



Australian Government

Australian Sports Commission



**AUSTRALIAN
INSTITUTE OF SPORT**

Guidelines for athlete support through selection processes and major events

Maintaining strong relationships

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Introduction

Our growth and experiences as a sporting nation have shown that communication practices and support throughout selection processes, and during and after major events, are critical elements in the support of athletes vying for success in their chosen field. Athletes are more likely to produce their personal best, be successful over a longer period of time and continue their involvement as an athlete, coach or official in the future if their sporting experiences are positive.

If managed well, positive practices can also have beneficial outcomes and can significantly minimise potential risks to athletes and sporting organisations. Positive outcomes include:

- stakeholders having a positive view about how organisations handle difficult situations
- clear seamless pathways to follow
- athletes empowered to take control of their future
- reducing the possibility of legal action
- athletes remaining and value adding to their sport.

Document overview

The Australian Sports Commission recognises the importance of holistic athlete management, so this document provides a model of good practice and a structure for national sporting organisations (NSOs) to implement throughout national team selection processes, and during and after major events. Major events include:

- Olympic Games
- Paralympic Games
- Commonwealth Games
- world championships
- national championships
- any other key national or international selection event.

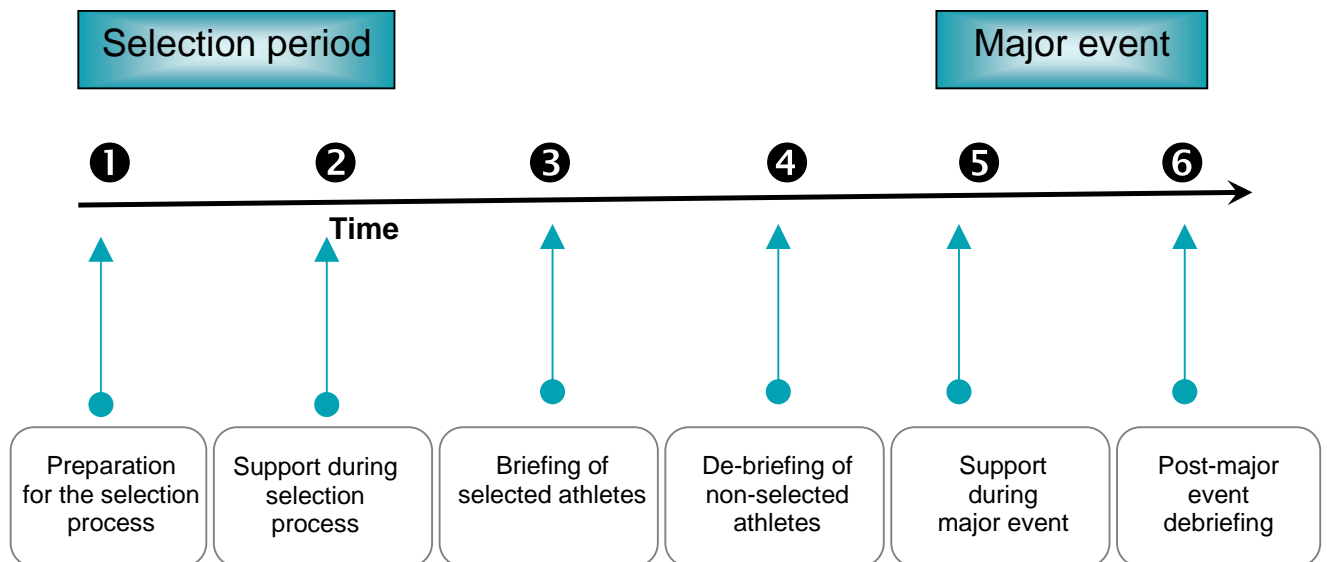
This framework was developed by drawing on the collective experiences and observations of athletes, coaches, administrators, service providers and other key people in sporting organisations. It emphasises the need to act collaboratively and provides practical support options that NSOs can draw on throughout selection processes, and during and after major events. It is recognised that many of these strategies are already in varying stages of implementation, while others are still being explored. Therefore, this document does not present significant additional work, but merely provides a framework to support NSOs and athletes through a very sensitive and emotional time.

There are two parts to the document. Part 1 is a self-evaluation checklist and Part 2 contains sample resources that can be used to deliver support to athletes.

