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Lifelong Learning Initiative

Goal4 It! Pro™

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An Introduction to Goal4 It! Pro™
for the Lifelong Learning Initiative

Goal4 It!™ is the science-informed goal achievement approach at the core of the Lifelong Learning Initiative (LLI), which frames a customer-centered process for setting and achieving goals in the Minnesota Family Investment Program (MFIP). Goal4 It!™ aims to engage customers and activate their commitment to change. In order to be successful, this approach requires a certain set of skills and aptitudes among counselors, which may differ from those traditionally used in MFIP service delivery. Goal4 It! Pro™ is a complementary toolkit specifically designed for counselors and their supervisors with a focus on building counselors' skills and competencies for effectively using the Goal4 It!™ approach. It is important to recognize that years of experience do not necessarily translate into mastery of these coaching skills. Goal4 It! Pro™ provides behaviorally-based anchors for assessing counselors' skills and provides tools for use between supervisors and counselors to strengthen these skills over time.

A Parallel Process

Goal4 It! Pro™ parallels the approach and tools used by counselors with their customers as part of the LLI Goal4 It!™ process. In this way, supervisors have an opportunity to reinforce the core goal achievement process in professional development interactions with the counselors they supervise. Counselors, in turn, regularly engage in the practice of using Goal4 It! for themselves, so that they are better positioned to guide customers through the process.

A Mindset Shift

Facilitating the Goal4 It!™ process with customers is distinct from traditional case management practices primarily because it intentionally seeks to build customers' self-regulation (executive functioning) skills through the steps of goal achievement. Therefore, counselors must approach their interactions with customers differently; effective coaching in LLI rests on the counselor's ability to teach goal pursuit in a variety of different contexts—for example, to resolve a housing crisis, related to a work activity (such as job search), or to form healthy routines at home. Whatever the customer's goal is, the counselor must see it as the motivational catalyst for building skills and an opportunity to teach or practice the four-step process of goal pursuit.

Teaching Goal-Pursuit in Order to Build Skills

Neurobehavioral psychologists have described self-regulation as a four-step problem-solving process: (1) problem representation, (2) planning, (3) execution, and (4) error detection and correction[1]. LLI Goal4 It!™ operationalizes this process as Goal, Plan, Do, Review/Revise: (1) setting a meaningful goal, (2) creating a plan to achieve the goal, (3) putting the plan into action, and (4) reviewing progress and revising the goal or the plan accordingly. This approach uses the customer's goals as the means to practice and strengthen self-regulation skills (see Table 1)[2]. These skills are critical to achieving one's goals, but they are also the same skills needed to succeed in MFIP, in getting and keeping a job, and in navigating life more broadly.

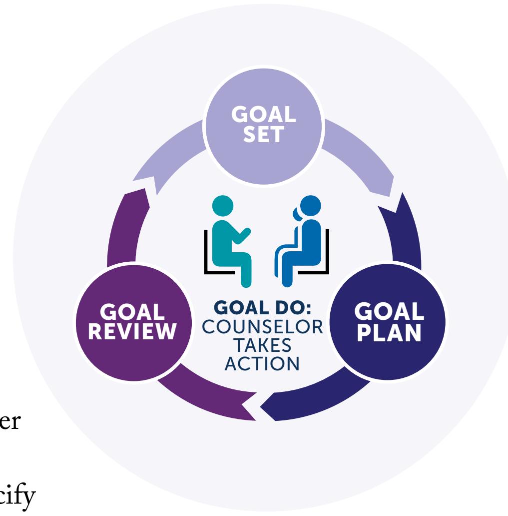
Table 1. **Self-regulation skills used in the process of setting and pursuing goals**

PROCESS STEP	RELEVANT SELF-REGULATION SKILLS
Goal	Working memory, metacognition
Plan	Planning, prioritizing, time management, working memory
Do	Task initiation, response inhibition, time management, sustained attention, working memory, flexibility, organization, persistence, stress tolerance, emotional control
Review	Working memory
Revise	Flexibility, metacognition

Guided self-determination is one of the core principles of LLI; this is a critically important principle for counselors as they teach goal pursuit and facilitate the Goal4 It!™ process with their customers. Counselors will need to allow space for customers' self-discovery and reflection throughout the process without directing customers' actions or decisions. The counselor's role is to guide a learning process for the customer—using motivational interviewing and coaching techniques—anchored by the customer's goals. This will, at times, require considerable restraint on the counselor's part. For example, rather than telling a customer what his or her "true pothole" is, an effective counselor will ask a series of open-ended questions to allow the customer time for purposeful self-reflection and articulation of a pothole; the counselor will also trust that the follow-up review step allows the customer to revisit and reflect on whether she or he correctly self-identified the pothole. By facilitating the specific Goal4 It!™ process of setting, planning, and reviewing progress toward goals with customers, counselors are helping customers practice the use of self-regulation skills. Over time, customers are able to strengthen these skills because they have regularly used them in interactions with their counselor and on their own as they pursue their goals.

The Goal4 It! Pro™ Approach to Pursuing Professional Development Goals

Goal4 It! Pro™ involves four interdependent phases, each of which includes specific activities and tools for use by supervisors and counselors for the purpose of professional development. These four phases directly parallel the process that counselors use with customers (Goal4 It!™).



- The **GoalSet** phase focuses on exploring the counselor's aspirations and motivations through conversation with the supervisor. This phase involves mutual sharing, discussion of relevant coaching strengths and challenges, and narrowing in on one or more concrete professional development goals articulated by the counselor. GoalSet can and should be revisited regularly to reflect on and explore the counselor's goals, and refocus when dictated by the counselor's interest or performance.

- The **GoalPlan** phase involves creating a detailed plan to achieve one or more goals. Specifically, supervisors and counselors will work together to (1) break goals down into smaller goals or action steps, (2) name perceived obstacles to goals along with proactive solutions, and (3) specify concrete, detailed plans for achieving the goals.

- During the **GoalDo** phase, the counselor takes action toward achieving his or her goals. Supervisors can help prepare, encourage, and support counselors during this stage.

- The **GoalReview** phase focuses on reviewing the counselor's progress, encouraging self-reflection and increased self-awareness, and revising goals or plans accordingly. The supervisor plays an important role in *regularly* facilitating the GoalReview process. This phase incorporates several tools designed to equip supervisors and counselors with behaviorally-based and observable anchors for (self-)assessing counselors' progress toward goals and skill competencies.

Each phase builds on the previous one in sequence, but this process is intentionally designed to be flexible and responsive to counselors' needs (for example, the GoalReview phase may highlight the need to work through the GoalPlan phase again rather than returning to GoalSet to identify a new goal). Each section of this guide includes "ask" and "say" prompts which are intended to assist supervisors in structuring their interactions with counselors (the verbatim prompts are not mandatory).

Goal4 It! Pro™ Framework

GoalSet

The objective of the GoalSet phase is to explore the counselor's aspirations, hopes, interests, motivations, and strengths, with a particular emphasis on the coaching skills related to LLI Goal4 It!™. GoalSet helps counselors identify meaningful professional development goals by focusing tapping into their self-awareness and self-reflection in conversation with their supervisors.

Activities and Tools

1. **Stepping Stones to Coaching Success.** This tool outlines the core set of coaching skills used in LLI Goal4 It!™ at a high level. Counselors can use this tool to self-assess and reflect on their strengths and relative areas for improvement. Supervisors can use this tool to spark conversations with counselors about a skill area in which to focus their goal-setting. Stepping Stones should be regularly discussed and reviewed during supervisor-counselor meetings.

2. **Goal Storming.** This activity is used to help counselors tap into their aspirations by generating numerous ideas as potential goals. Whether the counselor is ambivalent, unsure where to focus, or torn between competing priorities, Goal Storming is a way to consider many potential starting points and gradually narrow in on one goal based on the counselor's priorities and motivations.

Outcomes

Through the GoalSet phase, you will help the counselor to:

- Tap into his or her aspirations and motivation to drive goal-setting
- Identify at least one meaningful professional development goal

TIPS FOR GETTING STARTED

Use open-ended questions to start and guide your conversation with the counselor:

ASK> What is one hope you have for our conversation today?

