

SAMPLE



Image: David Tran

COMPETENCY CARD DECK FOR SPORT AND SCHOOL

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About the card sort

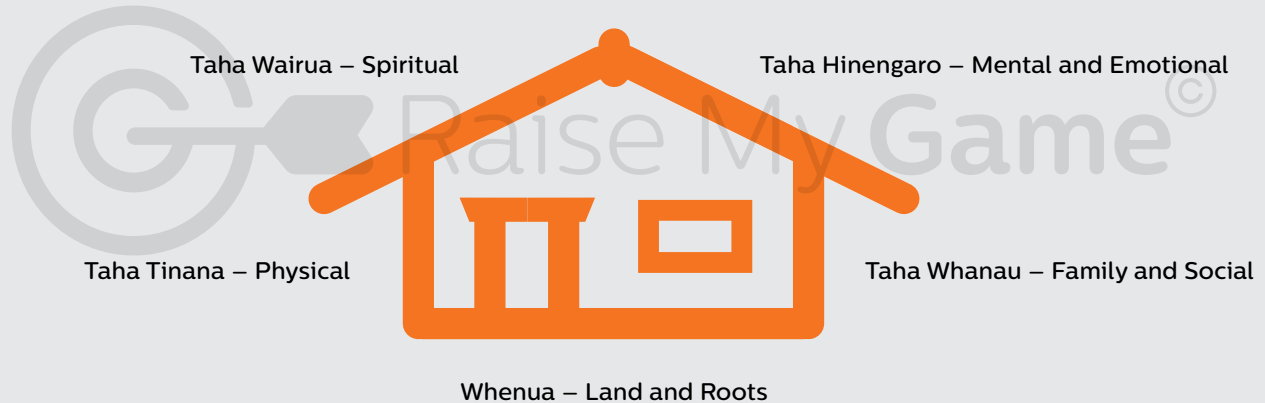
- The cards describe competencies, behaviours and qualities of your sport.
- The sort should be completed in a conversation with a coach, parent or mentor.
- On each card there is a symbol to cross-reference the cards to the Te Reo model of health, the Te Whare Tapa Whā.
- On the back of the cards are ideas for actions to support development planning.
- Use the cards at the beginning and end of the season, and following key milestones.

Categories of generic competencies include:

- mental skills
- character
- people
- health
- physical
- learning foundations

See table of full list of competencies.

On each card there is a symbol to cross-reference the cards to the Te Reo model of health, the Te Whare Tapa Whā.



Mental Skills	Character	People	Health	Physical	Learning Foundations
Performance Focus	Leadership	Relationships	Health	Aerobic Fitness	Learning and Study Techniques
Motivation and Passion	Work Ethic	Circle of Support	Women's Health	Speed	Goals
Resilience	Creativity	Values and Culture	Robustness	Speed Endurance	Use of Technology
Self-Belief and Confidence	Competitiveness	Teamwork	Injury Recovery	Agility	Continuous Growth
Performance Preparation	Identity, Purpose and Self-Awareness	Communication	Mental Health and Wellbeing	Strength	Managing Time and Energy
Performance Review			Sleep	Flexibility	Programme Ownership
Practicing Pressure			Nutrition	Recovery	Career Planning
Enjoyment and Fun					Mastery
Deep Practice					Facilities and Equipment
Composure					

Te Hinengaro	Te Tuakiri	Te Tangata	Te Hauora	Te Tinana	Te Tūāpapa Ako
Te Aronga ā-Mahi	Te Hautūtanga	Ngā Whanaungatanga	Te Hauora	Te Pakari ā-Hāora	Ngā Tikanga Ako me ngā Tikanga Rangahau
Te Ngākau Hihiko me te Ngākau Whiwhita	Ngā Waiaro Mahi	Te Kāhui Tautoko	Te Hauora Wahine	Te Tere	Ngā Wawata
Te Manawaroa	Te Auahatanga	Ngā Uaratanga me te Ahurea	Te Tōtōpu	Te Manawaroa o te Tere	Te Whakamahinga Hangarau
Te Ngākau Titikaha	Te Wairua Whakataetae	Te Mahi Tahi	Te Whakaoraora	Te Moruki	Te Tipu
Te Whakariterite	Te Tuakiri, te Whāinga me te Tūoho Whaiaro	Te Whakawhiti Kōrero	Te Hauora me te Oranga Hinengaro	Te Mārohirohi	Te whakahaere wā me te Whakamahiti Korou
Arotake Tutukinga			Te Moe	Te Pīngore	Te Mana Hōtaka
Te Whakawai Pēhanga			Taioranga	Te Whakaoraora	Te Whakamahere Umanga
Te Pārekareka					Te Matatau
Te Whakawai Kounga					Taputapu Hākinakina
Te Mauri Tau					

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.

