and effectively with teammates and the captain.
- Maintain confidence in others.
- Often have a settling effect on your teammates.
- Have processes to deal with change.

## Developing Composure

### Reflect on the consequences

Discuss with someone (a mentor or coach) the outcomes and impacts of losing your composure. Discuss high profile examples.

### Experiment with ways to stay calm, manage focus and eliminate distractions

Feeling stressed or anxious affects your focus. Ask other athletes what they do to manage their mood and focus and stay calm in high-pressure situations. Experiment with different strategies, e.g., breathing control, routines, music, mental imagery or visualisation, cue or focus words, perceptual positioning (NLP) and/or thought dumping/thought stopping.

### 'Key moment' planning

Performance preparation is key to maintaining composure (*see performance preparation card*).

Write down key moments that might arise and plan what you need to focus on at this time. Assess key moments where you have been super composed or times you have lacked composure, and reflect on what you were thinking. Discuss these moments and the outcomes with a training partner or coach.

### 'What if' planning

Brainstorm some 'what if' scenarios with a mentor or coach and plan what reaction(s) you will have to each scenario so that you have pre-planned your responses.

### Focus on what you can control

Draw a circle. Inside the circle write down everything about your performance that is within your control/sphere of influence (e.g., your actions and attitudes). Next, write down everything that is outside of your control, outside of the circle. Observe and review how much time you spend thinking about and worrying about things on the outside. Practice focus activities. *Also, see performance focus card.*



# Motivation and Passion

- Intrinsically motivated to play cricket for the love of the game.
- Enjoys the game, has fun.
- Motivated by internal rather than external rewards.
- Often stays at the end of the training to do something extra.
- Loves to learn more, talk more, and watch more cricket.

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## Developing Motivation and Passion

### Celebrate success

Think about how you can acknowledge and celebrate little milestones or day-to-day success.

### Understand your why

Being clear on what drives you and why it is important affects your motivation, self-confidence and enjoyment. Ask yourself the 5 whys, i.e., why do I play my sport x5? Each time you answer the question, drill down to a deeper level of understanding.

### OK to make mistakes

When it gets hard, find ways to focus on what you are doing right. Learning from mistakes is important, but don't linger on them. Remember, mistakes are part

of learning: 'the biggest mistake you can make, is to not make any'. Talk with your training partners and coach(es) about how you can have fun celebrating successes. Recognise the effort and courage that is required to master a new thing.

### Focus on process goals

Are you measuring your success with process goals or outcome goals? Set process goals or checklists to tick off as part of your training week.

### Bring back the fun

Brainstorm and implement some ideas to add fun and competitions into training sessions.

### Have down time

Plan your down time and use it wisely to recharge your batteries.

### Thrive/survive score

Rate yourself regularly on the thrive/survive scale (where -10 is barely surviving and +10 is thriving). Discuss the reasons behind your score with your coach or mentor.

### Ownership builds motivation

Reflect on any areas you could take more control or ownership over your programme, discuss it with your coach.



# LEADERSHIP AND CHARACTER

— SORT CARDS —



# Growth Mindset

- Committed to own improvement and accountable for it.
- Open to advice/feedback, views it positively without defence or excuses, able to evaluate it.
- Learns from successes and failures.
- Uses questioning to engage in self-analysis, increase self-knowledge and assist decision-making.
- Flexible; can adapt to demands in different situations.
- Practices attentive and active listening; has the patience to hear people out.
- Can accept and align to coaches' decisions or directives regardless of personal opinion.
- Keen to learn new competencies; willing to try new things.
- A creative problem solver.

## Developing Growth Mindset

### Learn from 'learning-agile' people

Do you know people who are fast learners? Make a list of those people and talk to them about their attitude to learning.

### Self-reflection

When you are learning a new skill, try to figure out for yourself what is going right or wrong. Try different techniques or strategies to see what happens.

### Welcome feedback

Feedback is a gift, ask for feedback and welcome it. Make a point of thanking someone who has given you feedback. You get to decide what you will take on board and what you will discard at the end of the day.

### Self-reviews

In this card sort process you have been open about your strengths and areas to work on. Make a daily commitment to the action plan you develop from this process.

