

SAMPLE



HOCKEY

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2

About the card sort

- The cards describe competencies, behaviours and qualities in the game of hockey.
- 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 hockey include:

- mental skills
- self
- athlete life
- health
- physical
- technical – field player
- technical – goal keeper
- tactics

Turn over to see the full list of competencies.

Mental Skills	Self	Athlete Life	Physical	Tactics	Technical Field Player			
Motivation and Passion	Team Values and Culture	Managing Time and Energy	Aerobic Fitness	On-Field Communication	BASIC SKILLS	Passing	ATTACK	Elimination/ Stick Skills
Performance Focus	Leadership	Circle of Support	Speed	Game Understanding		Receiving		Goal Scoring
Performance Preparation	Programme Ownership	Financial Skills, Facilities and Equip.	Speed Endurance	Game Plan Execution		Ball Carry		Attacking Third Play
Resilience	Team Person	Relationships	Agility	Tactical Leadership		Leading		Playmaker
Self-Belief and Confidence	Drive and Ambition	Future, Change, and Career Planning	Strength	Situational Awareness	SET PLAYS	PC Attack	ALL	Vision and Connection
Deep Practice	Continuous Growth	Sponsorship and Athlete Brand	Flexibility			PC Defence	DEFENCE	Pressing/Channelling
Performance Review	Competitiveness		Recovery	Health		Strokes		Winning the Ball
Practicing Pressure	Identity, Purpose and Self-Awareness			Mental Health and Wellbeing		Shoot Outs		Marking
Mastery	Communication			Robustness	Technical Goalkeeping			
	Work Ethic			Injury Recovery	BASICS	Direct Saves	SET PLAYS	Shootouts
				Health		7-Yard Saves		Strokes
				Sleep				Penalty Corners
				Women's Health				
				Nutrition				

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[©]

— SORT CARDS —



Performance Focus

- I am able to maintain my focus on doing what I need to do, regardless of the level of competition.
- In adversity, under pressure or following unexpected events, I will:
 - Acknowledge my thoughts and feelings in the moment.
 - Use strategies to actively manage my emotions and reactions (e.g., self-talk, imagery, affirmations).
 - Focus on the process, not the outcome.
 - Lead by example with both words and actions, continuing to communicate positively and effectively.
 - Maintain confidence in others and have a settling effect on the team.
 - Make rational decisions.

Developing Performance Focus

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

Feeling stressed or anxious affects your focus. Set up situations in training where you could get distracted (e.g., under fatigue, situational pressure).

In these situations, practice different strategies to stay present, e.g., breathing control, imagery or visualisation, cue or focus words, and/or thought dumping/stopping.

Reflect on the consequences

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

Identify your triggers

Consider what triggers you away from focusing on the present. Build a plan to manage these, testing out how quickly you can refocus.

Key moment planning

Focus is having less in your mind. Use a journal to identify and plan your focus for key moments that may arise. Quiz the consistent performers in your team/sport on their strategies. Evaluate your focus at training as well.

Focus on what you can control

Draw a circle. Inside the circle write down everything about your performance that is within your control. Next, write down everything that is outside of your control outside of the circle. Observe and review how much time you spend thinking and worrying about things outside of your control.

Become actively aware

Keep a journal/daily training diary in which you rate yourself every time you train or play. Simple daily evaluations are critical to improving your focus because you are building a habit of being consciously aware.



Motivation and Passion

- Self motivated to play sport for the love of the game.
- Enjoys the game, has fun.
- Enters training with clarity and intention on areas for improvement.
- Understands the importance of the work/mahi put in now for the long term goals.
- 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 hockey.

Developing Motivation and Passion

What's your definition of success?

Make sure your definition of success is related to things that you can control, rather than external things that you have no control over (e.g., media reviews, player-of-the-day awards).

Understand your why

What is the source of your motivation? 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.

Focus on process goals

Are you measuring your success with process goals or outcome goals? Set process goals to give intention and focus to your training week.

Celebrate success

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

Bring back the fun

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

OK to make mistakes

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'.

Have fun celebrating successes

Recognise the effort and courage that is required to master a new thing.