What aspects of your job (over which you have control) would you like to see some changes in?

What do I need to know about you to best help and support you?

Where would you like to see yourself one year from now? How would you like to have grown, professionally?

GoalSet: Stepping Stones to Coaching Success

A framework for professional development and goal pursuit in the context of LLI, providing both counselors and their supervisors with a set of core skills and targets for improved competency (or skill mastery) in four primary categories: (1) relationship skills, (2) goal achievement facilitation skills, (3) skills for managing the job, and (4) self-development

Activity Guide

The following guidance is intended to support supervisors in facilitating meaningful conversations with the counselors they supervise about relevant skills, competencies, and goals. **It is not meant to be an exhaustive assessment or checklist of questions.** Please use your discretion to foster a dialogue with the counselor and avoid a "back-and-forth" question-and-answer-style process.

Stepping Stones can be used to increase counselors' awareness of the different skills related to success in Goal4 It!™ coaching, assess current levels of skill competency or mastery, prioritize a skill for growth and set relevant goals, or visualize progress and skill growth over time. Each time you revisit Stepping Stones with a counselor, take the opportunity to listen and allow the counselor to share their aspirations, experiences, and reflections.

1. Introducing Stepping Stones to Coaching Success for the First Time

If you have not previously reviewed or discussed Stepping Stones with a counselor before, use this tool as a starting point to learn more about the counselor and move the conversation toward one particular goal or area of focus.

- Start by giving the counselor a hard copy of Stepping Stones and sharing an overview of its purpose.

SAY>

Stepping Stones to Coaching Success is a tool to help us think about the different skills you need to succeed as an LLI counselor using Goal4 It!™. This tool give us a foundation and a share language for figuring out which aspects of your job are most important to you right now, why, and how we can focus our work together on your professional development and growth.

Stepping Stones presents twelve skill domains that fall into four general categories: relationship skills, goal achievement facilitation skills, skills for managing the job, and self-development. But, we only have to focus on one category right now. We can even narrow it down to one skill within a category, if you'd like.

Mastering these skills is a long-term process. Even someone who has been a counselor for many years may be a novice in certain skill areas – and that can be okay. Please be honest and open to self-reflection during this exercise. Scoring yourself as a novice is not a reflection of poor performance, but rather an honest acknowledgement of where you are at.

- Give the counselor a few minutes of quiet to read over the document and then invite him or her to share any reflections or items that jumped out:

ASK>

What jumped out at you from reading over this document? Would you mind sharing any reflections or thoughts you had about your skills and abilities?

Which of these areas (or skills) feels most important to you right now? Why?

Looking at this document, can you name one (or more) areas you would like to focus on?

Tell me more about what you would like to see change in that skill area. If you achieved that change, how would you feel? What would be different about your job?

- Once the counselor has identified an area of interest, move toward to identify a related goal. You may refer to the **Goal4 It!™ Skills Core Competencies and Skills** (see Appendix A) for a fuller understanding of the behaviors that correspond to the spectrum of skill mastery.
- If the conversation falls flat and the counselor appears disengaged, uncommitted, or apathetic, check in with him or her and revisit **Stepping Stones**.
- If the counselor is able to articulate a clear goal, you are ready to move to the GoalPlan phase (now or during a subsequent interaction, which should follow this one very soon, so as not to lose any momentum).
- If the counselor is having difficulty articulating a clear goal, consider moving into the **Goal Storming** activity.

2. Revisiting Stepping Stones to Coaching Success on an ongoing basis

It is important to revisit Stepping Stones on a regular basis—no less than once per quarter and, ideally, during monthly supervision meetings. This tool can be used to reflect on growth and progress the counselor has achieved in a particular skill area. It can also be used to jumpstart goal-setting, by giving the counselor ideas for focusing their professional development goals.

If you are addressing a performance issue with a counselor, Stepping Stones may also be a way to review minimum expectations (novice skill level) and explore what steps need to be taken for improvement. In this situation, the goal should still be articulated by the counselor, but you (as the supervisor) will be framing the context in which goal-setting takes place.

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ASK & SAY>

If you're ready, can you share a specific goal you have for yourself related to that skill (or area)? Remember, a goal should be something you really care about. It should also be challenging—something that is a stretch for you, but still within your reach.

When would you like to have achieved that goal?

Note: You, as the supervisor, can also set parameters around the timeline by saying: Let's start with a goal you can accomplish by…[our next meeting together, one month from now, this quarter, etc.]. During the GoalPlan phase, you will work with the counselor to break this goal down into smaller goals or tasks, which can be accomplished in shorter time periods.

ASK & SAY>

How are you feeling about this? What is coming up for you right now?

I just want to check in with you: is this something you really care about? Remember, a goal has to be something you care about. So, if this doesn't feel motivating to you, let's talk about it and explore other opportunities for growth.

Stepping Stones to Coaching Success

MY NAME

DATE / /

			NOVICE	APPRENTICE	JOURNEYMAN	MASTER	
Relationship Skills	ENGAGE	Directive interaction centered on delivering information					Facilitates nonjudgmental, future-oriented, goal directed process with customer
Relationship Skills	ENGAGE	Commonly asks questions that generate limited insight, reflection, or dialogue					Asks open-ended questions, uses reflective statements
Relationship Skills	FOCUS	Expectations and accountability are compliance-oriented, inconsistent, and/or unclear					Provides clear expectations and appropriately holds customer accountable
Relationship Skills	FOCUS	Boundaries with customer are loose, inconsistent, and/or unclear					Focuses customer interactions and behavior by setting clear and consistent boundaries
Relationship Skills	MOTIVATE	Difficulty detecting and/or avoidance addressing ambivalence about change					Detects and addresses customer ambivalence about change
Relationship Skills	MOTIVATE	Difficulty with helping customers focus on life changes that are within their control					Reinforces customer's ability to make positive changes in their lives, focusing on actions that are within their control
Goal Achievement Facilitation Skills	GOAL	Assigns program tasks that do not reflect a customer's abilities or circumstances					Asks customer to articulate a goal that is feasible and meaningful to them
Goal Achievement Facilitation Skills	GOAL	Assumes that customer understands the benefits of achieving a targeted goal					Pauses to help customer visualize and define the desired outcome of a defined goal
Goal Achievement Facilitation Skills	PLAN	Develops vague, open-ended action plans with customer					Helps customer articulate specific, time-bound action plans
Goal Achievement Facilitation Skills	PLAN	Prompts customer to describe steps to achieve their goal					Helps customer break the tasks required to meet the goals into smaller, more feasible steps
Goal Achievement Facilitation Skills	PLAN	Tells customer how to fix their barriers or obstacles					Asks customer to identify their internal obstacles to achieving goals and solutions to those obstacles
Goal Achievement Facilitation Skills	REVIEW/REVISE	Limited or no follow up with goal progress					Asks customer assess their progress toward goals and revise goals accordingly
Managing the Job	ORGANIZATION	Difficulty managing daily workload					Effectively manages daily workload
Managing the Job	TIMELINESS	Tardiness or untimeliness interferes with program operations and/or services					Timeliness in completing responsibilities
Managing the Job	PROGRAM KNOWLEDGE	Misunderstands and/or misapplies program processes, rules, and regulations					Understands and appropriately applies program processes, rules, and regulations
Managing the Job	RESOURCE-FULNESS	Unable to inform customers about and effectively connect them to appropriate community resources					Knowledgeable about community resources and how to effectively connect customers with them
Self-Development	SELF-CARE	Secondary stress and trauma derived from customer interactions and workload consistently interfere with case manager's well-being					Consistently addresses and mitigates stress derived from customer interactions and workload; maintains a healthy state of well-being
Self-Development	PROFESSIONAL GROWTH	Limited or no focused effort on improving knowledge, skills, or abilities relevant to the job and career path					Consistently demonstrates effort to improve knowledge, skills, or abilities relevant to the job and career path

Goal Storming

A strategy for generating ideas for professional development goals along with the steps and resources required to achieve them

A core principle of good goal-setting is that the goal must be something the person truly cares about—it must be meaningful to him or her. At times, counselors may find it difficult to articulate a goal they truly care about in the context of their work. Goal Storming gives counselors the freedom to explore their aspirations, hopes, and wishes with you. During this free-flowing exercise, counselors generate ideas in three core areas: (1) **specific changes the counselor would like to make,** (2) **potential action steps, and** (3) **resources necessary to make those changes.** Sticky notes, blank sheets of paper, dry-erase boards, or any other writing surface may be useful to capture the counselor's ideas. This activity may be conducted one-on-one or in a group of counselors facilitated by the supervisor.