### We get worse before we get better

When you are working on new skills, understand that you may get worse before you get better. Set aside time to practice your weaknesses (e.g., add in 10 mins before or after team training).

### Questioning

Does your coach provide opportunities for questioning and self-review? If not, could you discuss with him/her opportunities to do this?

Are you brave enough to ask what might seem like a silly question? As long as your timing and intention is good, you should be treated with respect.



# Team Values and Culture

- Aware of self and impact on others.
- Acts in line with team values (during both good times and bad times) and encourages others to do the same.
- Is widely trusted. Is seen as a direct, truthful and humble individual.
- Respects the leadership/shows leadership.
- Is selfless and willing to support the development of others in the team.
- Doesn't misrepresent him/herself for personal gain.
- Can quickly sense what will help or hinder the team to accomplish a goal.
- Can see the bigger picture.
- Is willing to call out bad behaviour.

## Developing Team Values and Culture

### Understanding our culture

- Has your team discussed how they are seen from the outside, and how they want to be seen?
- Has your team discussed what moments or events have created those perceptions and how you might go about changing them?
- Is everyone absolutely clear on what behaviours are expected within the 'desired' culture and which are not?
- Have you discussed scenarios and what you would be expected to do?
- Have you discussed consequences of falling short of expectations with the team?

If needed, talk to your coach or captain and encourage them to create this clarity.

### Supporting the leaders

If you are a senior player in the team, encourage your captain to organise a regular informal catch up to talk with the other senior players and coach(es). Discuss what you have observed and how you can work together to build the culture you desire. If you are a junior player and you see something that's not quite right, approach a senior player you trust to ask if you can help.

### Reflecting on the past

Reflect on the times when you have known a behaviour was outside of what is expected.

Reflect on what action you took and what your motivations were. Reflect on any barriers to taking action and how you would approach the situation in hindsight?

### Knowing why it's important

Have you drawn a clear line of sight between the impacts/consequences of not respecting team agreements and the team's ability to be successful?

### Using humble enquiry

If you see or hear something that doesn't sit right, try asking a humble question to check others' perceptions.



# ATHLETE LIFE<sup>©</sup>

SORT CARDS



## Wellbeing, Life Balance and Career Plan

- Actively considers the balance between personal/professional life and cricket.
- Has review processes and practices in place that allow for small or bold adjustments to safeguard alignment with purpose, goals and aspirations.
- Has friends and interests outside of cricket that allow some variety, challenge and stimulation.
- Has a career plan and is actively taking steps towards life after cricket (e.g., study, work, building relationships).
- Thriving (as opposed to surviving).
- Healthy most of the time (no ongoing sickness).



## Taking Care of Wellbeing, Life Balance and Career Plan

### What is your thrive/survive score?

Rate yourself regularly on the thrive/survive scale (where -10 is barely surviving and +10 is thriving). Discuss the reasons behind your score with your coach or mentor.

### Keep getting sick?

Your gut is the centre of your immune system. Research whether there are actions you can take to reduce stress and improve your immunity.

### Examine how you spend your time

Is your life one-dimensional? Do you spend all of your time on your sport and only hang out with people related to your sport? Having another way to engage the brain, e.g., study, a job or interest, can help you

stay fresh, continue to enjoy your sport, work towards a career after you retire and provide perspective.

### Plan your down time

Look at your week and plan when you have spare time that you could use. Think about how best you can use this time to refresh mentally and physically.

### Planning in and using breaks effectively

Look at whether you can plan a complete break in your annual programme. Use this time wisely to refresh; e.g., try something new, do something outside your comfort zone, meet new people. TIP: keep your fitness up during your break through cross training.

### Not sure what career you would like to follow?

Write down your strengths/talents and what you are passionate about. Write down the times in your life you have been in flow (when everything has clicked and you've been in your element). Identify industries or the type of work you are interested in. List jobs in which your skills, passions and interests would be matched. Research; have conversations with people you know in careers you are interested in. Consider study to work towards a career pathway.



