

# Raise My Game – Process Checklist

## Prior to the meeting

- |  |  |
|--|--|
| <input type="radio"/> <b>Coach invite support person</b>   | Ideally, someone who supports them day-to-day.   |
| <input type="radio"/> <b>Ask coach to fill in step one</b> | Step one includes foundations of success, long term success, big goals this year, and circle of support. Coach should bring a copy (paper or electronic) to the meeting. |
| <input type="radio"/> <b>Book a room</b>                   | Book a quiet room with a large table.  |

## Meeting introduction

- |  |   |
|--|---|
| <input type="radio"/> <b>Confidentiality</b>         | Create a safe space. You can make the whole conversation confidential, or ask the coach to flag anything they want kept confidential. |
| <input type="radio"/> <b>Purpose of the process</b>  | <i>"We will start with a conversation that goes deep and wide and narrow down to important competencies for development".</i>         |
| <input type="radio"/> <b>Overview of the process</b> | Outline the 3 steps.  |
| <input type="radio"/> <b>Health and wellbeing</b>    | Offer support (with permission) if mental health or wellbeing issues arise.   |

## Step 1: Foundations and goals

- |   |   |
|---|---|
| <input type="radio"/> <b>Go through what the coach has filled in (step one)</b> | Note this is a working document, it's ok to come back to some things, as it can be built over a series of meetings. |
| <input type="radio"/> <b>Circle of support</b>                                  | Look for gaps, communication, and who is most trusted (inner circle).   |
| <input type="radio"/> <b>Set a review date</b>                                  | Usually 6–12 months.  |

## Step 2: Competency card sorting

- |   |   |
|---|---|
| <b>1. Full card sort – competency for highest level of competition.</b>           |   |
| <input type="radio"/> <b>Set up heading cards and explain</b>                     | Place black heading cards across the top of the table (strength, middle, work-on). Explain the competency cards (i.e., the colours represent categories). The coach can read the header only, or bullet points for more detail. |
| <input type="radio"/> <b>Ask coach to explain placement</b>                       | The coach must explain placement (at least strengths and work-ons, if running short of time).   |
| <input type="radio"/> <b>Card sort is complete</b>                                | Coach to give an overview, summarising key take outs. Take a photo.   |
| <input type="radio"/> <b>Select cards for next card sort</b>                      | Pick up work-ons, and select some strengths (critical, super strengths or bread-and-butter) to go into the prioritisation sort.   |
| <b>2. Prioritisation card sort – in context of timeframe for the action plan.</b> |   |
| <input type="radio"/> <b>Flip over black header cards</b>                         | Header cards should say high priority, medium priority, and low priority.   |
| <input type="radio"/> <b>Coach to prioritise competencies</b>                     | Do this as quickly as possible (no explanations of placement needed).   |
| <input type="radio"/> <b>Are there any competency groupings?</b>                  | Ask if any competencies should be grouped (as one set of actions will shift more than one competency).  |
| <input type="radio"/> <b>Decide on competencies to take into action plan</b>      | Pick up high priorities to take into the action planning. If there are less than five priorities/priority groupings you have some flexibility to pick up a few medium priorities.   |
| <input type="radio"/> <b>Take a photo</b>   | This will be used during the action plan review.  |

Continued over page...

### Step 3: Action planning

- |  |  |
|--|--|
| <input type="radio"/> Choose first competency/<br>competency grouping    | Write at the top into the action plan box.   |
| <input type="radio"/> Identify outcome                                   | Outcome is a description of what good would look like.   |
| <input type="radio"/> Identify actions                                   | Coach ideas first, your ideas, input from circle of support specialists or others.                                     |
| <input type="radio"/> Identify measures                                  | Ask the question: <i>"how will we know we have made progress?"</i> Make sure the measures are as specific as possible. |
| <input type="radio"/> Repeat for each competency/<br>competency grouping |  |
| <input type="radio"/> Save a copy  | Take a photo (paper copy) or share the document (electronic copy), and agree on storage location.                      |

### Discuss next steps

- |  |   |
|--|---|
| <input type="radio"/> Support for implementation | Discuss who will support implementation of the plan. Discuss the coaches' processes for planning their week/journaling and self-review.                       |
| <input type="radio"/> Sharing the plan           | Discuss how the coach would like to share their plan, and with who. Agree storage of the development plan and photos taken, to ensure privacy of information. |
| <input type="radio"/> Review                     | Confirm next catch-up.  |