

Raise My Game – Process Checklist

Prior to the meeting

- Athlete invite support person Ideally, someone who supports them day-to-day.
- Ask athlete to fill in step one Step one includes foundations of success, long term success, big goals this year, circle of support and typical training week. Athlete should bring a copy (paper or electronic) to the meeting.
- Book a room Book a quiet room with a large table.

Meeting introduction

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

Step 1: Foundations and goals

- Go through what the athlete has filled in (step one) 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.
- Circle of support Look for gaps, communication, and who is most trusted (inner circle).
- Training Week Although the athletes' training week may change week-to-week, this will give you a snapshot. Your role is to link in expertise if there are any perceived issues (avoid the temptation to suggest changes during the meeting).
- Set a review date Usually 4–6 months, look for milestones in the athletes' competition schedule.

Step 2: Competency card sorting

1. Full card sort – competency for highest level of competition.

- Set up heading cards and explain Place black heading cards across the top of the table (strength, middle, work-on). Explain the competency cards (i.e., the colours represent categories, use front of cards only at this stage). The athlete can read the header only, or bullet points for more detail.
- Ask athlete to explain placement The athlete must explain placement (at least strengths and work-ons, if running short of time).
- Card sort is complete Athlete to give an overview, summarising key take outs. Take a photo.
- Select cards for next card sort Pick up work-ons, and select some strengths (critical, super strengths or bread-and-butter) to go into the prioritisation sort.

2. Prioritisation card sort – in context of timeframe for the action plan.

- Flip over black header cards Header cards should say high priority, medium priority, and low priority.
- Athlete to prioritise competencies Do this as quickly as possible (no explanations of placement needed).
- Are there any competency groupings? Ask if any competencies should be grouped (as one set of actions will shift more than one competency).
- Decide on competencies to take into action plan Pick up high priorities to take into the action planning. If there are less than eight priorities/priority groupings you have some flexibility to pick up a few medium priorities.
- Take a photo This will be used during the action plan review.

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Step 3: Action planning

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| <input type="radio"/> Choose first competency/
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 (ideally during competition). |
| <input type="radio"/> Identify actions | Athlete ideas first, then can use ideas on back of cards, 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/
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

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