Have down time

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

Thrive/survive score

Define what behaviours you would see when you are highly motivated. Track your energy and wellbeing on the thriving-coping-surviving scale, where -10 is barely surviving and +10 is thriving. If you get a series of low scores, or are tracking downwards over a week or two, discuss it with someone in your circle of support that you trust.

Ownership builds motivation

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



SELF Raise My Game[®]

— SORT CARDS —



Team Values and Culture

- Aware of self and impact on others.
- Is a guardian (has kaitiaki) of team values (during both good times and bad times) and encourages others to do the same.
- Is widely trusted. Contributes to team feedback and is seen as a direct, truthful and humble individual.
- Respects and trusts the coaches/leaders, and shows confidence in others.
- Understands role in the team, is selfless, and willing to support the development of others.
- 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 (i.e., not just where I am headed, but also where I come from).
- Has considered the whakapapa of the group (i.e., the story of the group, land, or water that we perform on).

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?

- Does your team integrate team values into review and reflection of team performance? e.g., if courage is a team value, do the team use courage as a way to reflect on the team performance or look for moments of courage on the field.

Supporting the leaders

What feedback loops have been set up? How does the coach best receive your feedback? Discuss your ideas and observations with your coach and captain, and 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.



Leadership

- Is respected and followed as a leader.
- Is an architect of the culture and vision; helps lead and shape it, encouraging a strong sense of commitment to the team goals.
- Is skilled at getting individuals and/or the team motivated to perform at a higher level.
- Communicates well, inspires through actions and words.
- Is a role-model in all things.
- Is a guardian of team values.
- Is committed to what needs to be done.
- Contributes to a strong team spirit.

Developing Leadership

Self-leadership

First and foremost, you are a leader of self. You have a responsibility to lead through your actions. Ask others how they perceive you and reflect on whether you are a role model to others. Do you put the team interests before your own? Are you committed and dedicated? Do you use initiative? Do you consistently demand excellence of yourself and others?

Is leadership for you?

Do you see yourself as a leader? Just because you are a senior player or one of the best in the team, this doesn't mean that you have to take on a leadership role.

Be conscious of your influence on others

If you are respected by others in the team, you are a leader whether you are formally called a leader or not. Is your influence on others positive? Do you openly support the other leaders in the group, the coaches, management and senior players? Do you hold yourself accountable to the team's standards?

Building connections

Build knowledge of others to form a deeper connection to them outside of sport. Seek to understand what they bring into the environment and where they come from. Think about how you are cultivating their sense of belonging and connectedness. Show you care.

First steps

Talk with your coach or captain about what support you can give them, and what opportunities there might be for you to take a leadership role. Start with small leadership responsibilities.

Find role models

Identify some leaders that you know and respect. Research them or ask to meet with them to find out about their experiences as a leader.

Encourage others to lead

Good leaders delegate and create space for others to show leadership too (sometimes all others need to show leadership is an invitation).



ATHLETE LIFE[®]

— SORT CARDS —



Managing Time and Energy

- Concentrates on the most important priorities.
- Has structure within each day.
- Manages device/screen time.
- Uses a diary and/or calendar.
- Uses down time wisely to recharge my energy.
- Knows that priorities change at different times.
- Life is mostly stable and well balanced.
- Has friends and interests outside of sport that allow some variety, challenge and stimulation.
- Is OK with things outside of control.

Managing my Time and Energy

Noticing when things are out of balance

When things get out of balance, you may start to feel stressed or anxious. Do you know what behaviours others would see that reflect a healthy or unhealthy balance?

Reflect on your life balance weekly, and if you notice a series of low scores or downward trend over weeks, talk to someone trusted in your inner circle of support about what changes are needed.

Plan your down time

Look at your schedule, 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.

Set aside time to plan

Set aside time on a Sunday night to plan your week and then take 10 mins each morning to plan your priorities for the day.

Examine how you spend your time

Is your life one-dimensional? Do you spend all of your time on hockey and only hang out with people related to hockey? Having another way to engage the brain, e.g., study, a job or interest, can help you stay fresh, continue to enjoy hockey, work towards a career after you retire, and provide perspective.