Part 1: Self-evaluation checklist

The self-evaluation checklist allows NSOs to conduct an audit targeting areas for athlete support throughout selection processes, and during and after major events. The checklist consists of six phases that are outlined in Figure 1 below.

Figure 1: Major event stages — targeted areas for athlete support



Note: Phases 3 and 4 can be carried out either in that order, simultaneously or in reverse order.

Each of the six phases in the self-evaluation checklist has topic areas that have been broken down into three categories of importance. They include:

- 1 Essential — must be implemented
- 2 Highly beneficial — recommended to be implemented
- 3 Valuable — would be of value to implement if resources are available.

The strategies and information provided in the self-evaluation checklist and the resources may be distributed via a range of communication mediums such as:

- group workshops
- fact sheets
- small groups
- individual meetings
- a combination of the above

Part 2: Sample resources

The sample resources provided may be used to deliver support to athletes. They are presented as a suggested approach and are by no means prescriptive.

Support and direction throughout stages of selection, and during and after major events, can also be obtained through the Australian Institute of Sport/state institute of sport/state academy of sport network (AIS/SIS/SAS), Australian Olympic Committee (AOC) for Olympic sports, Australian Paralympic Committee and Australian Commonwealth Games Association.

Electronic versions of the checklist and resources can be found at www.ausport.gov.au/nso/.

Acronyms used throughout this document

ACE	Athlete Career and Education
AIS	Australian Institute of Sport
AOC	Australian Olympic Committee
NSO	National sporting organisation
SIS/SAS	State institute of sport/state academy of sport

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- Athlete Career, Education and Professional Development team, NSW Institute of Sport.

Part 1: Self-evaluation checklist

Phase 1 — Preparation for the selection process

Importance	Topic	Resources available	Who? (Determined by NSO)
1	<p>Précis or entire selection criteria and by-laws communicated to all eligible athletes</p> <p><i>(2.1–2.5 AOC Policy for Assisting and Counselling Athletes Seeking Nomination and Selection)</i></p>		
1	<p>Outline of appeals process and athlete's rights and responsibilities made available to eligible athletes</p> <p><i>(3.1 and 3.2 AOC Policy for Assisting and Counselling Athletes Seeking Nomination and Selection)</i></p>	<p><i>Getting it right: Guidelines for selection booklet</i></p>	
1	<p>Communication strategy for selection outcomes clarified and agreed to by all parties</p> <p>Communication strategy should ensure that all athletes are notified before any public announcement. Include:</p> <ul style="list-style-type: none"> • who will communicate the outcome • how it will be announced • when it will be announced • what feedback will be provided <p><i>(6.1–6.3 AOC Policy for Assisting and Counselling Athletes Seeking Nomination and Selection)</i></p>		
1	<p>Expectations of selection process made known to eligible athletes:</p> <ul style="list-style-type: none"> • performance • competitions • training camps • travel • cost 	<p>AIS/SIS/SAS network via sport psychologist or nominated NSO contact</p>	

Phase 1 (continued)

Importance	Topic	Resources available	Who? (Determined by NSO)
1	National ACE-supported sports: Information about counselling available through AIS/SIS/SAS network distributed to all eligible athletes	Attachment A AIS/SIS/SAS network via ACE program, sport psychologist or nominated NSO contact	
2	Individualised athlete competition plan for selection period completed with athletes	Attachment B AIS/SIS/SAS network via sport psychologist or nominated NSO contact	
2	Individualised athlete life management plan for selection period completed with athletes	Attachment C AIS/SIS/SAS network via ACE program or nominated NSO contact	
3	Communication workshops or briefings provided for key staff involved in the delivery of selection outcomes	Attachment D AIS/SIS/SAS network via ACE program, sport psychologist or nominated NSO contact	

Phase 2 — Support during the selection process

Importance	Topic	Resources available	Who? (Determined by NSO)
1	Provision of regular communication and individualised review of each athlete's progress against selection requirements or against competition plan undertaken with athletes <i>(5.1–5.4 AOC Policy for Assisting and Counselling Athletes Seeking Nomination and Selection)</i>	Attachment B AIS/SIS/SAS network via sport psychologist or nominated NSO contact	