Activity Guide

- Give the counselor a set of sticky notes (or other writing surface) and a pen, pencil, or marker.
- Give the counselor a few minutes of quiet to write down how they would like their work to be different within a designated period of time—using one sticky note for each change.

SAY>

Jot down some words or phrases, each of which represents a change—how you would like something about you/your job to be different [one week, one month, three months, etc.] from now. Use a separate sticky note for each word or phrase.

These changes should be challenging yet doable with some effort.

Note: You, as the supervisor, can also put parameters around this activity, by naming one category or a specific skill from Stepping Stones. In this way, you can focus the counselor's idea generation while still allowing him or her to articulate a change that is meaningful within the area you've defined.

- From the pool of potential changes, invite the counselor to identify two or three changes (goals) they see as most important.

SAY & ASK >

Choose the two or three sticky notes with the changes you care the most about.

Why did you choose these in particular?

- Now, help the counselor explore those two or three changes a bit more deeply by brainstorming the potential action steps and resources necessary to achieve them.

SAY & ASK >

For each of these (two or three) changes, consider what the steps would be in order to achieve them. Jot down every step you can think of (one per sticky note) for each change. You might have a list of three steps, or ten steps, associated with each change.

Now, think about what resources you might need to accomplish these steps. Jot down any resources you might need on separate sticky notes for each change.

- Invite the counselor to step back and review what they've come up with—two or three specific changes they care about, each with a list of action steps and potential resources needed to make the change a reality. Allow a moment of quiet before discussion.

SAY & ASK >

What insights or reflections come up for you?

How do you feel about each of these potential changes now that you've explored them a bit more?

- Help the counselor narrow in on one change.

SAY & ASK >

Which of these feels most important to you now? Most doable? Most difficult?

Where would you like to start?

- Once the counselor has identified one change they want to make, you are ready to proceed to the GoalPlan phase. If the counselor continues to have difficulty deciding on or articulating a change (goal) they care about, continue to encourage them to step back and reflect about what is really important to them (perhaps even beyond the realm of their work). This may lead the counselor to consider some other "big picture" questions about where the want to be and the type of work they want to do. Invite the counselor to be honest about what they are struggling with in this process, and encourage them to share with you if they feel comfortable doing so. This may lead to some important personal, self-care issues "beneath the surface."

GoalPlan

The objectives of the GoalPlan phase are to help the counselor (1) break a goal down into smaller goals or action steps, and (2) create a detailed plan for accomplishing the goal.

Activities and Tools

The GoalPlan is primarily focused on pairing a goal with a concrete plan for accomplishing it. This often requires breaking down the originally stated goal into smaller goals or action steps. This phase also importantly includes a discussion of potential obstacles to goal achievement, called "potholes," and proactive solutions to overcome those obstacles, called "detours." There are three tools that supervisors can use with counselors, or encourage counselors to use on their own, to facilitate the planning process. These tools can be used on their own or in tandem with one another, depending on the situation; however, it is **not** the expectation that every GoalPlan phase will involve all three tools. Use your discretion and the descriptions below to decide which tool(s) is/are most appropriate.

1. ***My Goal Plan.*** This tool should be used to plan out and guide the goal-pursuit process for one short-term goal (for example, studying for a test or getting to an appointment on-time). My Goal Plan includes prompts for each step of science-informed goal-planning: (1) specifically defining one small goal, (2) taking time to visualize what goal achievement would feel like, (3) articulating a detailed plan for achieving the goal (when and how it will be done and what resources and guidance might be needed), (4) naming a potential obstacle and pairing it with a solution, and (5) committing to a time-bound plan for reviewing progress and what was learned.

2. ***My Pathway.*** This tool should be used to break down and plan out a complex or long-term goal (for example, obtaining a GED, completing a certification course, or reinstating a driver's license). My Pathway provides space for breaking one a goal down into three smaller goals and a series of action steps associated with each smaller goal. Working through My Pathway should lead to a My Goal Plan focused on one goal, or even a single action step, from My Pathway.

3. ***Potholes and Detours.*** This tool should be used as a complement to My Pathway or on its own to brainstorm a series of potential obstacles and solutions. Since My Goal Plan includes space for naming a pothole and a detour specific to one short-term goal, it is not necessary to complete the Potholes and Detours worksheet with each My Goal Plan. Rather, this worksheet provides more space for brainstorming potholes and detours in relation to long-term goal-planning with My Pathway or in general related to a goal.

Outcomes

Through the GoalPlan phase, you will help the counselor to:

- Tap into his or her self-regulation skills
- Break a motivating goal down into achievable, short-term action steps
- Create a clearly defined plan to achieve a specific goal
- Practice the process of planning with his or her own goals in order to better guide customers through this same process

PRINCIPLES FOR EFFECTIVE GOAL-SETTING

Consider these guiding principles as you engage in the planning process with counselors:

- Goals need to be **personally meaningful and motivating**
- Counselors should **visualize** the outcome to make the goal feel real, and build motivation to achieve it
- Goals must be **challenging, but still within reach**. Goals that are too easy are not motivating enough; goals that are too hard may be abandoned out of frustration.
- The goal must be **specific** and have a **clearly defined outcome** and hold to a **timeline**
- Counselors should commit to goals by writing them down and/or sharing them with others—**an action that increases accountability.**
- Long-term goals are often more motivating than short-term goals, but short-term goals provide the more feasible steps needed to achieve the long-term goal; so it is important to break long-term goals down into **shorter, more manageable goals or action steps** whenever possible.

My Goal Plan

The foundational, science-informed, systematic process for achieving a goal

Activity Guide

Setting and achieving goals is not easy. This four-step process is designed to increase a person's chances of success. The process can be used for just about anything, such as daily task of getting to work on time, or with longer-term goals like changing from a directive coaching style to teaching customers how to set their own goals—and it can be used for all kinds of goals in between.

Note: You may facilitate these steps without encouraging any writing during the process, or you can pause at each step to write down what has been discussed. Use your discretion and even ask for the counselor's preference. But, in the end, goal achievement is more likely if the counselor has written down his or her plan.

1 Clearly define the **GOAL**—something the counselor truly cares about and wants to accomplish

ASK & SAY>

In your own words, what is your goal?

What would success look like if you achieved that goal? How would things be different?

How would you feel if you achieved that goal?

Take just a moment to imagine yourself having achieved your goal.
[Note: Be sure to pause for 15 seconds to allow for some visualization.]

What would be the first step to getting started with this goal?

2 Develop a **PLAN** for how to get from here to there

SAY & ASK>

The characteristics of a good goal plan are threefold: It is **specific**, it **identifies potential obstacles (potholes) and solutions (detours)**, and it is **written down**.

So, how will you accomplish your goal? What exactly will you need to do? When will you do it? What support or resources might you need? Take a moment to think about the steps you will need to take, starting with the first one we just identified.

Now, consider what might get in your way—something within your control. What is a potential "pothole" for you?

In response to that pothole, what could you do? How can you address it, work around it, or get help? What is your "detour" for that pothole?

3 **DO** the plan—take action

SAY & ASK>

Now that you have a plan, you will need to tap into several skills to accomplish it: getting started, managing your time, staying organized, managing your stress, and sticking with the plan until you achieve the goal or realize you need to revise the plan.

As your supervisor, I'm here to support you along the way. Are there any ways you can think of that I can support you as you take action?

4 **REVIEW** your progress and **REVISE** based on what you learned

SAY & ASK>

Before we wrap up today, let's decide when you'd like to check back in on your progress and who will you hold you accountable to your plan. Is there someone here who you would like to report out to or share your progress with—a co-workers, perhaps?

Let's also set a time for you and me to check back in about this goal. Is our next [*monthly*] meeting too far away? Would something [*sooner or father out*] be more appropriate?