Device time

Set limits for your device time and avoid screen time in the 30mins before sleep.

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.

Managing priorities

Write a list of everything you have to do in priority order. Look down your list and draw a line between the things you 'have to do' and the things that you can delete, defer, or delegate. Now set about 'managing' the things below the line to move them off your short term 'to-do' list.



Future, Change, and Career Planning

- Has a plan for at least the next year (i.e., income source, living arrangements, sporting competition plans, etc.).
- If at school or studying, is actively preparing for the transition into part-time or full-time work.
- Knows what careers are of interest and is developing skills, experience and/or networks in this area.
- Has a transition plan for any upcoming changes.
- Has a strong support network to navigate through changes and support settling into new routines (may take six to 18 months).

Tips for Future, Change and Career Planning

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 were being used.
- Research; have conversations with people you know in careers you are interested in.
- Consider study options to work towards a career pathway.

Need a job that works in with hockey?

Make a list of the job parameters that would be ideal:

- How many hours per week?
- What days/times you would be available to work?
- How much flexibility you would need to attend competitions?

Identify jobs that may fit this profile. If you have no experience in this area, consider what work experience would support your application. Prepare your curriculum vitae and identify a list of people/businesses to approach. Search job advertisements.

Building a network of support

- Make a list of the areas of your life you might need some help/support with (e.g. somewhere to live, finding a part-time job).
- Identify people in your current circle of support and ask them to make introductions to people who may be able to help you in these areas.
- Talk to other athletes who have followed a similar path, and ask them for help identifying people who may be useful connections during your change journey.
- Ask your regional or national sporting organisation for any contacts or relationships they have that may help you through your change journey.



HEALTH

SORT CARDS



Health

- Is consistently able to turn up to training and competitions healthy and ready to go (no ongoing sickness or health challenges).
- Has self-care routines to maintain health.
- Will proactively see the GP with any health concerns.
- Has a positive body image and healthy eating habits.
- Is able to manage health during travel, including adjusting to time zones and new sleep routines.
- Is able to train and compete at altitude and in heat within normal adaption expectations.
- No addictions (i.e., drugs, alcohol, gambling).

Tips for Good Health

General health, body image, addictions or mental health

If you have concerns, talk to someone in your trusted circle to support you to seek help from a GP, counsellor, or clinical psychologist.

Sleep

If you are struggling with sleep, look at your sleep habits:

- Does your bedroom environment promote consistent, uninterrupted sleep?
- Do you have a stable sleep schedule?
- Is your bedroom comfortable and free of disruptions?
- Do you follow a relaxing pre-bed routine?
- Do you have healthy daily routines and habits that contribute to supporting your sleep?
- Do you know how much sleep you need?

Seek professional help if you are struggling with getting the right amount or quality of sleep.

Build your knowledge

Identify someone in your circle of support that will have access to research and specialist knowledge on athlete-specific approaches to subjects such as travel, altitude, and heat.

Also, see women's health, sleep and nutrition cards.



Women's Health

- Understands the importance of menstrual cycles and the role hormones play in recovery, bone, and overall health.
- Is knowledgeable about menstruation and what is normal.
- Knows when to ask for help in relation to pain, bleeding, or other menstruation symptoms. Feels confident to be able to manage symptoms well.
- Can identify the key markers for menstrual health and knows who to contact if she notices any problems.
- Understands that contraception is a choice and is well-informed about the full range of choices available. Knows where to seek help, and has the information and support to make contraception decisions.
- Is aware of common female health issues such as premenstrual syndrome, dysmenorrhea (very painful menstruation), menorrhagia (very frequent or heavy menstruation, amenorrhea (not starting periods until after age 16 or missing more than three periods in a row), endometriosis, and polycystic ovarian syndrome.
- Has positive support from coach/sport to talk about and manage women's health issues.

Tips for Women's Health

See your GP

Ask your GP or sports doctor for information on women's health issues related to sport. Did you know that endometriosis and polycystic ovarian syndrome affect around 10% of all women? Recent research has highlighted the prevalence of girl's and women's health concerns but also that they are under-recognised and under-reported. This means they are diagnosed late and the side effects and outcomes made worse. Don't put up with any negative symptoms which impact what you choose to do or how well you perform. Ask and seek support and help.