Phase 3 — Briefing of selected athletes

Importance	Topic	Resources available	Who? (Determined by NSO)
1	<p>Communication strategy outlined in Phase 1 implemented</p> <p><i>(6.1–6.3 AOC Policy for Assisting and Counselling Athletes Seeking Nomination and Selection)</i></p>		
1	<p>Operational information delivered to eligible athletes:</p> <ul style="list-style-type: none"> • training camps and competitions <ul style="list-style-type: none"> – medical information – travel itinerary – transport – accommodation – uniforms – cost – key personnel involved (contact details) 	AOC/Australian Paralympic Committee, major event organiser or nominated NSO contact	
1	Member Protection Policy and its application to the selection process and major event delivered to athletes	Sport Ethics unit at the Australian Sports Commission	
1	<p>National ACE-supported sports:</p> <p>Selection outcomes forwarded to National ACE program. Information will then be distributed to the AIS/SIS/SAS network for follow-up support</p> <p><i>(7.2 AOC Policy for Assisting and Counselling Athletes Seeking Nomination and Selection)</i></p>	Attachment F	
2	Individualised major event plans developed with athletes	Attachment E AIS/SIS/SAS network via sport psychologist or nominated NSO contact	

Phase 3 (continued)

Importance	Topic	Resources available	Who? (Determined by NSO)
2	Individualised life management plans developed with athletes	Attachment C AIS/SIS/SAS network via ACE program or nominated NSO contact	
2	Event-specific information delivered to athletes: <ul style="list-style-type: none"> • nutrition • culture • climate • finances • communication strategies • training facilities/venues • Australian Sports Drug Agency/World Anti-Doping Agency protocols 	AOC/Australian Paralympic Committee, major event organiser, Australian Sports Drug Agency personnel or nominated NSO contact	
2	Potential challenges during the event experience discussed with athletes: <ul style="list-style-type: none"> • media • stress management • managing supports/friends/family • jetlag • sleeping • managing impact of results (both self and team-mates, both positive and negative) 	AIS/SIS/SAS network via ACE workshops, sport psychologist, Sports Science/Sports Medicine or nominated NSO contact	
3	Contingency plans developed		

Phase 4 — Debriefing of non-selected athletes

Importance	Topic	Resources available	Who? (Determined by NSO)
1	Communication strategy outlined in Phase 1 implemented <i>(6.1–6.3 AOC Policy for Assisting and Counselling Athletes Seeking Nomination and Selection)</i>		
1	Opportunity for individualised feedback provided to athletes by coach, selector or other	<i>Getting it right: Guidelines for selection</i> booklet	
1	National ACE-supported sports — information about counselling available through AIS/SIS/SAS network distributed to all eligible athletes <i>(7.3 and 7.4 AOC Policy for Assisting and Counselling Athletes Seeking Nomination and Selection)</i>	Attachment A AIS/SIS/SAS network via ACE Program, sport psychologist or nominated NSO contact	
1	Appeals process and athlete's rights and responsibilities made available to athletes <i>(6.3 AOC Policy for Assisting and Counselling Athletes Seeking Nomination and Selection)</i>		
1	National ACE-supported sports — selection outcomes forwarded to National ACE Program. Information will then be distributed to the AIS/SIS/SAS network for follow-up support <i>(7.5 AOC Policy for Assisting and Counselling Athletes Seeking Nomination and Selection)</i>	Attachment F	
2	<i>Where to from here?</i> booklet distributed to all athletes	Attachment G AIS/SIS/SAS network via sport psychologist, ACE program or nominated NSO contact	
3	Follow-up coordinated for all athletes within four weeks of announcement, to identify if further support is required. Referrals made where necessary		
3	Athlete self-evaluation and evaluation of selection processes undertaken with athletes		

Guidelines for athlete support through selection processes and major events

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Phase 5 — Support during the major event

Importance	Topic	Resources available	Who? (Determined by NSO)
3	Provision of regular communication and individualised review of athlete's major event plan undertaken. Recommend that this be conducted immediately prior to event commencing, regularly during the event, and immediately post-event	Attachment E AIS/SIS/SAS network via sport psychologist or nominated NSO contact	

Phase 6 — Post-major event debriefing

Importance	Topic	Resources available	Who? (Determined by NSO)
1	National ACE-supported sports: Information about counselling available through AIS/SIS/SAS network distributed to all eligible athletes <i>(7.3 and 7.4 AOC Policy for Assisting and Counselling Athletes Seeking Nomination and Selection)</i>	Attachment A AIS/SIS/SAS network via ACE Program, sport psychologist or nominated NSO contact	
2	<i>Where to from here?</i> booklet distributed to all athletes	Attachment G AIS/SIS/SAS network via sport psychologist, ACE program or nominated NSO contact	
2	Team debrief coordinated Transition information provided Individual debriefs made available where necessary	AIS/SIS/SAS network via sport psychologist or nominated NSO contact	
3	Individualised feedback on performance for each athlete provided		
3	Athlete self-evaluation and evaluation of major event experience undertaken with athletes		