# Mental Health

- Copes with the normal stresses of life, can work productively, and is able to contribute to social groups, work groups and community.
- Can think, feel and act in a way that allows enjoyment of life and an ability to deal with the challenges it presents.
- Will speak easily and openly around feelings when needed.
- Can acknowledge when things become more difficult, identify there is a problem and get help or guidance from a trusted person/advisor.
- Doesn't suffer from feelings of helplessness and hopelessness, loss of interest in daily activities, loss of joy and pleasure, loss of appetite, significant weight changes or sleep changes, anger, irritability or anxiety, loss of energy, self-loathing, escapist or reckless behaviour, concentration problems, and/or unexplained aches and pains.

## Taking Care of your Mental Health

### Recognising when you need help

Do you have in place (and trust) the mechanisms that trigger you to seek assistance for ongoing periods of mental health challenges?

### Support structures

Do you have well developed mental wellbeing support structures (friends, family, mentors)? Think about whether you need to add other people to your support network, identify options and approach them for support.

### Use of support structures

Do you **regularly** use your support structures to assist you to work through pressures and challenges that impact the way you think or feel? Think back through when you have used your support structures in the past and whether you are seeking help early enough and whether the support you are receiving is helping you.

### Use of professional support people

Do you utilise a range of professional support people to assist with mental wellness planning and coping strategies? Consider:

- Using apps or similar to monitor your mental wellness and state regularly and consistently.
- Seeking recommendations on professional support people from within your network.

Make sure you have contact details of support people in case you need them at all times.



# PHYSICAL SKILLS<sup>©</sup>

— SORT CARDS —



## Avoiding Injury

- All basic movement patterns are pain free, free of dysfunction and able to be loaded safely to maximise athletic potential in all planes of movement and landing positions.
- Has not had a major injury (or a series of minor injuries) in the past year and does not have a longer-term history of being injury prone.
- Manages workload for repetitive actions progressively, proactively and sensibly.
- Has identified areas of potential weakness (e.g., through a muscle balance assessment) and incorporated strengthening into training.
- Is proactive in dealing with any niggles or injuries, seeing a physio quickly and communicating well with the coach.
- Follows the physiotherapist's advice when recovering from an injury and is diligent with the rehabilitation programme set.

## Tips for Avoiding Injury

### Muscle balance assessment

A muscle balance assessment may help you to identify where your weaknesses are and how you can develop whole-of-body functional strength. It may also help you to identify the source of your injuries.

### Preventative maintenance

Work with your physiotherapist to identify what you can be doing as part of your everyday routine to help you avoid injury; i.e., stretching and strengthening, technique work, cross-training, off-road running vs on-road running, etc. Once you have identified these things, work on how you can build them seamlessly into your weekly routine, e.g., 10 mins before a gym session or training.

### Full recovery post-injury

If you are feeling pressured from your coach or teammates to go back to competing too early, discuss it with your doctor or physiotherapist. Coming back too early can lead to re-injury.

### Dealing with niggles proactively

Are you dealing with niggles or injuries proactively? It is important to see a physio quickly and communicate well with your coach to avoid little things turning into bigger problems.

### Substituting training content

Discuss with your trainer and physio if there is anything you can change in your training plan to reduce the stress on your body without compromising your physical targets.

### Being diligent

Have you set aside time in your day to complete any prevention or recovery exercises? Keep track of your adherence and progress with a chart or diary. If you are struggling with motivation, think about the links between your goals and your ability to be 100% fit, create little reminders, rewards or milestones.



## Aerobic Fitness and Speed Endurance – Men

- Able to stay focused and sharp during a long batting, fielding or bowling spell.
- Fitness does not affect the execution of skills during matches or throughout a tournament.
- Ability to cope with repeated bouts of moderate to high efforts without drop-off in performance – running between the wickets, bowling spells, chasing balls in the field.
- The following targets are a guideline for men:

	Excellent	Good	Needs Work
YoYo L2	19 and above	18.5–18.9	18.4 and below
1500m	1.15 and below	5.16–5.30	5.31 and above

## Developing Aerobic Fitness and Speed Endurance

### Types of aerobic workouts

When working on your aerobic base, there are different types of work-outs you can include in your training programme:

- **Fartlek workout** – A fartlek workout can range anywhere from 30 seconds to 5 minutes of harder running with a long recovery between each repeat. Aim for moderate effort.
- **A steady state run.** Like the fartlek, the steady state run is designed to be a moderate effort – not hard. Start with 20 to 30 minutes and slowly build up to an hour as you get stronger.
- **A long run.**

Each workout helps stimulate a different system. Fartlek runs help improve turnover, efficiency and neuromuscular function.