Support from your coach/sport

If you have concerns about managing women's health issues in relation to performance or training expectations, identify someone within hockey or circle of support that can help you to get understanding and alignment with your health needs.

Managing your whole health is key to menstrual health

Wellbeing is a balance of social, emotional, physical and mental health and together they are key to your performance as an athlete. Your menstrual cycle is sensitive to imbalances in your health. Keeping a 'balance' is critical to your cycle and hormones.

Improve your menstrual health knowledge

Did you know that menstrual cycle hormones can affect metabolism, bone density, hydration, immune response, pain tolerance, body temperature, weight, muscle recovery, injury risk, mental health and many other aspects of health and performance? Get informed, and regain choice and power over your body.

Check out:

- HPSNZ website, WHISPA.
- Sport NZ balanced female health handbook and infographic, sportnz.org.nz/balanced-female-health.
- Australian Institute of Sport, female performance initiative.



PHYSICAL SKILLS[©]

— SORT CARDS —



Aerobic Fitness – Men

- Able to maintain work-rate at a high intensity during spells on the turf/field; optimum aerobic fitness to maintain concentration and skill level.
- Able to maintain work-rate at a high intensity throughout a tournament.
- Fitness does not affect execution of skills; able to perform in a state of fatigue.
- The following fitness test standards provide a guideline:

	International		U21 Boys		U18 Boys	
	World Class	Minimum	World Class	Minimum	World Class	Minimum
1600m	< 4 min 40 sec/280 secs	5 min 10 sec/310 secs	< 5 mins/300 secs	< 5 mins 30 sec/330 secs	< 5 min 15 sec/315 sec	5 min 50 sec/350 sec
16 lengths hockey turf	< 4 min 45 sec/285 sec	5 min 15 sec/315 sec	< 5 mins/300 secs	< 5 mins 30 sec/330 secs	< 5 min 20 sec/320 sec	5 min 50 sec/350 sec

Developing Aerobic Fitness – Men

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, this 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.

Adding mileage

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.



Aerobic Fitness – Women

- Able to maintain work-rate at a high intensity during spells on the turf/field; optimum aerobic fitness to maintain concentration and skill level.
- Able to maintain work-rate at a high intensity throughout a tournament.
- Fitness does not affect execution of skills; able to perform in a state of fatigue.
- The following fitness test standards provide a guideline:

MAS (16 lengths as fast as you can)	
<5.15	GOLD MEDAL
<5.15–5.30	WORLD CLASS
5.30–5.45	EMERGING
>5.45	DEVELOPING

Developing Aerobic Fitness – Women

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.
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TECHNICAL SKILLS

— SORT CARDS —

SELECT CARDS TO SORT FOR PLAYER POSITION AND ROLES



Field Player



Goal Keeper



Passing

Field Player
Basics



- Can consistently deliver a sweep hit, long and short handle hit pass, with speed, flat and accurate.
- Has a strong push pass, that is flat and has speed and accuracy.
- Can execute all types of passes on the move off both feet.
- Can pass with appropriate weight consistently.
- Has good vision; gets head up early.
- Can pass across more than one layer (penetrating passes).
- Uses pre-scanning/cueing-in (i.e., picks up receiver cues as to where they want to receive the ball).
- Can make passes with deception (i.e., hook or slice sweep, or more basic – look one way pass the other).
- Ability to throw a short overhead accurately over 1 layer.
- Ability to throw a long overhead (i.e., women 40yd+, men 60yd+).

Developing Passing

Mastery

Skill development is about repetitive practice, whilst managing your training loads without getting injured. How can you build more repetition into your practice (e.g., less down-time at training)?

Passing Techniques

Understand what good technique looks like for different types of passes. Gather knowledge through:

- Talking to experts (coaches, other athletes).
- Watching videos of the best in the world.
- Videoing yourself or getting someone to watch you and give feedback.