During our next check-in, we'll spend some time reviewing what you learned, how things went, and what comes next. Plans and goals are made to be revised; we rarely get things right on the first try. Taking steps to revise a plan, create a new goal, or try different steps to get there means that you are applying what you've learned and are more likely to be successful in pursuing and achieving your goals.

See GoalReview for scaffolding questions to facilitate the Review and Revise step at the next meeting.

My Goal Plan

MY NAME

DATE / /

GOAL

WHAT DO I WANT TO DO?

VISUALIZE THE OUTCOME

PLAN

HOW & WHEN WILL I DO IT?

POTHOLE THAT IS WITHIN ME:

DETOUR:

DO

REVIEW

HOW DID IT GO?

WHAT DID I LEARN?

REVISE

WHAT DO I DO NEXT?

My Pathway

An exercise for breaking down a long-term goal into smaller, more achievable goals and action steps

Completing My Pathway is intended to help the counselor refine and prioritize a series of goals and action steps. This exercise (1) brings **focus** to a long-term goal or a goal with multiple steps that the counselor wishes to pursue, (2) identifies the **relevant short-term goals** associated with achieving that long-term goal, and (3) articulates the **action steps** associated with achieving each short-term goal. For example, a counselor's long-term goal might be to manage her stress level; this goal can be broken up into shorter-term goals, such as planning to more effectively manage workload, starting some self-care activities (such as yoga or regular exercise classes), and putting some healthier boundaries in place around working hours. Remember, it is important for the counselor to lead the process of choosing the goals most meaningful to him or her at the present time. As the supervisor, you can ask open-ended questions and facilitate a process to refine the goals.

Activity Guide

- Potentially drawing on the ideas generated during the Goal Storming activity, review with the counselor the meaningful long-term goal that they shared. Invite the counselor to write that goal on **My Pathway** in the "Where I'm Headed—My Long-Term Goal" section.

ASK & SAY>

What is your "big picture" or long-term goal? Tell me a little more about what it would mean to you if you accomplished that goal. What would it feel like?

How long do you think it's going to take you to accomplish that goal?

- Next, work through an exercise to help the counselor come up with the short-term goals that will lead to achieving the long-term goal. Consider referring to the **Stepping Stones** tool to generate ideas on possible short-term goals and skills to work on. If the counselor needs more detail on a specific skill, refer to the **Goal4 It!™ Skills Core Competencies and Skills** in Appendix A. Each short-term goal should be a challenging yet achievable goal that takes the counselor another step toward achieving the long-term goal.

ASK & SAY>

What will it take to accomplish your long-term goal? How might you break this goal down into smaller goals you can achieve in a shorter amount of time? This worksheet has space for three smaller goals—but you don't have to have exactly three.

Now that you've broken down your goal into two or three smaller goals, let's take it one step further. What will you need to do to complete each short-term goal? Think of two or three action steps for each, if you can. Write them out on the lines under the corresponding goal.

- Consider what some of the action steps are for each of these smaller goals with the counselor.

SAY & ASK> Now that you've broken your goal down into two or three smaller goals, let's take it one step further. What will you need to do to complete each smaller goal? Think of two or three action steps for each, if you can. These are the tasks you'll need to complete each step along the way toward your long-term goal. We can use a My Goal Plan to plan out a single action step or one of your smaller goals in greater detail.

- Once the counselor has filled out My Pathway, review the worksheet with him or her. Ask probing questions to ensure the short-term goals are challenging enough but still achievable, and that the plan as a whole makes sense and motivates the counselor.

My Pathway

MY NAME ____________________ DATE ___ / ___ / ___

WHERE I'M HEADED

MY LONG TERM GOAL

____

____

GOAL #1

____

____

ACTION STEPS:

- [ ] ______________________________
- [ ] ______________________________
- [ ] ______________________________

GOAL #2

____

____

ACTION STEPS:

- [ ] ______________________________
- [ ] ______________________________
- [ ] ______________________________

GOAL #3

____

____

ACTION STEPS:

- [ ] ______________________________
- [ ] ______________________________
- [ ] ______________________________

Potholes and Detours

Identifying and addressing challenges that may interfere with achieving goals—and proactively planning for ways to prevent or overcome these challenges

An important step in goal planning is to carefully consider potential obstacles (potholes)—circumstances that may arise and get in the way of achieving a goal—and then to proactively brainstorm solutions to those obstacles (detours). These detours can be actions for the counselor to take to prevent, address, or work around the potholes. An example of a coaching pothole and detour could be: "If I start feeling the need to direct a customer, I will ask an open-ended question instead."

In most cases, the Potholes and Detours exercise can be used to complement the My Pathway exercise; as you create a plan for achieving a long-term goal, it is likely that multiple potholes will arise. This worksheet is designed to capture those potholes and corresponding detours associated with pursuing a long-term goal. Potholes and Detours can, however, be used on its own to brainstorm multiple pothole-and-detour pairs related to a single goal. The My Goal Plan worksheet already includes space to name a pothole and detour, so there is no need to use this Potholes and Detours worksheet unless more space is desired.

Activity Guide

- Invite the counselor to consider possible challenges or obstacles that could arise as she or he takes action toward a goal (which presumably you have already discussed).

ASK & SAY>

Thinking about [*My Pathway or the goal we just discussed*], what might get in your way of that plan?

If you can, think about challenges or obstacles that are internal; these are likely to be things you have more control over (such as feelings of fear, uncertainty, or frustration). If we dig down to those internal obstacles, we can sometimes have more success in addressing those potholes when they crop up.

Are there any other obstacles or challenges you can think of?

- If the counselor shares multiple potholes—especially more than three—take some time to ask him or her which of those is most important, or most likely. Ideally, you should narrow in on three or fewer potholes. If the counselor is actively writing on the worksheet during this exercise, and it builds on the My Pathway exercise, there is space to write the corresponding goal number next to the pothole on the left-hand side.

- Consider each pothole in turn and invite the counselor to brainstorm how she or he could prevent, address, or work around the obstacle.

ASK & SAY> Now, what is a potential solution? How might you prevent, address head-on, or work around this pothole if it shows up?

Do you need to rely on someone for help? Are there any resources you might need?

Once the counselor has decided on a detour for each pothole, review the pothole-detour pairs and encourage the counselor to restate them in the following way:

If ________________ (*POTHOLE*), then I will ________________ (*DETOUR*).

- Once the worksheet is complete, review the Potholes and Detours with the counselor.

Potholes and Detours

MY NAME

DATE / /

	WHAT MIGHT GET IN MY WAY? (EXTERNAL OR WITHIN ME)	HOW WILL I RESPOND?
GOAL #	POTHOLE	DETOUR
GOAL #	POTHOLE	DETOUR
GOAL #	POTHOLE	DETOUR

GoalDo: Counselor Takes Action

The objective of the GoalDo phase is for the counselor to take action toward a goal. Building on the GoalSet and GoalPlan phases, the GoalDo phase is the counselor's opportunity to put the plan into action with encouragement and support from you (the supervisor). The GoalReview phase offers a structured process for follow-up: reviewing progress, assessing what worked well or what did not, and creating new plans. For now, your role is to encourage and support the counselor in following through on the plan and accomplishing the stated goals.

Activities

During the GoalDo phase, simply encourage and support the counselor:

- Encourage the counselor about their ability to accomplish the plan—and your belief in their ability to succeed. This can include setting up a meeting for counselors to brainstorm and support each other in their professional development goals.
- Remind the counselor of the date or time they committed to for taking action.
- Check in with them about the potential pothole to see if it came up and whether the planned detour was an effective workaround.

See the "Tips to Help Counselors Successfully "Do" Their Plans" page that follows.

Outcomes

The counselor takes action toward the goal in accordance with his or her plan, demonstrating task initiation and goal-directed persistence.