Steady state running improves your aerobic threshold. Long runs help build mitochondria, capillaries and myoglobin content. The easy miles in-between help develop your aerobic endurance.

To add mileage, increase the long run by about 2km every 1–2 weeks. Add 1–2 more runs per week and add 2–5km to steady state runs every 1–3 weeks. Aim for a gradual, progressive increase in mileage that will help build endurance, injury resistance and economy.

### Speed endurance

Speed endurance training should form the later part of pre-season training and in-season training. It is important to develop a solid fitness base beforehand, which includes strength and endurance conditioning. When doing speed endurance, repetitions should last from 30 seconds up to 2–3 minutes (as opposed to 5–10 seconds for speed drills) and rest intervals between repetitions is reduced to prevent complete recovery. As speed endurance training can be demanding, typically you would keep session duration to 20–30 minutes, 1–2 times per week. Rest intervals should consist of active recovery exercises such as walking or jogging slowly on the spot.





# TECHNICAL SKILLS

— SORT CARDS —

SELECT CARDS TO SORT FOR PLAYER POSITION AND ROLES



Fielding



Batting



Bowling



Wicket Keeping



# Catching

Fielding



- Makes good decisions and utilises the correct technique for the type of catch (reverse cup or orthodox catching).
- Strong at flat catching (flat hard ball) and high catching in the outfield.
- Strong at reflex catching e.g., in the slips – good anticipation, reactions and technique.
- Ability to get the feet into the right position quickly.
- Ability to judge the flight of the ball correctly.
- Ability to block out external distractions and stay focused on the ball.
- Early communication when there is another catcher in the vicinity.
- Has athleticism, can dive in any direction.
- Brave, especially fielding close to the bat.

## Developing Catching

### Mastery

Skill development is about repetitive practice. Can you fit in extra skill repetitions at home, or around team sessions?

### Training buddy

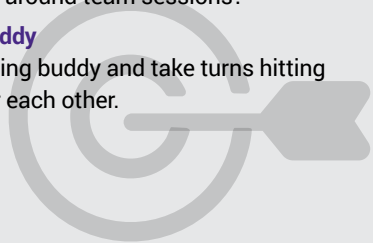
Find a training buddy and take turns hitting catches for each other.

### Technique

Understand what good technique looks like through talking to coaches or watching other athletes or videos. Video yourself or get someone to watch you and give feedback. Notice how it feels when your technique is right.

### Small games and challenges

Set up small games, competitions or challenges to keep it interesting. Create pressure. Measure your progress and challenge yourself by making it incrementally harder each time.



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# Fielding Ground Balls and Retrieving

Fielding



- Gets feet in the right position quickly, hands in position to be able to funnel the ball in order to throw.
- Can slide to retrieve the ball.
- Can dive to retrieve the ball.
- Has anticipation, athleticism, flexibility and speed to get to the ball quickly (incl. backing up).
- Brave, will not shy away from the ball when fielding.
- For bowlers, ability to move to left or right immediately following delivery to field off their own bowling.
- Utilises the split step in order to improve reaction time.

## Developing Fielding Ground Balls and Retrieving

### Mastery

Skill development is about repetitive practice, whilst managing your training loads without getting injured.

### Technique

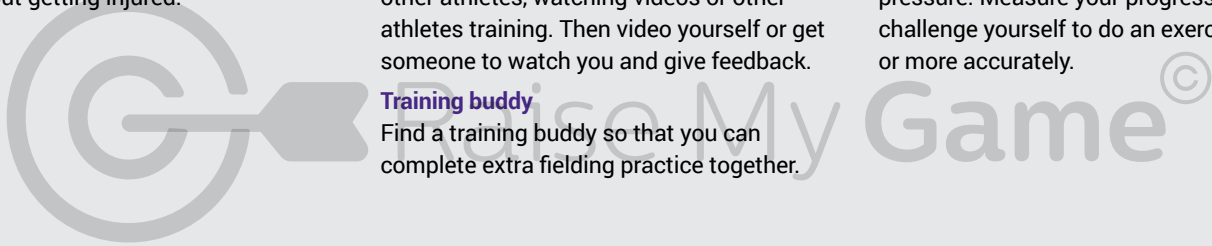
Understand what good fielding technique looks like through talking to coaches or other athletes, watching videos or other athletes training. Then video yourself or get someone to watch you and give feedback.