Training buddy

Find a training buddy who also needs to work on passing or receiving.

Small games and challenges

Set up small games, competitions or challenges to create pressure. Measure your progress and challenge yourself to gain more accuracy, power and deception.



Receiving

Field Player
Basics



- Can receive under pressure (forehand and backhand). Uses a range of different types of receives (e.g., post up and roll out left or right, moving right, moving left, forehand pull, reverse pull, v-lead, s-lead, etc.) to suit the situation.
- Able to trap flat, bouncy or overhead passes on the forehand and reverse, stationary and moving in all directions without the ball bouncing out of control, with the first touch.
- Uses an open receive when the opportunity is there (i.e., opens shoulders to allow forward movement on ball receipt).
- If receiving outside of the body, then the next movement is to move the ball within body width in order to protect it and maintain possession.
- Can eliminate a player on the receive (using flow-forward leads).
- Regains vision quickly after receiving a pass.
- Cues in with the passer and thinks ahead, receiving the ball in a position to execute the next skill without having to adjust the position of the ball.

Developing Receiving

Mastery

Skill development is about repetitive practice, whilst managing your training loads without getting injured. How can you build more repetition into your practice (e.g., less down-time at training)?

Receiving Techniques

Understand what good receiving technique looks like. Gather knowledge through:

- Talking to experts (coaches, other athletes).
- Watching videos of the best in the world.
- Video yourself or get someone to watch you and give feedback.

Training buddies

Find a training buddy who needs to work on passing or receiving.

Small games and challenges

Set up small games, competitions or challenges to create pressure. Measure your progress and challenge yourself to increase deception, control and speed of movement during the receive.



Direct Saves

Goal Keeper
Basics



For shots outside the 7-yard area:

- Knows when the shot is coming and has the balance to be in the ready stance. Able to change from wide focus (organisation of the defence) to a narrow focus on the shot at the right time.
- Highly refined reactive speed and intuitive movement patterns (sound techniques, quick and agile), always directed from the core.
- High level of own spatial awareness (i.e., positioning relative to the goal/backline/players).
- Good clearance. No easy rebounds.
- Able to recover from the first shot to save the second or third shot.
- Can do drop saves, slides, high saves (gloves or stick) and diving saves.
- Strong knowledge of defensive structures. Confident to call lines, attacking players to be picked up, swaps/transition, timing (also, see game understanding, situational awareness, tactical leadership and game plan execution cards).

Developing Direct Saves

Mastery

Skill development is about repetitive practice, whilst managing your training loads without getting injured. How can you build more repetition into your practice (e.g. more shots per training)?

Developing Direct Save Technique

Understand ideal direct save technique for different angles:

- Watch video clips of the best in the world and analyse why they are good.
- Video yourself (at training and in games) and ask your coach(es) to analyse and give feedback.

Specific practice

Ask your coach to tailor training for the specific types of saves or save combinations that you need to work on.

Small games and challenges

Set up small games, competitions or challenges to create pressure and variety, e.g., making multiple saves.

Developing leadership

Stand behind the goal at international matches and listen to the goal keepers' role in organising the defence. Ask for feedback from your teammates on your leadership and organisation.



7-Yard Saves

Goal Keeper
Basics



For shots inside the 7-yard area:

- Knows when the shot is coming and has the balance to be in the ready stance. Able to change from wide focus (organisation of the defence) to a narrow focus on the shot at the right time.
- Highly refined reactive speed and intuitive movement patterns (sound techniques, quick and agile), always directed from the core.
- High level of own spatial awareness (i.e. positioning relative to the goal/backline/players).
- Good clearance. No easy rebounds.
- Able to recover from the first shot to save the second or third shot.
- Can do drop saves, slides, high saves (gloves or stick) and diving saves.
- Strong knowledge of defensive structures. Confident to call lines, attacking players to be picked up, swaps/transition, timing (also, see game understanding, situational awareness, tactical leadership and game plan execution cards).

Developing 7-Yard Saves

Mastery

Skill development is about repetitive practice, whilst managing your training loads without getting injured. How can you build more repetition into your practice (e.g., more shots per training)?