PŪKENGA

STRENGTH



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

WHAKAAROTAU MĀTĀMUA

HIGH PRIORITY



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

AUTAIA

MIDDLE/AVERAGE



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

WHAKAAROTAU MĀTĀWAENGA

MEDIUM PRIORITY



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

HEI WHAKAWHANAKE

WORK-ON



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

WHAKAAROTAU MĀTĀMURI

LOW PRIORITY



Raise My **Game**

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

HĀNGAI KORE

NOT APPLICABLE



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



TE HINENGARO

MENTAL SKILLS[©]

— SORT CARDS —



Te Pārekareka

Enjoyment and Fun

Wairua



- Experiences joy and laughter at home, school or in sports teams.
- Looks on the bright side of life, is optimistic.
- Has a sense of humour.
- Uses down-time wisely to have fun and recharge the batteries.
- Hangs out with joyful people.

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Developing Enjoyment and Fun

Gravitate to good influences

Think about whether the people in your life (i.e., friends, wider whānau) are a good influence on your sport. Consider whether you need to make any changes.

Humour

Humour can be used to diffuse an awkward or uncomfortable situation. Think about how you might use humour in conflictual situations when you are tempted to meet fire with fire.

Reflect on your sources of joy

Think about the times that you are most happy. Are there opportunities to spend more time doing these things?

Using your down time wisely

Think about whether you are using your down time on activities that are leaving you feeling drained or energised. Can you be more intentional with the use of your spare time to create fun and enjoyment in your life.

Notice the little things

Sometimes you can give or receive joy in the little things, a smile, a kind gesture, something silly. Take time at the dinner table to recount the most enjoyable thing that happened in your day.

Safe Spaces

If you feel that there are environments where fun or enjoyment is not encouraged, talk to a trusted adult about possible solutions.



Te Aronga ā-Mahi

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.
 - Continue to communicate (through words and actions) positively and effectively.
 - Maintain my confidence.
 - 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 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.



TE TUAKIRI

CHARACTER

— SORT CARDS —



- A role-model in all things within the school/team/group, sport and community.
- Supports other individuals, especially young athletes/students to perform at a higher level.
- Communicates well, inspires through actions and words.
- Supports the teachers/coaches to build a team/group culture and vision; encouraging commitment to any team goals.
- Is a guardian of school/team values and contributes to team spirit.
- Is committed to what needs to be done.

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. 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 athlete/student, 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, 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 school/group, the teachers, coaches, and management? Do you hold yourself accountable to the school/team/group/club'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 teachers/coach(es) about 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

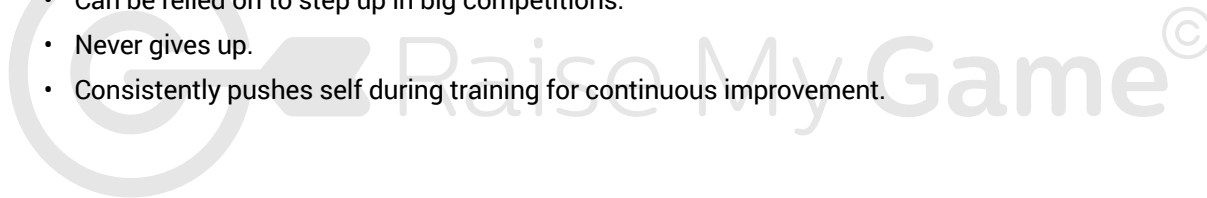
Good leaders delegate and create space for others to show leadership too (sometimes all others need to show leadership is an invitation).



Te Wairua Whakataetae Competitiveness



- Shows grit, passion and perseverance to work towards a long term goal.
- Shows determination to win/succeed beyond others – both in training and in competition.
- Can be relied on to step up in big competitions.
- Never gives up.
- Consistently pushes self during training for continuous improvement.



Developing Competitiveness

Practice competitiveness

Think about how you can increase pressure by including more competitions in your training. Remember competitions could be against yourself, or against others.

Some ideas include:

- setting targets against your last effort
- setting challenges around accuracy or consistency
- visual progress measurements (e.g., leader boards)
- making the activity progressively harder
- putting yourself under time pressure.