### Training buddy

Find a training buddy so that you can complete extra fielding practice together.

### Small games and challenges

Set up small games, competitions or challenges to keep it interesting. Create pressure. Measure your progress and challenge yourself to do an exercise faster or more accurately.





# Accuracy

Bowling



- Ability to hit the required line consistently.
- Ability to adjust the line according to the stage of the game (could be intuitive, an expectation pre-set by the coach, or directed by the captain).
- Ability to hit the required length consistently; has a reliable 'stock' ball that holds up in a pressure situation.
- Ability to adjust the length according to the batsman or stage of the game (could be intuitive, an expectation pre-set by the coach, directed by the captain, or intel. from scouting).
- Bowls an appropriate length as dictated by ability to swing or seam the ball.
- Has consistency and discipline (avoids extras).
- Can bowl into the wicket.

## Developing Accuracy

### Mastery

Skill development is about repetitive practice whilst managing training loads without getting injured.

### Technique

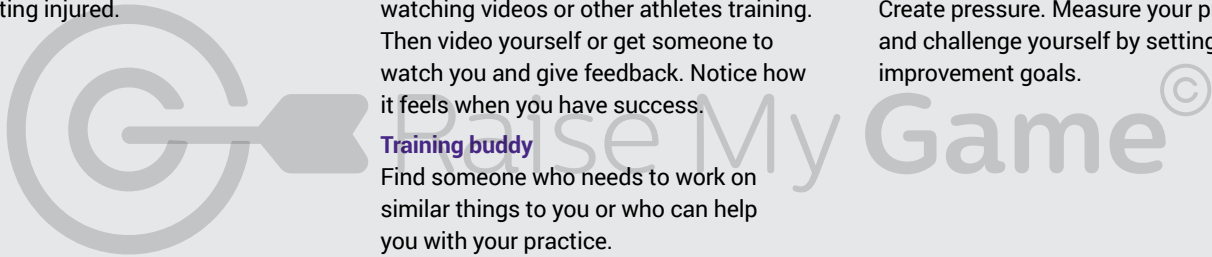
Understand what good technique looks like through talking to coaches or other athletes, watching videos or other athletes training. Then video yourself or get someone to watch you and give feedback. Notice how it feels when you have success.

### Training buddy

Find someone who needs to work on similar things to you or who can help you with your practice.

### Small games and challenges

Set up small games, competitions or challenges to keep it interesting. Create pressure. Measure your progress and challenge yourself by setting improvement goals.



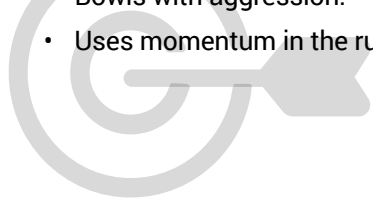


# Pace

Bowling



- Can bowl above 130km/hr (men) / 110km/h (women).
- Can use variation in speed effectively (intuitively and at the right stage of the game, marked speed variation).
- Bowls with aggression.
- Uses momentum in the run up effectively to generate pace.

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## Developing Pace

### Mastery

Skill development is about repetitive practice, whilst managing your training loads without getting injured.

### Technique

Understand what good technique looks like through talking to coaches or other athletes, watching videos or other athletes training. Then video yourself, measure your pace, and/or get someone to watch you and give feedback. Notice what feels different when you are able to generate more pace.

### Training buddy

Find someone who needs to work on similar things to you or who can help you with your practice.

### Small games and challenges

Set up small games, competitions or challenges to keep it interesting. Create pressure. Measure your progress and challenge yourself by setting improvement goals.



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# Batting Technique

Batting



- Hits the ball with the full face of the bat every time.
- Utilises the correct technique for the ball delivered (e.g., spin vs pace may have a different technique).
- Has the range of shots required to access all parts of the ground.
- Utilises the appropriate footwork for the ball delivered.
- Shows positive forward intent when defending and attacking off both feet.