Tips to Help Counselors Successfully "Do" Their Plans

Strategies For Supervisors To Support Counselors

Remember what needs to get done (Working memory)	• Walk through the action plan step-by-step at the end of the planning session • Provide reminders • Encourage counselors to write down what they want to accomplish before they start their day • Develop a calendar that includes the counselor's scheduled activities • Provide counselors a copy of their goals and plans at the end of eachsession
Get started and stick with a task until it is done (Task initiation and goal-directed persistence)	• Encourage counselors to post their end goal in a prominent place to remind themselves why they are doing what they are doing • Provide lots of feedback and encouragement • Encourage teamwork and peer-to-peer support among counselors • Practice the task beforehand • Help counselors find ways to reward themselves after completing a difficult task • Encourage counselors to schedule uninterrupted blocks of time
Manage time and stay organized (Time management and organization)	• Help counselors develop a reminder system • Model or teach effective time management • Help counselors develop a system for keeping track of what they have done and what they need to do
Manage stress (Stress tolerance)	• Don't ask counselors to do more than you think they are able to successfully achieve • Introduce counselors to stress management techniques such as mindfulness; encourage them to check out a "Wellness to Work" video • Talk through a problem-solving strategy you've found particularly useful
Avoid distractions and competing demands (Response inhibition)	• Provide opportunities to practice positive responses to situations that might trigger a negative response • Discuss with the counselor how you've set boundaries and said "no" to maintain a healthy balance

GoalReview

The objective of the GoalReview phase is to regularly review, assess, and revise plans with the counselor regarding their goals.

Activities and Tools

The GoalReview phase involves both regular professional development meetings and a more formal performance review.

1. ***Hold a RAP session.*** If you are meeting with a counselor to discuss and review progress toward a goal, go over a recent observation, or discuss case notes and case files, consider structuring the meeting as a RAP session. RAP stands for Review, Assess, Plan—this format gives focus to your meeting and ensures that the discussion includes review and revise elements.

2. ***Skills Review.*** If a counselor is actively working to improve on one of the skills from the Stepping Stones to Coaching Success, use the Skills Review tool to observe him or her in action. This tool provides a convenient way for you to deliver behaviorally-based feedback on a counselor-customer interaction with respect to the skill(s) in question. You may also consider using the Skills Review for periodic observations that are nonspecific to a skill, but rather meant to gain a better understanding of where the counselor is at in terms of skill mastery and competency in multiple areas. Note that the Goal4 It!™ Skills Core Competencies and Skills (Appendix A) provides a detailed list of skills and associated behaviors at varying levels.

3. ***Case Notes Guidance and Rubric.*** The case notes guidance and rubric are intended to make case noting more efficient and informative. This tool can be used to scaffold work with the counselor to improve his or her case noting, as well as to provide direct feedback.

4. ***File Review Rubric.*** The file review rubric provides structure for efficiently organizing case files in a way that demonstrates use of the Goal4 It!™ approach. This tool can be used to scaffold work with the counselor to improve the organization and management of his or her case files, as well as to provide direct feedback.

Outcomes

Through the GoalReview phase, you will help the counselor to:

- Reflect on their progress toward achieving a goal and internalize lessons learned
- Identify next steps and revise the goal or plan accordingly
- Practice the habit of regular self-reflection and review

RAP Session Discussion Guide

Use this guide to focus your review conversations with counselors about their goals. RAP (Review, Assess, Plan) sessions may begin with asking counselors to fill out a new copy of **Stepping Stones to Coaching Success** tool (about once per quarter is recommended). Stepping Stones provides context for the counselor's professional life at present, a review of recent changes, and a point of focus for your meeting with the counselor.

Supervisors should regularly meet with the counselors they supervise (ideally, on a monthly basis) to review their coaching skills and professional goals.

Activities Guide

- Before the meeting, review a copy of the counselor's **Stepping Stones, My Goal Plan, My Pathway,** and/or **Potholes and Detours** from the last session. Once you sit down with the counselor, review his or her **Stepping Stones to Coaching Success** worksheet if applicable. It may be helpful to pay attention to a couple of things:
  - *Are there any noticeable changes in the skill areas since the last time you met with this counselor? (You may need to reference previous Stepping Stones worksheets.)*
  - *What are the counselor's skill strengths? What are their skill growth areas?*
- Use the RAP structure to address topics as they relate to (1) **reviewing** progress toward the goal, (2) **assessing** how things went (what might have gotten in the way, what situations came up, or what needs to change), and (3) **planning** next steps.

  First, spend some time **reviewing** progress toward the goal. *As needed, reference the counselor's My Pathway or Potholes and Detours worksheets for additional context.*

SAY & ASK>

Thank you for filling out the Stepping Stones sheet. I see that…
[*reflect back to the counselor any takeaways from your review—see guidance above*].

or

Let's revisit the goal(s) you've been working on. How is it going?
Would you mind sharing with me what you've learned?

- Next, shift the conversation toward **assessing** what worked well and what didn't work so well for the counselor.

ASK>

What went according to plan? What didn't play out as you expected?

Did anything get in your way; if so, how did you respond?

What could you have done differently, if anything?

Are there any changes you think you need to make to your goal, your plan, or the pothole?

KEEP IN MIND>

Abandoning a goal can be okay

If, during this conversation, it becomes apparent that a counselor's goal no longer fits their professional development vision or their personal situation right now, have a discussion with the counselor about how abandoning a goal is acceptable, and in certain situations, productive. If the counselor decides to abandon their previously set goal, revisit the GoalSet phase. Guide the counselor though deciding on a goal that feels appropriate and motivating right now.

- Finally, move the conversation toward **planning** next steps. At this point, consider using a My Goal Plan worksheet if the counselor is creating a new plan or identifying a new detour for a pothole.

ASK>

In light of what we've discussed, what are your next steps?

What goal(s) would you like to work on now?

What support or help do you need to move forward?

When would be a good time to meet again to review your progress?

Skills Review

Reviewing and providing structured, behaviorally-based feedback on counselors' skills and competencies

The Skills Review tool helps gauge a counselor's level of competency and mastery in four categories of skills, which parallel the Stepping Stones to Coaching Success. The Skills Review tool can be used in at least three distinct ways:

1. Supervisors can use the Skills Review to observe counselors in their work with customers
2. Counselors can use the Skills Review to observe fellow counselors in their work with customers to provide peer-to-peer support and feedback
3. Counselors can use the Skills Review for self-reflection to assess their own skills

Each skill identified on the Stepping Stones tool can be assessed based on observable behaviors. The Skills Review tool allows the reviewer to assign a skill level to one of four descriptive profiles: novice, apprentice, journeyman, and master. Before observing or self-reflecting, it is important to familiarize yourself with the categories and skills, as well as the general differences between the four profiles. Set aside any preconceived notions or stereotypes about the profile terms (for example, equating "novice" or "apprentice" with someone who is young). These profiles and their descriptions are meant to reflect the progressive path toward mastery of each skill or ability, and not years of experience or the stage a person is at in his or her career.

Activities Guide (Observation)

- Schedule a time to observe the counselor working with a customer. Prior to your observation, familiarize yourself with the skill(s) pertaining to the counselor's goal by reviewing the **Stepping Stones** tool and the more detailed **Goal4 It!™ Core Competencies and Skills** (see Appendix A).
- If the observation will focus on select skills, pull out the corresponding Skills Review sheet(s) rather than using the entire packet. Try to focus your observation as much as possible. For example, if the counselor is working on improving their ability to motivate customers, select the Skills Review "Motivate" sheet.

- During your observation, use the Skills Review sheet to annotate the interaction, taking notes on the interaction using the right-hand panel. For each skill, actively listen and look for the specified behaviors during the interaction. You might jot down specific words or phrases that the counselor used, for example. Below are some questions for you (the observer) to bear in mind:

CONSIDER> To what extent did the context or focus of the meeting shift my expectations, if at all?

What observable effect did the counselor's behaviors have on the customer?

What observable effect did the customer's behaviors have on the counselor?

- Take some time to reflect on your notes and observations, reflecting on what you saw and aligning your assessment with the behaviorally-based anchors provided in the Skills Review. You can indicate which behaviors the counselor exhibited using the left-hand panel.
- Provide an overall skill rating in the bottom panel of each section of the Skills Review (as applicable; in some cases, you may only be addressing one section).