Plan to change your reaction to pressure

Do you step up when the going gets tough? If not, examine what is driving this behaviour. Go back over past situations, or imagine new challenges, and plan out your reaction to these scenarios; what will you be thinking, how will you react? Work on building a new belief about your ability to do well in these situations with your mentor or coach/teacher.

Who do you train next to within your team?

Do you line yourself up against someone slower and easy to beat; or do you look for the strongest, fastest person in the team and pair-up against them? Each time you train, test yourself against the best.

Are you afraid to fail?

Changing your mindset

A person with a 'growth mindset' believes they can be good at anything if they put in enough effort and practice. A person with a fixed mindset believes ability is a fixed, unchangeable thing. The desire to learn or compete is founded on an acceptance that you will encounter struggles and failures along the way; success depends on your ability to keep trying. Do you hold beliefs about yourself that limit your ability to view failure as a learning experience? Do you give up too easily? Are you afraid to look silly if you try something difficult and fail?

Also, see self-belief and confidence, and resilience cards.



TE TANGATA

PEOPLE [©]

— SORT CARDS —



- Takes ownership and responsibility for communicating proactively and effectively.
- Contributes to class/team discussions.
- Communication is clear, direct and decisive.
- Takes responsibility for communicating the need for a change.
- Communicates clearly and at the appropriate time with teachers, coaches and others.
- Displays positive and engaged body language, especially during tough times (e.g., presentation at school or training when feeling low in energy).

Developing Communication

Confidence

Effective communication takes confidence. Being willing to speak up is not easy, especially if you are new. Practice speaking in small groups or more comfortable situations first (e.g., a thank you speech, a performance review).

Practice communication through a leadership role

Take on a small leadership task that requires you to practice your communication skills.

Communication is body language too

Think about others that display positive, engaged and encouraging body language. How do they present at key moments? How do they interact with others? Now, reflect on your own body language, and set some intentions on how you want to present each day.

Listening

Communication is listening as well as talking. Practice your ability to concentrate your attention, keeping your mind focused when someone else is talking to enable you to ask searching questions that deepen your understanding and connection.



Te Mahi Tahī Teamwork



- Builds trust with team members (i.e., is credible, reliable, makes others feel safe, and cares about what is best for others/the team).
- Can still lead or be a team player when on the bench or a substitute.
- Deals calmly with issues that arise within the team, positively supporting leaders.
- Puts the team before personal goals or targets, when appropriate.
- Can accept and align to coaches' decisions or directives regardless of personal opinion.
- Supports and celebrates the success of teammates or the team, even when personal goals are not achieved.
- Works well in small groups, contributing and taking on equal responsibility for achieving a good outcome.

Becoming a Team Person

Reflect on how you are seen

Ask your coach/teacher how you are viewed within the team/group and what behaviours are creating that impression. Reflect on how you want to be viewed and identify some actions that would reinforce that view.

Be generous with new people

Make a pleasant first impression. When you meet people, make a point to engage with them (i.e., look them in the eye, speak clearly, make a joke, ask a question). Be welcoming and generous towards new members of the group. Take time to get to know them and check in with them, think about how you can help them fit in. Make a point of asking new members their opinion and including them.

Be positive and give energy

Give energy to those around you through positivity and praise. If you are a senior player, the junior players want to know that you trust and believe in them. Have you gone out of your way to recognise something good someone else in the team/group has done recently? Do you have opportunities as a team/class to acknowledge people?

Include everyone

Are you inclusive of everyone in the group or do you stick with the people you feel most comfortable with? Identify ways you could make people feel included, e.g., humour, team activities, asking everyone's opinion, giving everyone a job/role.

Find common ground

Everyone in the team/group will have a different background, culture, and upbringing; and everyone brings their own unique set of values and beliefs. Do you view differences as a strength or annoyance? Think about how you could learn more about others to grow your respect and empathy for them. Look for a common ground to connect.

Support leaders

Does your team/school have processes that allow you to proactively identify and support resolution of issues? When issues arise, ask leaders/teachers what you can do to support them.



TE HAUORA

HEALTH[®]

SORT CARDS



- Is consistently able to turn up to school, 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.



- 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 your sport 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.



TE TINANA

PHYSICAL SKILLS[©]

— SORT CARDS —



Te Pakari ā-Hāora

Aerobic Fitness

Tinana



- Enough aerobic fitness to maintain concentration and technique (specific to event).
- Strong aerobic base (i.e., right volume of aerobic work completed to develop optimum level of aerobic capability for event).
- Ability to perform work at a given intensity over a time period.
- Can perform in a state of fatigue.