## Developing Batting Technique

### Mastery

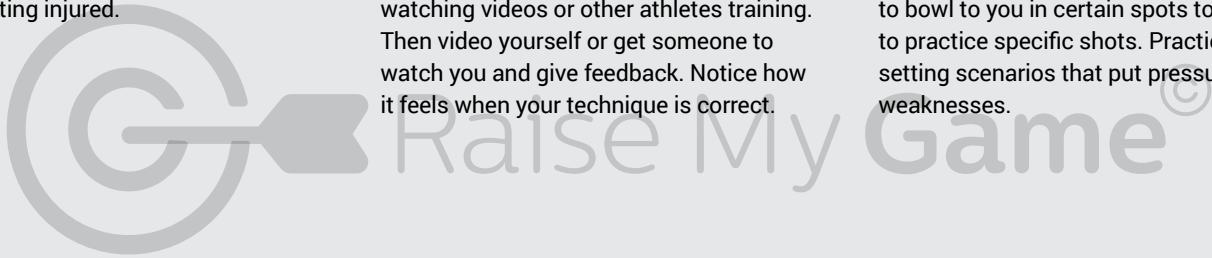
Skill development is about repetitive practice, whilst managing training loads without getting injured.

### Technique

Understand what good technique looks like through talking to coaches or other athletes, watching videos or other athletes training. Then video yourself or get someone to watch you and give feedback. Notice how it feels when your technique is correct.

### Scenarios

Find someone who can help you create scenarios in your practice, e.g., someone to bowl to you in certain spots to allow you to practice specific shots. Practice with field setting scenarios that put pressure on your weaknesses.





# Batting Placement

Batting



- Fielder awareness – able to identify and hit the gaps.
- Hitting at different speeds (with control).
- Ability to innovate (i.e., use unorthodox shots to hit field gaps) when the situation requires it.



## Developing Batting Placement

### Training scenarios

Train using scenarios to challenge the accuracy of your placement.

### Mastery

Skill development is about repetitive practice. Look for ways to fit extras into your training schedule as long as you can manage training loads without risking injury.

### Technique

Understand what good placement decisions look like through analysing video, watching others, and talking to coaches or senior players. Then video yourself or get someone to watch you and give feedback.

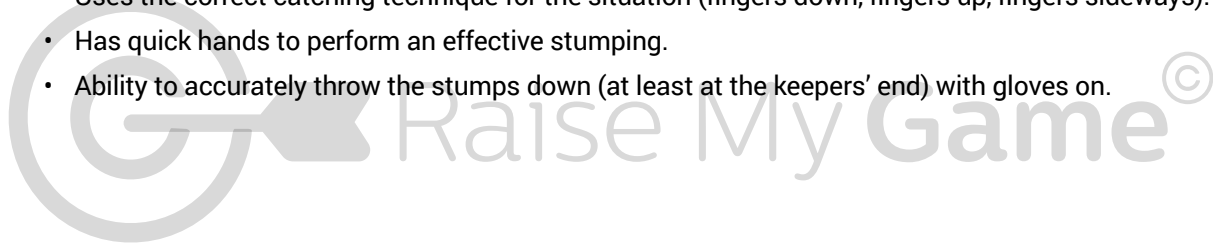
### Small games and challenges

Set up small games, competitions or challenges to keep it interesting. Create pressure.

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- Catches the ball cleanly every time (high, low, left right, spin, pace, from the outfield, on the bounce).
- Uses the correct catching technique for the situation (fingers down, fingers up, fingers sideways).
- Has quick hands to perform an effective stumping.
- Ability to accurately throw the stumps down (at least at the keepers' end) with gloves on.



## Developing Glovework

### Mastery

Skill development is about repetitive practice, look for opportunities to do extras whilst managing training loads without getting injured.