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TACTICS

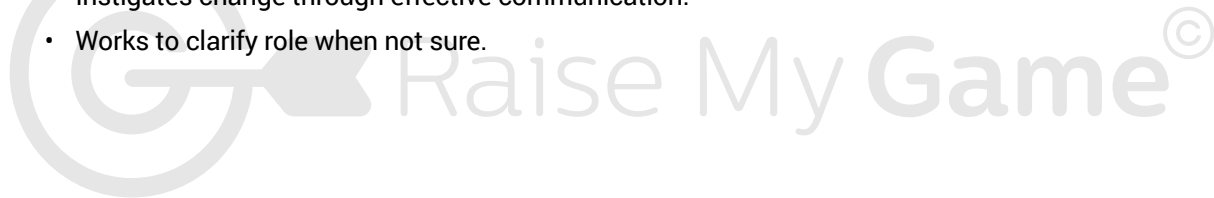
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— SORT CARDS —



On-Field Communication

- Constant, clear, direct and decisive communication throughout the game.
- Is confident to organise others, calls name of person and then action.
- Instigates change through effective communication.
- Works to clarify role when not sure.



Developing On-Field Communication

On field presence

Get feedback on whether your communication is clear, concise and confident from your teammates and coach. Discuss role expectations with your coach.

Observe role-models

Ask your teammates to identify players that have excellent communication. Observe them playing or training and note why their communication is a strength.

Developing confidence

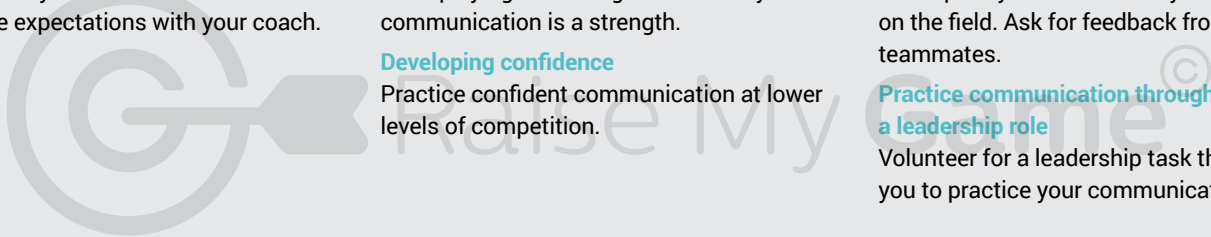
Practice confident communication at lower levels of competition.

Listening

Communication is listening as well as talking. Practice your ability to listen and react quickly to instructions you are given on the field. Ask for feedback from your teammates.

Practice communication through a leadership role

Volunteer for a leadership task that allows you to practice your communication skills.





Game Understanding

- Understands and can clearly explain different playing systems, including strengths and weaknesses of each system.
- Can quickly identify what systems other teams are playing, including strengths, weaknesses, opportunities and threats (both from the side line and on the pitch).
- Understands and can clearly explain tactical plans and role within the plan.
- Understands game concepts (e.g., use of field width and height, zonal defence vs man-to-man marking defence, attacking and defending styles when caught with insufficient numbers).

Developing Game Understanding

Talk with your coaches

Ask your coaches or senior members of your team what they see when watching games. Talk through different styles, tactics, systems and patterns, to understand their strengths and weaknesses.

Use of video analysis

Video can be used to:

- Scout opposition strengths, weaknesses and set plays (including options used under pressure).
- Recognise patterns of play or movement.
- Ascertain tactical strategies and when they are used.

Be humble and open

Being humble makes you more open to learning and therefore improving. Identify times when your attitude to feedback has been clouded by emotions, such as fear of looking bad. Reflect on how you contribute to a safe space for making mistakes and learning within your team.

Stay high level

When you are feeling bogged down with information, aim to focus on a few high-level concepts to guide your decision-making under pressure.

Learning styles

Do you know your preferred learning style? For example, do you prefer to learn/take in information that is visual (pictures), spoken, read or do you prefer to learn by doing (kinesthetic)? Encourage your coach to present information in different ways to help everyone understand and learn.