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Developing Aerobic Fitness

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.

Adding mileage

To add mileage, increase the long run by about 2km every 1–2 weeks. Add 1–2 more runs per week and 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.



Te Manawaroa o te Tere Speed Endurance

Tinana



- Able to do repeated speed efforts without significant drop-off.
- Can handle fluctuations in speed within a race.
- Can perform in a state of fatigue.
- Can maintain speed for the distance required despite the build-up of fatigue/acid.

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Developing Speed Endurance

Timing

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.

Repetitions and rest intervals

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 should be reduced to prevent complete recovery. That said, depending on your event, repetition durations could be shorter.

Rest intervals should consist of active recovery exercises such as walking or jogging slowly on the spot.

Session duration

As speed endurance training can be demanding, typically you would keep session duration to 20–30 minutes, 1–2 times per week.

Speed endurance session example 1 (running)

Run 100m, 200m, 300m, 200m 100m. Have one min recovery between efforts. You can add more reps and or lengthen recovery to 2 mins, but add in some bodyweight conditioning for 30s during recovery (e.g., burpees, sit-ups).

Short speed endurance session example 2 (running)

Run 50m, 80m, 100m, 80m 50m. Have 30 seconds recovery between efforts. You can add more reps and or lengthen recovery to 1 min, but add in some bodyweight conditioning for 30s during recovery (e.g., planking, lunges).



TE TŪĀPAPA AKO

LEARNING FOUNDATIONS

— SORT CARDS —



Ngā Tikanga Ako me ngā Tikanga Rangahau

Learning and Study Techniques



Whenua

- Listens and manages distractions in class.
- Engages in class activities and discussions.
- Knows attention span and has strategies to manage focus.
- Willing to ask the teacher for help.
- Has some techniques for remembering information, decision-making and problem-solving.
- Can use pictures or other techniques (e.g., flash cards) to assist with learning.
- Is open-minded to areas that feel more difficult to learn.
- Has support for neuro-diversity or learning differences (if needed).
- Can juggle and prioritise assignments and study for tests/exams.

Developing Learning and Study Techniques

Choose where you sit in class

Choose to sit with people who are wanting to learn.

Learning techniques

Research learning technique ideas (e.g., google search, ask other kids or teachers) and try some out.

Know your learning style

Do you know if you learn best by seeing a picture, hearing something explained, reading, or doing an activity (by yourself or in a group). Reflect on this and try to use your preferred style when studying information at home.

Reflect on your open-mindedness

Are there some attitudes or beliefs that are holding you back from learning. Decide to let go of those limiting thoughts and take captive every negative thought, replacing it with a positive thought.

Focus on what you can control

Draw a circle. Inside the circle write down everything about your learning 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.

Seek help

If you are struggling, ask a trusted adult for help.

Teach others

Some people say the best way to learn is to teach others. Seek out opportunities to teach others, whether it is helping a friend or becoming a tutor.



Te Whakamahinga Hangarau Use of Technology



Whenua

- Uses technology in a positive way to assist research and learning.
- Uses technology in a positive way to connect with friends and whānau.
- Willing and able to use technology as a platform to ask for help with a problem.
- Uses technology to gather different perspectives/points of view.
- Limits device use, gaming and overuse of social media; achieves balance between screen time and time outside/physical activity.
- Treats others kindly on social media.
- Presents a positive view of self on social media (personal brand).
- Not involved in risk-taking or illegal activity on-line (e.g., sharing nude images, gambling, bullying).
- Doesn't let technology interfere with sleep routines and quality.

Developing Use of Technology

Research

Do you know how to research a topic, reference it and do you know the difference between trustworthy sites and fake news? Ask your teachers or other students to guide you.

Planning

Do you plan your week to get the right balance between school work, sports/ recreational activities and device use? Take time on a Sunday night to set some intentions for your week.

Perspectives

Put yourself in the shoes of the person who is receiving your messages. Think about how you have made them feel. Think about whether there is a different perspective that could increase your empathy in your situation.

Problem-solving

If you have a problem that is difficult to solve, think about whether you could approach a trusted adult through a text or social media post to help with your problem.

Personal brand

Reflect on your social media posts from others' perspectives (e.g., your parents, a potential sponsor or employer, your teachers) and think about how they might view you. Now write down a description of how you want to be viewed and use that to guide your digital interactions.