Part 2: Sample resources

Attachment A — Athlete counselling support services

Athletes now have access to an extended network of personal and clinical counselling specialists, in addition to the extensive support services offered by the National Athlete Career and Education (ACE) program and sport psychology within the Australian Institute of Sport (AIS) and state institute of sport/state academy of sport (SIS/SAS) network.

It is recognised that the counselling support available through the existing resources of the ACE program and sport psychology networks provide excellent guidance in identification and clarification of key issues athletes may be facing. However, the spread and depth of the issues that arise at times may be beyond the professional boundaries, available resources and/or specialisations of these roles. In these circumstances, the ACE program and sport psychology network across AIS/SIS/SAS will be able to apply for funding on an athlete's behalf to contribute towards the costs associated with accessing external services.

Support services available

Support services that are available through the ACE program, sport psychology network and/or via the network of specialists include:

- Career counselling support, including:
 - transitional support
 - career planning and educational guidance
 - lifestyle management
- Performance-related issues, including:
 - focusing skills
 - development of self-belief and confidence under pressure
 - pre-competition routines
 - post-competition debrief strategies
- General counselling support, including:
 - trauma support
 - grief and loss
 - change management
 - eating disorders
 - relationships
 - depression and anxiety
 - addictions
 - adolescent issues
 - sexual abuse

If athletes would like to access any of these services or an area that may fall outside of those listed, they will need to contact either the National ACE Manager or their local ACE or sport psychology consultant.

Who is eligible?

The ACE program and sport psychology network are able to apply for funding for those athletes who are eligible to access the services of the National ACE program through the AIS/SIS/SAS network.

Athletes can check their eligibility by either contacting the National ACE Manager or their local ACE or sport psychology consultant.

What to do

Athletes must initially meet with either ACE or sport psychology personnel who will support them to identify their area(s) of need and also to identify the most suitable support service consultant to address their specific needs and requirements.

If athletes wish to make a self-referral they will still be required to participate in an initial meeting with representatives from either of these programs.

If athletes would prefer not to liaise with their institute or academy of sport directly, they may contact the National ACE Manager who will provide the necessary guidance and referral support.

Confidentiality will be maintained at all times

Attachment B — Competition plan for selection period

Performance evaluation form

Sport name: _____ Event: _____ Date: _____

Selection criteria stated

Skills (nominate specific skills/qualities that are essential for selection)

Athlete areas of strength (highlight areas athlete performed well in and provide specific examples)

Athlete areas for further development (highlight areas of weakness and provide specific examples)

Action plan forward (what do I need to do/know and who can help me?)

Competition focus sheet

- 1 List the key events you are required to participate in to be eligible for selection. Include training camps, competitions, team meetings, media obligations, etc. List your goals for the particular events.

Event	Dates	Time away from home	Cost involved	Goals

- 2 What are your goals for each of these major events throughout the selection period?

- 3 What strategies do you need to **start**, **stop** or **continue** to do, to help you achieve these goals?

Support area	Start	Stop	Continue
Athlete Career and Education			
Sport Psychology			
Nutrition			
Strength and Conditioning			
Sports Medicine (for example, injury management, etc.)			
Sport-specific training			

4 What problems do you think might arise?

a:

b:

5 What strategies will you use to cope with expected or unexpected problems?

a:

b:

6 Regularly review your performance. What changes need to be made? What is going well for you?

7 What are your goals for beyond this selection period? What do you hope to achieve? Consider goals outside of your sport as well.

Attachment C — Life management plan

Event	Dates	Time away from home	Cost involved	Goals

You will have completed the above table in your competition plan. Using the information from your competition plan:

- consider the commitments and take into consideration the impact they will have on the following aspects of your life outside of sport
- consider what strategies you may need to put in place to address the impact
- consult your ACE adviser for support in completing this plan.