CONSIDER> Mastery in a skill tends to manifest itself in terms of (1) strong self-awareness and awareness of the customer's emotions, body language, and speech; (2) clear competency in applying strategies, tools, and processes; and (3) reflexive, natural, and/or unconscious facilitation of the interaction.

- Avoid giving "off-the-cuff" or reactionary feedback immediately following the observation, if possible. Instead, use a separately scheduled time with the counselor—ideally, a RAP session—to review your observation findings with the counselor, assess how it went in dialogue with the counselor, and plan next steps. Engage the counselor in a discussion about their reactions to your observation.

ASK> How did you think the meeting I observed went? Did anything stand out to you as having gone particularly well, or not so well?

To what extent to my observations align with your reflections and expectations?

Based on this, what do you think are some next steps, or perhaps a goal you'd like to work on?

- If the counselor wants to explore other goals or identifies a new goal during the conversation, return to the GoalSet or GoalPlan phase respectively.

Relationship Skills: ENGAGE

MY NAME ____________ DATE / /

CHOOSE ONE: ☐ SELF-ASSESSMENT ☐ PEER-TO-PEER OBSERVATION ☐ SUPERVISOR OBSERVATION

CHECK BEHAVIORS OBSERVED DURING SESSION:

- ☐ Maintains fluid dialogue, often involving two-way sharing
- ☐ Rarely gives direct advice or suggestions and asks permission before doing so
- ☐ Effectively redirects customer sharing by connecting the issue to the customer's future or goal(s)
- ☐ Consistently and effortlessly uses open-ended questions; rarely or never asks closed-ended questions in conversation
- ☐ Questions consistently draw out reflection on the customer's part and strongly promote the customer's self-awareness
- ☐ Questions are part of a naturally flowing dialogue and avoid an interview or Q&A style

NOTES

OVERALL ENGAGE RATING:

	NOVICE	APPRENTICE	JOURNEYMAN	MASTER	
Directive interaction centered on delivering information	○	○	○	○	**Facilitates nonjudgmental, future-oriented, goal directed process with customer**
Commonly asks questions that generate limited insight, reflection, or dialogue	○	○	○	○	**Asks open-ended questions, uses reflective statements**

Relationship Skills: FOCUS

MY NAME ______ DATE / /

CHOOSE ONE: ☐ SELF-ASSESSMENT ☐ PEER-TO-PEER OBSERVATION ☐ SUPERVISOR OBSERVATION

CHECK BEHAVIORS OBSERVED DURING SESSION:

- ☐ Discussion of expectations focuses on the customer's specific goal(s) and includes summary statements to connect the customer's progress to his or her motivation
- ☐ Continuously guides the customer through helpful reflection about the customer's effort and progress
- ☐ Accountability is consistently present in the discussion and tends to increase the customer's self-awareness
- ☐ Consistently implements a predictable structure for meeting with the customer; customer demonstrates familiarity and comfort with the meeting structure
- ☐ Never steps in to complete a task for the customer
- ☐ Rarely takes responsibility for tasks between meetings; the customer takes primary responsibility for his or her action steps

NOTES

OVERALL FOCUS RATING:

	NOVICE	APPRENTICE	JOURNEYMAN	MASTER	
Expectations and accountability are compliance-oriented, inconsistent, and/or unclear	○	○	○	○	Provides clear expectations and appropriately holds customer accountable
Boundaries with customer are loose, inconsistent, and/or unclear	○	○	○	○	Focuses customer interactions and behavior by setting clear and consistent boundaries

Relationship Skills: MOTIVATE

MY NAME ______ DATE / /

CHOOSE ONE: ☐ SELF-ASSESSMENT ☐ PEER-TO-PEER OBSERVATION ☐ SUPERVISOR OBSERVATION

CHECK BEHAVIORS OBSERVED DURING SESSION:

- ☐ Quickly detects the customer's ambivalence about making a particular change
- ☐ Asks open-ended questions and makes reflections that draw out the root of the customer's ambivalence, which may lead to an observable shift in the customer's readiness to change
- ☐ Focuses the conversation on factors within the customer's control, referring to external barriers only when they are relevant
- ☐ Acknowledges that some factors are beyond the customer or counselor's control and steers the conversation toward the customer's ability to make positive changes
- ☐ Effectively encourages and consistently shares with the customer a belief in his or her ability to make positive changes

NOTES

OVERALL MOTIVATE RATING:

	NOVICE	APPRENTICE	JOURNEYMAN	MASTER	
Difficulty detecting and/or avoidance addressing ambivalence about change	○	○	○	○	**Detects and addresses customer ambivalence about change**
Difficulty with helping customers focus on life changes that are within their control	○	○	○	○	**Reinforces customer's ability to make positive changes in their lives, focusing on actions that are within their control**

Goal Achievement Facilitation Skills: **GOAL**

MY NAME ____ DATE / /

CHOOSE ONE: ☐ SELF-ASSESSMENT ☐ PEER-TO-PEER OBSERVATION ☐ SUPERVISOR OBSERVATION

CHECK BEHAVIORS OBSERVED DURING SESSION:

- ☐ Draws out the customer's goal(s) through conversation about what he or she cares about and wants to accomplish
- ☐ Consistently asks reflective questions to draw out the customer's underlying motivation
- ☐ Consistently asks about the attainability of the goal and moves to help the customer break down a goal that may seem unattainable
- ☐ Asks the customer what it would feel like to achieve his or her goal
- ☐ Helps the customer to visualize the realization of his or her goal
- ☐ Prompts the customer to reflect on visualizing his or her goal

NOTES

OVERALL GOAL SETTING RATING:

	NOVICE	APPRENTICE	JOURNEYMAN	MASTER	
Assigns program tasks that do not reflect a customer's abilities or circumstances	○	○	○	○	Asks customer to articulate a goal that is feasible and meaningful to them
Assumes that customer understands the benefits of achieving a targeted goal	○	○	○	○	Pauses to help customer visualize and define the desired outcome of a defined goal

Goal Achievement Facilitation Skills: PLAN

MY NAME ____ DATE / /

CHOOSE ONE: SELF-ASSESSMENT PEER-TO-PEER OBSERVATION SUPERVISOR OBSERVATION

- Asks reflective questions to help the customer articulate a concrete plan and consider necessary skills and resources for executing the plan
- Prompts the customer to specify an exact time frame for getting started and accomplishing the goal
- Engages the customer in dialogue about the series of steps necessary to accomplish his or her goal(s)
- Reviews and summarizes the list of steps back to the customer to ensure the steps are clear and the customer is motivated to act on them
- Asks reflective questions to help the customer identify one or more things that could get in the way of achieving a goal
- Distinguishes between internal and external obstacles; encourages the customer to focus on internal obstacles
- Asks reflective questions to help the customer identify one or more solutions to address the obstacle(s)
- Summarizes the obstacle-solution pairing(s) and helps the customer formulate it as a concrete “if-then” plan
- Guides the customer to complete My Goal Plan and summarizes it back to the customer to ensure it is clear

NOTES

OVERALL PLAN RATING:

	NOVICE	APPRENTICE	JOURNEYMAN	MASTER	
Develops vague, open-ended action plans with customer	○	○	○	○	**Helps customer articulate specific, time-bound action plans**
Prompts customer to describe steps to achieve their goal	○	○	○	○	**Helps customer break the tasks required to meet the goals into smaller, more feasible steps**
Tells customer how to fix their barriers or obstacles	○	○	○	○	**Asks customer to identify their internal obstacles to achieving goals and solutions to those obstacles**

Goal Achievement Facilitation Skills: **REVIEW/REVISE**

MY NAME ______ DATE __ / __ / __

CHOOSE ONE: ☐ SELF-ASSESSMENT ☐ PEER-TO-PEER OBSERVATION ☐ SUPERVISOR OBSERVATION

CHECK BEHAVIORS OBSERVED DURING SESSION:

- ☐ Readily refers to My Goal Plan and asks questions about effort or progress toward the goal, guiding customer through the Review/Revise boxes
- ☐ Asks reflective questions about what the customer learned regardless of whether or not the goal was accomplished, thus promoting the customer's self-awareness
- ☐ Celebrates progress or accomplishment; encourages the customer if progress did not meet expectations

NOTES

OVERALL REVIEW/REVISE RATING:

	NOVICE	APPRENTICE	JOURNEYMAN	MASTER	
Limited or no follow up with goal progress	○	○	○	○	Asks customer assess their progress toward goals and revise goals accordingly

Managing the Job: ORGANIZATION & TIMELINESS

MY NAME _______________ DATE / /

CHOOSE ONE: ☐ SELF-ASSESSMENT ☐ PEER-TO-PEER OBSERVATION ☐ SUPERVISOR OBSERVATION

CHECK BEHAVIORS OBSERVED DURING SESSION:

- ☐ Workspace and materials are well-organized and facilitate an effective work style
- ☐ Proactively manages cases, consistently and effectively follows up on tasks and customer-related issues
- ☐ Working hours are consistently used in an efficient manner
- ☐ Customer meetings consistently end on schedule even when customers are late, thus minimizing delays throughout the day
- ☐ Consistently completes administrative tasks on time
- ☐ Case notes and file maintenance are consistently on time, high in quality, and complete

NOTES

OVERALL ORGANIZATION & TIMELINESS RATING:

		NOVICE	APPRENTICE	JOURNEYMAN	MASTER	
ORGANIZATION	Difficulty managing daily workload	○	○	○	○	Effectively manages daily workload
TIMELINESS	Tardiness or untimeliness interferes with program operations and/or services	○	○	○	○	Timeliness in completing responsibilities

Managing the Job:
PROGRAM KNOWLEDGE & RESOURCEFULNESS

MY NAME ______ DATE / /

CHOOSE ONE: ☐ SELF-ASSESSMENT ☐ PEER-TO-PEER OBSERVATION ☐ SUPERVISOR OBSERVATION

CHECK BEHAVIORS OBSERVED DURING SESSION:

- ☐ Consistently understands and appropriately applies program rules and regulations
- ☐ Commands deep knowledge of program processes and effectively guides customers to understand them
- ☐ Provides thorough detail and information about resources
- ☐ Completes referrals using required paperwork and always seeks to make a “warm hand-off” (personal connection) whenever possible
- ☐ Demonstrates strong knowledge of community resources beyond those formally connected to the agency

NOTES

OVERALL ORGANIZATION & TIMELINESS RATING:

		NOVICE	APPRENTICE	JOURNEYMAN	MASTER	
PROGRAM KNOWLEDGE	Misunderstands and/or misapplies program processes, rules, and regulations	○	○	○	○	Understands and appropriately applies program processes, rules, and regulations
RESOURCE-FULNESS	Unable to inform customers about and effectively connect them to appropriate community resources	○	○	○	○	Knowledgeable about community resources and how to effectively connect customers with them

Self-Development: SELF-CARE & PROFESSIONAL GROWTH

MY NAME ________ DATE __ / __ / __

CHOOSE ONE: ☐ SELF-ASSESSMENT ☐ PEER-TO-PEER OBSERVATION ☐ SUPERVISOR OBSERVATION

CHECK BEHAVIORS OBSERVED DURING SESSION:

- ☐ Stress level is consistently well-managed and rarely interferes with effectiveness at work, with minimal risk of burnout.
- ☐ Consistently avoids investing personally in customers' crises, and maintains professional boundaries
- ☐ Secondary stress and trauma from customers' crises rarely takes a visible emotional toll; consistently seeks appropriate support from others
- ☐ Proactively articulates concrete, measurable goals for professional growth and development
- ☐ Proactively seeks constructive feedback about knowledge, skills, or abilities
- ☐ Responsively adjusts practices and styles in response to constructive feedback
- ☐ Proactively pursues professional development (e.g., training, mentoring, stretch opportunities)

NOTES

OVERALL SELF-CARE & PROFESSIONAL GROWTH RATING:

		NOVICE	APPRENTICE	JOURNEYMAN	MASTER	
SELF-CARE	Secondary stress and trauma derived from customer interactions and workload consistently interfere with case manager's well-being	○	○	○	○	Consistently addresses and mitigates stress derived from customer interactions and workload; maintains a healthy state of well-being
PROFESSIONAL GROWTH	Limited or no focused effort on improving knowledge, skills, or abilities relevant to the job and career path	○	○	○	○	Consistently demonstrates effort to improve knowledge, skills, or abilities relevant to the job and career path

Guidance for Informative, Efficient Case Noting

Case notes and case files go hand in hand to help us determine how successfully we are applying the philosophy and process of Goal4 It!™ to our work with families.

A counselor's primary focus in service delivery should be on the individual or family. Case notes reflect that focus. Case notes are records of counselors' interactions with customers. They also provide justification for certain actions and support continuity across the service system. Case notes are critical to the counselor's role. Although important, case notes should not be "the tail that wags the dog" – that is, they should not drive, dominate, or detract from the counselor's work with the customer. Producing informative case notes can and should be efficient. Supervisors can help counselors get in the habit of taking **no more than 10 minutes to write a case note for one customer interaction.**

If applicable to the session, a case note should state the following:

1. ***Type of interaction with the customer, typically in the subject line***
Examples: Welcome meeting, walk-in, phone call, GoalPlan meeting, RAP check-in

2. ***General topics discussed, including customer's stated need and/or point of your discussion***
Examples: child care application, transportation issue, job search, medical emergency; phrases or a sentence describing what your discussion of the child care application was about, or how you used My Bridge to pinpoint an area for goal-setting

3. ***Review and assessment of goal progress (with reference to tool and date)***
Example: reviewed 7/10/18 goal progress; customer did not accomplish goal; discussed what got in the way; revised plan accordingly—see My Goal Plan dated 7/20/18

4. ***LLI process used in meeting (with reference to tool and date)***
Example: set goal of enrolling in adult basic education—see My Goal Plan dated 7/20/18

5. ***Identification of submitted materials (including documents reviewed and signed)***
Example: Job log, social service activity log, employment verification, etc.

6. ***Supports provided to the customer and specific reason for providing***
Example: $35 to buy clothes for interview on 7/8/18

7 ***Referrals made***
Example: gave customer referral to NdCAD for Parent Power Program starting on 8/1/18

8 ***Next scheduled meeting or follow-up***
Example: attend course orientation on 7/14/18; follow-up via phone scheduled for 7/9/18

9 ***Approximate length of the interaction in parentheses at the end of the case note***
Example: (45 minutes)

Counselors' case notes should give the reader (supervisor and others) a general sense of why the meeting took place, what was discussed, how the counselor facilitated the meeting (use of tools/resources), where things landed (results and next steps), and when the counselor will follow up.

The case note should not duplicate details that can be found in a tool—for example, a counselor might indicate the customer's goal in a phrase, but then simply refer to My Goal Plan for details about the goal instead of retyping them in the case note.

Case note example #1

SUBJECT: Welcome Meeting **DATE:** 7/03/18

BODY:
Introduced customer to program using Welcome Packet. Filled out assessment and Stepping Stones, dated 7/03/18. Customer would like to focus on gaining a stable retail job. Customer identified child care need. Scheduled GoalPlan meeting for 7/14/18 to further define goal and actions steps.
(1 hour)

Case note example #2

SUBJECT: GoalPlan meeting **DATE:** 7/21/18

BODY:
Scheduled meeting to identify and plan goals. Customer indicated she hasn't heard back about child care application; connected her with two points of contact and provided $10 bus pass to get to child care office for follow-up. Used My Bridge of Strength to begin a discussion about which life domain customer wants to focus on—selected child's behavior, but indicated she didn't know where to start. Guided customer through Goal Storming exercise. Identified goal of working on simple manners with son over the next two weeks—see My Goal Plan, dated 7/21/18. Connected customer to parenting website and local resource center for additional support. Scheduled follow-up meeting for 8/7/18 to review goal progress.
(1 hour)

Case note example #3

SUBJECT: GoalReview meeting

DATE: 7/10/18

BODY:
Scheduled check-in meeting to follow up on goal progress (see My Goal Plan, dated 6/20/18). Customer did not complete goal of getting driver's license renewed; arrived too late to be seen at DMV. Customer shared that she has stopped meeting with mental health (MH) counselor and doesn't trust current child care provider—withdrew daughter from the daycare center. Discussed reason for not meeting with MH counselor; customer expressed interest in meeting with a different counselor. Created simple plan for calling MH service center today and scheduling with new counselor—see My Goal Plan 1, dated 7/10/18. Due to short meeting schedule, asked customer if we could connect via phone later this afternoon to discuss a Goal Plan for new child care options—20 minutes set for 3:30 p.m. Given personal and family circumstances, scheduled GoalPlan session for a week out to reassess goals more broadly and revisit driver's license renewal—7/17/18.
(35 minutes)

TIPS FOR EFFICIENTLY CREATING CASE NOTES:
Consider these guiding principles as you engage in the planning process with counselors:

- Lead sentences with action verbs to describe what the counselor and the customer did
- Objectively and succinctly state key updates from the customer
- Avoid editorializing (such as rationalizing behavior in terms of customer's challenges)
- Highlight results (such as signed document, or completed a goal plan)

Case Noting Rubric

The rubric is to be used **primarily** for staff development: defining clear expectations, assessing how well counselors' practices align with those expectations, identifying strengths and opportunities for growth, and following up on counselors' efforts toward mastering these practices over time.