### Variation

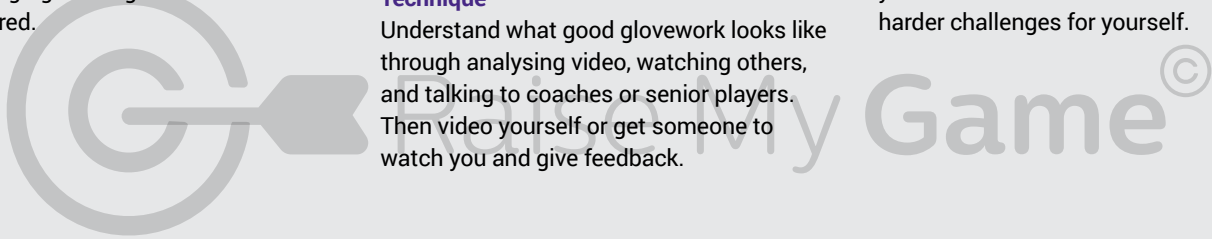
Practice with different types of bowlers to develop a rounded skill-set.

### Technique

Understand what good glovework looks like through analysing video, watching others, and talking to coaches or senior players. Then video yourself or get someone to watch you and give feedback.

### Small games and challenges

Set up small games or competitions to keep it interesting and create pressure. Measure your success rate and create incrementally harder challenges for yourself.





# Positioning and Movement

Wicket Keeping



- Strong anticipation and reaction speed.
- Strong footwork to the offside and the leg side.
- Strong agility, can dive to both sides or jump to high balls.
- Good speed and agility to get underneath high catches.
- Correct head positioning.
- Can position the slips in the correct place(s).
- Quickly gets into a good position to execute run-outs.

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## Developing Positioning and Movement

### Mastery

Skill development is about repetitive practice, look for opportunities to do 'extras' while managing your training loads without getting injured.

### Training scenarios

Train using scenarios to develop your positioning and movement patterns.

### Technique

Understand what good positioning and movement looks like through analysing video, watching others, and talking to coaches, former or senior players. Then video yourself or get someone to watch you and give feedback.

### Small games and challenges

Set up small games, competitions or challenges to keep it interesting and create pressure. Measure your success rate and create incrementally harder challenges for yourself.

*Also, see [agility and speed cards](#).*



Raise My Game



# CAPTAINCY<sup>©</sup>

SORT CARDS



# Strategy

- Has a strong working relationship with the coach and well-established decision-making practices that hold up under pressure or when things aren't going to plan.
- Has strong tactical knowledge and experience to develop an appropriate bowling, batting and fielding strategy in partnership with the coach (and senior players where applicable).
- Strong work ethic to complete scouting required to make informed choices and decisions in forming the game plan(s).
- Has flexibility to think on my feet, stay composed and make the right decisions for the situation at hand. Can identify in-game opportunities (e.g., batsman wants to sweep all the time so bowl a leg spinner wide outside off or left arm orthodox).
- Can read how conditions (pitch, wind, weather) affect the tactical approach.
- Knows the rules inside-out and can use them effectively.

## Developing Game Strategies

### Training scenarios

Practice using scenarios to implement different game strategies in training.

### Practice in competition

Look for opportunities to practice strategies and leadership decision-making at lower levels of competition.

### Work with a mentor

Identify someone who could mentor you on game strategy.

### Review/Seek input

Debrief every game alongside the senior player group and coach. Analyse the strengths and weaknesses of the strategy. Review implementation of the strategy with the coach including communication, intent and timing of decision-making within the strategy. Review decision-making under pressure. Keep notes on what you learnt, to refer back to.

### Learn from history

Become a student of the game. Watch videos of games played, analyse the strategy, decisions made and whether you would have made the same decision(s). Read books and talk to former players to pick their brains on game strategies.



# On-Field Decision-Making

- Good decisions at the toss.
- Effective field placement for the bowler, conditions, stage of the game and fielder strengths and weaknesses.
- Bowler choices and timing.
- Makes instinctive decisions to create opportunities for wickets, restrict the run-rate and build pressure.
- Listens and considers team members advice and makes good choices most of the time.
- Good decisions on referrals.

## Developing On-Field Decision-Making

### Training scenarios

Use scenarios to practice decision-making in training.

### Practice in competition

Look for opportunities to practice decision making at lower levels of competition.

### Work with a mentor

Identify someone who could mentor you to develop on-field decision-making.

### Review

Debrief every game alongside the senior player group and coach. Review decisions made in relation to the strategy and context of the match. Keep notes on what you learnt, so that you can refer back to them.

### Learn from history

Become a student of the game. Watch videos of games played, analyse the decisions made and why. Talk to former players and pick their brains on game decision-making.

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