Commitments	Impact	Strategies to put in place
Study requirements		
Financial obligations		
Work commitments		
Family commitments		
Other		

Attachment D — Communication workshop

Communication skills

Name: _____

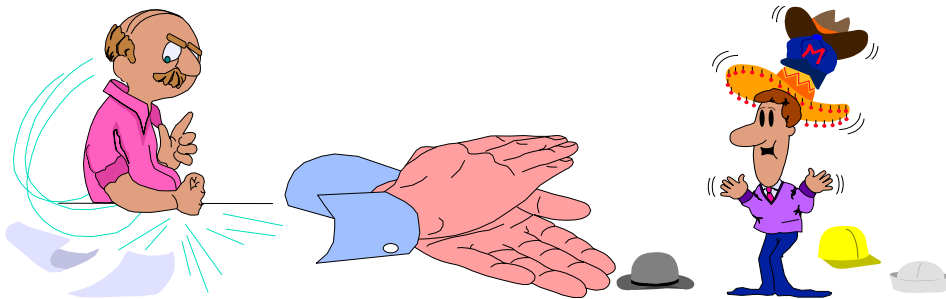
COMMUNICATION

I am talking to you.

Are you listening?



Communicating with your athletes involves more than just telling them what to do



Session outline

- What is communication?
- Activity 1: Preferred learning styles
- Activity 2: What motivates your athletes
- Activity 3: Effective communication
- Activity 4: Sending messages to your athlete
- Activity 5: Receiving messages from your athletes
- Activity 6: Barriers to effective communication
- Activity 7: Managing Conflict workshop
- Activity 8: The sandwich approach to constructive criticism
- Activity 9: The show and tell method
- Tips on communication

Remember: Coaching plays a critical part in the learning process for athletes who are developing their skills, knowledge, and self-confidence. Your athletes do not learn effectively when you simply tell them what to do.

Tell me ... I forget
Show me ... I remember
Involve me ... I learn

What is communication?

Communication is a fundamental process involved in coaching a team or working with individuals. It is influenced by your own personal coaching style, by the individual needs of your athletes and the demands of the situation.

Activity 1: Preferred learning styles

Understanding your own learning style and that of your athletes will help you communicate more effectively.

Activity 2: What motivates your athletes

Individual motivations checklist (see Appendix E on page 26).

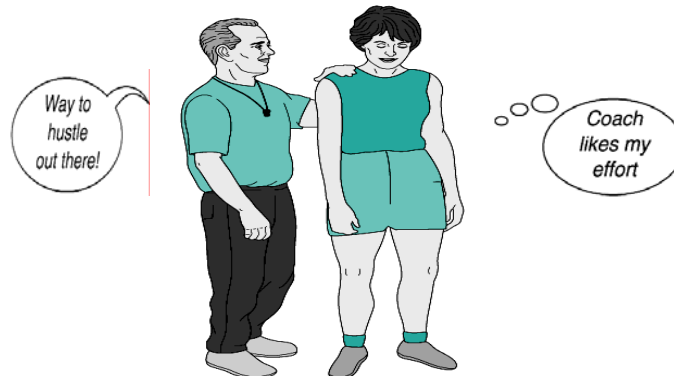
Activity 3: Effective communication

Types of communication are:

- interpersonal communication (at least two people in a meaningful exchange)
- non-verbal communication
- intra-personal communication (self-talk — the communication we have with ourselves).

Guidelines for sending effective messages

Verbal



1 Decision to send a message about something

2 Encoding of the message by the sender

3 Channel through which the message is transmitted to receiver

4 Decoding of the message by the receiver

5 Internal response by the receiver to the message

Non-verbal

- Physical appearance
- Posture/gestures
- Body position
- Touching
- Facial expressions
- Voice characteristics

Activity 4: Sending messages to your athletes

Role-play

You have a team of athletes you are teaching a new drill to (you can make up the drill). Through verbal and non-verbal communication, convey the information to your team (good versus bad).

Sending effective messages involves:

Being direct

- Be complete and specific
- Separate fact from fiction
- Deliver messages immediately
- Be consistent with non-verbal messages
- Consider learning styles

Owning your message

- Be clear and consistent
- Focus on one thing at a time
- Avoid mixed messages
- Reinforce with repetition
- Get feedback you were understood

Activity 5: Receiving messages from your athletes

- Active listening (paraphrase what the speaker said; mentally prepare for listening)
- Supportive listening (you are with the person, value their message)

Activity 6: Barriers to effective communication

In pairs, identify the barriers to effective communication.

