

# Meeting Set-up

## Prior to the meeting

- Ask the athlete if they want to invite a support person to the meeting.
- Invite a second coach or other person to support you, especially if you are a male coach with a female athlete.
- Print out a copy of the Performance Plan template.
- Select the cards to sort based on the athletes' position, role(s) and level of experience.
- Book a quiet enclosed room.

## Make athlete comfortable

- Ask the athlete to sit beside you at a large table.
- Make small talk to make them feel comfortable. If they look nervous, ask them how they are feeling.

## Outline the purpose of the process

Say:

- ✓ The purpose of this process is to help you identify the priorities that are most critical for your success in your next training block and identify some actions to help you with those. It's also a chance for me to learn more about you and anything you need help with.

## Process overview and roles

Say:

- ✓ This is a three-step process, starting with goal setting, then we will do a competency card sort and once we have identified the priorities, we will create an action plan.
- ✓ You get to do most of the talking and my job is to listen, ask questions and help you boil down to the important priorities.

## Create a non-judgemental space

Say:

- ✓ It's not about comparing you to others.
- ✓ Everyone has strengths and things to work on. Even [give an example of a top athlete in your sport] has things they need to work on.
- ✓ There is no right or wrong answer. I'm not here to give my opinion. I'll only do that if you ask for it.

## Discuss confidentiality

- Tell the athlete where information is stored and who will have access to it.

Say:

- ✓ If there is anything you want to be kept confidential, just flag that and I will make sure that information stays with me.

## Discuss Risk

Say:

- ✓ If you share mental health or wellbeing concerns with me, we would discuss options for supporting you, and with your permission I would support you to get some help.
- ✓ Do you have any questions before we get started?

# Step 1: Goal Setting

## Foundation questions

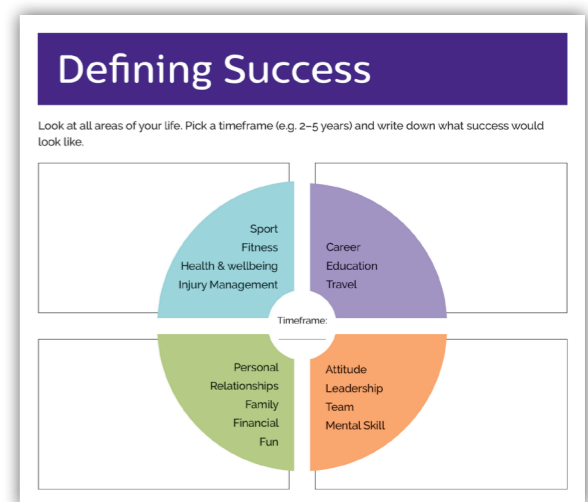
- Say:
- ✓ Your growth plan is a working document, so it doesn't have to be perfect today. We will come back to it and update it throughout the year.
  - If the athlete has filled out answers to the questions before the meeting, Say:
    - ✓ How did you find the process of answering these questions?
    - ✓ Can you please give me a summary of what you have written here?
  - Ask open questions, use reflective listening and perception checking to enhance your understanding.
  - If the athlete has not filled in the answers before the meeting, take the athlete through the questions.

### Foundations of Success

My Why	My Values
What is your purpose and the significant motivator for you to excel?	What are your top 3 personal values and how do they guide your everyday behaviours?
Super Strength	
What is your unique point of difference or x-factor?	

## Goal setting 3-5 year timeframe

- Say:
- ✓ I want to understand what is important to you across all areas of your life.
  - Explain the four quadrants
  - Once the athlete has explained their goals, check the athletes' goals are realistic in terms of juggling time commitments.
  - Ask some questions to get them thinking about changes or transitions that might be required to achieve these goals.
- Ask:
- ✓ What changes or big decisions do you think you will need to make in the next five years?
  - ✓ If you were to get selected for the [next step in the pathway], how will that change your life?
  - ✓ Is there anything you or I could do to help you prepare for those changes?