Activity 7: Managing Conflict workshop

Confrontation

Confrontation is a face-to-face discussion among people in conflict. While confrontation is often seen as negative, when properly used it is part of effective communication.

Do not confront someone when you are angry, **only** when you are in control, can express information and feeling constructively and have a well thought out reason for doing so.

The do's and don'ts of confrontation

- **Do** convey that you value the relationship with the person
- **Do** go slowly and think about what you want to communicate
- **Do** listen carefully to what the other person is communicating
- **Don't** communicate the solution, focus on the problem
- **Don't** stop communicating
- **Don't** use put-downs
- **Don't** rely on non-verbal hints to communicate your thoughts

Activity 8: The sandwich approach to constructive criticism

- A positive statement: 'Sally you are really working hard out there.'
- A future-oriented instruction: 'Next time, try to slow down and keep your eye focused on the ball until it is in your hands.'
- A compliment: 'You are getting there — keep up the hard work.'

Practising confrontation skills

Working in pairs, select two of the following situations and role-play them. One of you will act as the communicator, the other as the listener. The communicator should use skills such as empathy, the sandwich approach and active listening. Give each other feedback.

- Telling an athlete that they have not made selection for the team.
- Informing an athlete that their conduct has resulted in being sent home early from competition.
- Informing an athlete that they need to work on an area of weakness.
- Telling an injured athlete their sports career is over.

Activity 9: The 'show and tell' method

- **You do, you say** (you perform the task while you explain the task to the team)
- **They do, you say** (Now have the athlete perform each step of the task while you explain)
- **They do, they say** (As you observe, they perform the task and explain the importance and how to do it).

Tips on communication

- Give an indication of the direction in which you are heading, and how they can have input into that direction
- Listen to their needs, comments and understand their preferred learning style
- Reinforce the positive
- Highlight areas of improvement
- Support them through their learning

Use different communication styles

- Direct instruction
- Facilitate questioning
- Develop rapport with athletes
- Model good practices
- Define athlete behaviours and consequences

Providing feedback

Points to consider before informing athletes about selection or non-selection include:

- Clear communication of the selection criteria is essential to minimise the psychological effects of non-selection. Information should be compiled by the NSOs and made available to athletes verbally, by electronic mediums and in hard copy prior to the event.
- When athletes clearly understand the criteria and miss out on a place in the team, they are less likely to deal with the outcome ineffectively.
- Providing timely feedback about performance with specific examples of areas of strengths and weaknesses will help the athlete make sense of the outcome.
- A thorough explanation about selection or non-selection, via face-to-face and written documentation, assists athletes in planning their paths forward. A performance evaluation action plan enables the athlete to begin to set goals for their future.
- Consider using the sandwich approach to feedback.

Attachment E — Individual motivations checklist

Check each description that is true for you	
1 I would like the coach to tell me that they like the way I am training and performing.	13 I would like to see my name placed on a record board where everyone could see it.
2 I would like other athletes to notice my performances and talk to me about them.	14 I recognise the positive features of other athlete's performances verbally.
3 I would like my parents to be interested in, and to approve of, my efforts in my sport.	15 I like training programs that include a lot of variety, that is, athletes are always doing something different.
4 I would like to train and compete with my friends.	16 I like the goal for each training session to be an all-out effort until the end.
5 One of the enjoyable things about my sport is that I am able to compete and train with my friends.	17 I prefer not to do some things in training or competition.
6 I would like to have my name appear in newspapers and press releases and announced on radio and television.	18 One of the great satisfactions from my competitive sport is getting to travel away to compete.
7 I would like to have my friends who are not athletes interested in my sport.	19 I like to have a performance goal set for every item that I perform in training.
8 I would very much like to be the person who receives the outstanding athlete award in competitions.	20 I want to get as much information on all aspects of my sport as I can, for example, how to train the correct techniques, how to prepare for competitions, etc.
9 I like the coach to comment frequently on my techniques.	21 One of the reasons that I train for my sport is to learn and practice all the aspects of the activity.
10 If I were to do good work, I would like the coach to reward me with a piece of chocolate or some novel surprise.	22 I enjoy training just for the sake of performing my sport.
11 I would like to get rewards, such as patches or badges, for the amount of training I do, for attending regularly, etc.	23 I prefer to have easy contests, with hard ones occurring only occasionally.
12 Training is more enjoyable when athletes cooperate and perform with each other.	24 I would like to have all my contests close and hard.

25	The trophies and ribbons that I may attain through competing will make my sport participation worthwhile for me.	36	I want to be selected for a national team.
26	I want to be able to perform well in every contest.	37	I want to establish records in individual sport categories.
27	The more important the contest, the more enjoyable it is.	38	My goals in sport include my performance in skills and other aspects of the activity, not just my speciality.
28	I enjoy competing, although I do not win very frequently.	39	I want to become a national champion in my sport.
29	I want my skills to continually improve in training.	40	I like to set my own goals for myself.
30	I like to have detailed records of all my contests so that I can monitor my own progress.	41	The ultimate benefit from my sport participation will be that I will be healthy.
31	I enjoy training more than I do competing.	42	I like my sport because every training session and competition is a challenge.
32	When I am selected on the club team, my sport efforts seem to be very worthwhile.	43	I know what I want to get out of my sport.
33	When my performances improve, I am motivated to train more and harder.	44	I like the coach to set the goals for my competitions.
34	I like to know my progress and improvement in techniques.	45	The main goal in my sport is to learn as much as possible so that I can become a coach.
35	I would be prepared to train for many years if it gave me a chance to become an Olympic athlete.	46	I like to set the ultimate goals for my sporting career myself.

(From *Better Coaching: Advanced Coach's Manual*, 1st edn, Table 11-5, p. 169. Reprinted with permission from Brent Rushall 2004)

Attachment F — Major event plan

Athlete name:

Climbing the ladder to success

You have had to climb the ladder and walk the hard miles, but personal success is only a few steps in reaching your sporting goals. It is important that you do not become overwhelmed by the pressures and hype that surrounds international events, especially those as important as the Olympics and world titles.

To assist you and your coach in the final steps of your preparation, it is imperative that a major event plan is put into action.

How will a major event plan help me?

- A major event plan allows you to keep the maximum focus necessary to achieve your personal best.
- It helps you to plan a counter attack for any possible problems or pressures that may arise.
- It helps you communicate with your coach and/or team-mates about your performances and concerns.
- Finally it provides a source of evaluation and point of reflection to help you build on future performances.

How much time will it take and who can help me?

- The time taken is minimal in comparison to the years of preparing for this moment. Remember, failing to plan can mean planning to fail.
- It may take between 15–30 minutes or a little longer depending on what is concerning you and who you may need to see for support.
- So take the time to add the final touches to climbing your ladder to success and sit down and talk with your coach, team-mates and support staff, including ACE, Psychology, Sports Medicine or Strength and Conditioning. Talking with the right people can help you understand what is going on and might help you think about some important points you had not already considered.

What is involved in the process?

Your goal-setting in your sport has taken you this far, but now you need to switch on your investigation skills. If you were to look at what is involved in participating in an Olympic Games and wanted to identify what the difference was between those achieving their best and those that fell short, what would you need to do to find out?

Information needed to climb the final steps of success

What information will you need to consider to enable you to achieve your goal?

- What exactly is it you want to achieve?
- What equipment and support do you need to help to achieve success?
- What do you know about the venue you will be participating at, your surroundings and your accommodation?
- Is there someone who has been there and done it before who might be able to provide you with some information?
- What are your strengths and weaknesses?
- What problems might arise at this event that you may not have planned for?
- What problems have you experienced before and how did you work your way through them?
- What plans could you put in place to prevent the problems occurring or to manage them if they do occur?
- What do you hope to learn from this mission, regardless of a positive or negative outcome?
- How can this help you in the future?

Super Sleuth's (Iva Gotmyeyeonu) secret mission

Exercise 1

This task can be done in pairs where one athlete plays the role of Super Sleuth and investigates the other athlete, filling in the answers to the questions below. They then can swap with someone else.

The mission

- Your mission, should you choose to accept it, is to send a spy into your team or investigate an athlete for an upcoming major event. Find out information that may help to destroy their performance and ultimately lead to them losing at their major event.
- Imagine you are the private investigator Super Sleuth, Iva Gotmyeyeonu, who has been employed by an opponent to find out everything about a rival athlete competing in an upcoming event.
- Iva Gotmyeyeonu will pass information about the athlete's strengths and weaknesses on to their opponent, along with information on how to break the athlete down or set them up to fail.

This instruction sheet, once read, will self-destruct in five seconds.