## Circle of support

- Ask the athlete who is in their circle of support for each area (see template).
  - Identify and discuss any gaps in their support and pick this up during the action planning. You may want to put the support networks competency card aside at this point to pick up later.
- Ask:
- ✓ Are there any areas you feel you need more support?
  - ✓ What are the relationships and communication between the people in your support networks like?
  - ✓ Who is most important to you in terms of your inner circle of support?
  - ✓ Who are the people you go to when you are struggling?

### Circle of Support

A strong support network is critical to your success. Record who is in your circle of support and think about whether there are any additional people that you need to add.

Key people (e.g. whānau/family support, mentors):

Technical/tactical development support person/people:

# Step 2: Card Sort for Competency

## Setting up the card sort

- Place the four headings across the top and pass the cards to the athlete.
- Say:
- I'm going to ask you to sort these cards into three even piles based on your competence at your highest level of competition.
  - When you sort the cards, particularly the work-ons and your strengths, I'd like you to explain your placement.
  - It's up to you whether you want to read the cards or work off the headings.
  - If there is anything we want to make a note of to come back to, we will note that down (e.g. on a post-it note pad).

## Make athlete comfortable

- During the card sort use the facilitation skills (see coach facilitation workbook) to:
  - Build rapport and trust.
  - Dig deeper for understanding.
  - Create focus and clarity.
  - Encourage ownership.
- When needed, link back to their goals to create a line of sight between competencies and outcomes.
- Spend time digging into the competencies that will most likely be taken forward into action planning (you will not have time to question every card placement).

## Once the card sort is finished:

- Take a photo of the cards and send it to the athlete.
- Say:
- Can you please give me a summary of the key take-outs for you?
  - Look at the pile of strengths you have identified, you have a great foundation, and you should be proud of those qualities.
  - Next, I want you to pick out any super strengths that you think will be critical for your success or any 'bread and butter' competencies that should be taken forward into your action planning.
- Ask:
- Why is this a super strength?
  - How can this super strength help you/the team succeed?
  - How could you develop this super strength further?
- Discard the middles, pick up the competencies to work on and the selected super strengths.

## Complete a second card sort for priorities:

- Ask the athlete to identify a timeframe for review of the action plan, usually the next logical milestone.
- Flip over the black header cards to reveal the high, medium, and low priority heading cards, and say:
- Now, in 20 seconds, I'd like you to sort these competencies for priority in the next training block, either high priority, middle or low priority.
  - Once the priority sort is completed take a photo of the cards and send it to the athlete.

## Select and Check

- Select the high priorities to take forward into the action planning (usually the highs and sometimes the middle cards depending on the number of cards). If there are related competencies you may want to group two or three cards together to take forward into the action planning. Aim for less than eight competencies/competency groups.
- Check:
- Are you happy with the competencies we are taking into the action planning?

# Step 3: Action Planning

## Select a competency for development

- Select a card (or group of cards).
- Summarise your understanding of why this competency card has been selected as a priority.

## Set an outcome goal

- Ask the athlete what an outcome goal might be for this competency.
- Suggest ideas if they need help.

## Set actions

- Ask the athlete for ideas to improve this competency.
- For further ideas:
- Check the back of the card.
  - Contribute your suggestions –pose your ideas as a question for them to accept or not.
  - Ask the athlete to seek ideas from people in their circle of support.

## Set measure(s)

- Ask the athlete for ideas on how to measure this action.
- If needed, suggest your ideas.
- Complete the above steps for the next prioritised competency until there is a plan of action for all competencies.

## Summarise and ask for a commitment

- Take a photo of the action plan and send it to the athlete. Remind them where the photos will be stored and who will have access.
  - Ask the athlete to summarise their action plan.
- Say:
- What processes could you put in place to make sure you are reminded of, and commit to your actions?
  - Show the athlete the weekly planning and review template and superpowers poster and ask if these would be something that would help with their day-to-day planning.
  - Discuss how the athlete would like to share the action plan with their circle of support. The athlete may need some support with this (see your training booklet for a process).
  - Remind the athlete of the timeframe for the next review.

- Say:
- There will be a monthly progress review of your plan (explain details).
  - Is there anything else I can help you with?
  - Thank you for your participation in this process, you have been incredibly open/brave and I have learned a lot about you.