Information required to complete the mission

- 1 What is it exactly the athlete under investigation wants to achieve? Event, performance, time, process and/or focus?

- 2 What equipment or tools will they be using to help achieve their goal?

3 Who is their support network and how will they assist them?

Who:

How:

Who:

How:

Who:

How:

Who:

How:

4 What information do they have about the venue they will participate at, including their surroundings, transport and accommodation?

Venue:

Surroundings:

Accommodation:

Other:

5 Is there another athlete team member or staff member who has been to the event before, who might be able to provide them with more detailed inside information? If so, who are they and what do they know?

Who:

Information:

6 What strengths can they draw on in their performances?

7 What are their weaknesses?

- 8 What are the possible problems the athlete might come up against at this competition or what problems have been experienced before?

This competition:

Past:

- 9 What plans of actions have they devised to deal with possible and past problems?

This competition:

Past:

- 10 What will the athlete learn from participating in this competition regardless of a positive or negative outcome? How can this help in the future?

What they will learn:

Future impact:

- 11 Now that you have completed your investigations, write a brief summary of how you would sabotage this athlete so you can report back to your employer, the rival competitor.

Major event focus sheet

(For each athlete to complete for their own performance.)

- 1 What do you want to achieve during this major event?

- 2 What strategies do you need to **start**, **stop** or **continue** to do, to help you achieve your competition goals?

Support area	Start	Stop	Continue
Athlete Career and Education			
Sport Psychology			
Nutrition			
Strength and Conditioning			
Sports Medicine (for example, injury management, etc.)			
Sport-specific training			

3 What problems do you think might arise?

a:

b:

4 What strategies will you use to cope with expected or unexpected problems?

a:

b:

5 Review your performance. What changes need to be made? What is going well for you?

6 What are your goals for beyond this major event? What do you hope to achieve?
Consider goals outside of your sport as well.

Attachment G — Contact list

Athlete Career and Education	Sport Psychology
National	
National ACE Manager Tel: (02) 6214 1144	Head of AIS Performance Psychology Tel: (02) 6214 1236
ACT Academy of Sport	
PO Box 90, BELCONNEN ACT 2616 Tel: (02) 6207 4390	PO Box 90, BELCONNEN ACT 2616 Tel: (02) 6207 4399
Australian Institute of Sport	
PO Box 176, BELCONNEN ACT 2616 Tel: (02) 6214 1745	PO Box 176, BELCONNEN ACT 2616 Tel: (02) 6214 1236
NSW Institute of Sport	
PO Box 476, SYDNEY MARKETS NSW 2129 Tel: (02) 9763 0298	PO Box 476, SYDNEY MARKETS NSW 2129 Tel: (02) 9763 0226
NT Institute of Sport	
PO Box 40844, CASUARINA NT 0812 Tel: (08) 8922 6816	PO Box 40844, CASUARINA NT 0812 Tel: (08) 8922 6816
Queensland Academy of Sport	
PO Box 956, SUNNYBANK QLD 4109 Tel: (07) 3872 0130	PO Box 956, SUNNYBANK QLD 4109 Tel: (07) 3872 0153
SA Institute of Sport	
PO Box 219, BROOKLYN PARK SA 5032 Tel: (08) 8416 6632	PO Box 219, BROOKLYN PARK SA 5032 Tel: (08) 8416 6604
Tasmanian Institute of Sport	
PO Box 93, PROSPECT TAS 7250 Tel: (03) 6336 2034	N/A
Victorian Institute of Sport	
PO Box 12608, MELBOURNE VIC 8006 Tel: (03) 9425 0000	N/A
WA Institute of Sport	
PO Box 139, CLAREMONT WA 6910 Tel: (08) 9387 8166	PO Box 139, CLAREMONT WA 6910 Tel: (08) 9387 8166

Attachment H — Other resources

Getting it Right: Guidelines for selection. Australian Sports Commission 2002.

www.ausport.gov.au/fulltext/2002/ascpub/gettingitright.asp.

Maximising You: A resource to help you maximise your performance. Developed by Performance Psychology and Athlete Career and Education services at the Australian Institute of Sport. Australian Sports Commission 2005.

Complete NSO Resource Kit for Supporting the Selection Process. Written by Kim Cardile, Sports Psychologist/Athlete Career and Education Adviser, NT Institute of Sport. Available from the National ACE Program, tel: (02) 6214 1916.