For each expectation, indicate whether it has been met by checking the appropriate box. If an expectation is not relevant, mark "N/A."

EXPECTATION	YES	NO	N/A
Subject of case note includes the type of customer interaction	☐	☐	☐
Topics of discussion are mentioned in logical order and followed by a corresponding action (if applicable)	☐	☐	☐
Indicates review and assessment of previous goal process (including reference to previous tools and dates)	☐	☐	☐
Indicates LLI tool(s) used, context/purpose for use, and dated reference for detailed information	☐	☐	☐
Indicates documentation that was completed and/or submitted during the meeting	☐	☐	☐
Indicates supports provided to customer along with brief justification	☐	☐	☐
Indicates specific information about referrals made	☐	☐	☐
States next scheduled meeting or avenue for follow-up	☐	☐	☐
States approximate length of interaction in parentheses at the end of the case note	☐	☐	☐
Customer's perspectives, stated needs, and information are objectively and briefly reported	☐	☐	☐
Overall flow and description demonstrates collaborative spirit of coaching (e.g., use of an LLI tool, conversation about customer's goals, etc.)	☐	☐	☐

STRENGTHS

COUNSELOR	
CASE NUMBER	
REVIEWER	
DATE	

File Review Rubric

Accurate case files provide evidence as to how well counselors are successfully applying the LLI philosophy and Goal4 It!™ coaching process to their interactions with customers.

Case files *illustrate* the story told through case notes. The case file serves as an archive of key documents over the course of a counselor's engagement with a customer, and this archive is for both your benefit and theirs. The file includes any coaching tools, along with required paperwork and information provided by the customer.

Instructions

For each principle, tool, or process, indicate whether the expectation has been met and is appropriately documented or evidenced in the case file. In a situation whether the expectation is not relevant, simply mark "N/A."

RECORD OF FILE REVIEW

COUNSELOR	
REVIEWED BY	
CASE NUMBER	
REVIEW PERIOD	

REVIEWER NOTES

STRENGTHS:	SPECIFIC SUGGESTIONS FOR IMPROVEMENT:
GROWTH AREAS:	ITEMS FOR FOLLOW-UP:

CONSIDERING THE WHOLE OF THIS CASE FILE, TO WHAT EXTENT DOES THE COUNSELOR FULLY GRASP AND CARRY OUT THE SPIRIT AND MINDSET OF LLI, AND THE GOAL4 IT!™ APPROACH?

- ☐ CASE FILE DEMONSTRATES A STRONG UNDERSTANDING AND CONSISTENT APPLICATION OF LLI AND GOAL4 IT!™
- ☐ CASE FILE DEMONSTRATES SATISFACTORY UNDERSTANDING AND CONSISTENT APPLICATION OF LLI AND GOAL4 IT!™
- ☐ CASE FILE DEMONSTRATES MINIMAL UNDERSTANDING AND/OR INCONSISTENT APPLICATION OF LLI AND GOAL4 IT!™
- ☐ CASE FILE DEMONSTRATES MISUNDERSTANDING AND/OR INCONSISTENT APPLICATION OF LLI AND GOAL4 IT!™

WELCOME SESSION (INITIAL MEETING)

PRINCIPLE, PROCESS, OR TOOL	YES	NO	N/A
Welcome Packet was used with the customer	☐	☐	☐
Responsibilities, Rights, and Consent form was reviewed and signed by the customer and employment counselor (annually)	☐	☐	REQUIRED
Authorization to communicate through e-mail and texting was reviewed, completed, and signed by the customer	☐	☐	REQUIRED
Indicates LLI tool(s) used, context/purpose for use, and dated reference for detailed information	☐	☐	REQUIRED
Notice of Privacy Practices was reviewed by the customer and indicated in the case note	☐	☐	☐
MFIP Data Sheet (GES only) was completed and signed by the customer	☐	☐	☐
Authorization for Release of Participant Information (GES only) was completed and signed by the customer	☐	☐	☐
My Goal Plan was discussed with and completed by the customer	☐	☐	☐
If the customer is a non-English speaker, appropriate accommodations were made to facilitate the Welcome Session and interpret materials as needed	☐	☐	☐

NOTES:

GOAL**SET**

PRINCIPLE, PROCESS, OR TOOL	YES	NO	N/A
My Bridge of Strength was used to learn about the customer's areas of strength, stability, and need	☐	☐	☐
The Executive Skills Questionnaire was completed by the customer and discussed with the counselor to explore skill strengths and challenges	☐	☐	☐
If Goal Storming was used, the result of the activity and conversation are noted in the appropriate case note	☐	☐	☐

NOTES:

GOAL**PLAN**

PRINCIPLE, PROCESS, OR TOOL	YES	NO	N/A
My Goal Plan was used to facilitate setting a goal with the customer (Goal and Plan)	☐	☐	☐
My Pathway was used to facilitate long-term goal planning with the customer	☐	☐	☐
Potholes and Detours was used to help the customer consider potential obstacles and solutions to the customer's short or long-term goal	☐	☐	☐
Goals are specific and include a clear objective and timeline	☐	☐	☐

NOTES:

GOAL**DO**

PRINCIPLE, PROCESS, OR TOOL	YES	NO	N/A
Counselor followed up with customer about stated goal plan			
Counselor used an incentive or reward, if appropriate, to encourage and support customer's progress			

NOTES:

GOAL**REVIEW**

PRINCIPLE, PROCESS, OR TOOL	YES	NO	N/A
The RAP Check-In was completed by the customer and used to structure the meeting			
My Goal Plan was used to Review and Revise an existing goal and/or create a new Goal and Plan			
Case note demonstrates that the GoalReview meeting was kept short and focused on Review, Assess, Plan; or, if needed, a longer meeting was scheduled to accommodate the customer's needs			

NOTES:

EMPLOYMENT PLAN AND ENGAGEMENT

PRINCIPLE, PROCESS, OR TOOL	YES	NO	N/A
The customer's Employment Plan is up to date and matches My Pathway and My Goal Plan	☐	☐	☐
The customer's strengths are reflected in the Employment Plan, and it is clear that the counselor evoked how these strengths play a role in the customer's life	☐	☐	☐
The Employment Plan sets expectations for how often the counselor and customer will meet	☐	☐	☐
Counselor maintains a minimum of monthly contact with the customer	☐	☐	☐
The Employment Plan sets expectations for accountability on progress toward goals—e.g., the customer submitting monthly logs or having the counselor provide connections to resources	☐	☐	☐
The Employment Plan documents all possible activity and engagement hours completed by the customer	☐	☐	☐
Customer activities were updated in Workforce One to reflect stated activities in Employment Plan	☐	☐	☐
Activities/engagement hours are entered into Workforce One and verification of entered hours match Employment Plan	☐	☐	☐
Appropriate documentation shows measures taken by the counselor to reengage the customer if noncompliance or non-communication is an issue, including "Notice of Intent to Sanction" (NOITS), sufficient evidence to impose a sanction, and sanction resolution (as applicable)	☐	☐	☐

NOTES:

Appendix A: **Goal4 It!™ Core Competencies and Skills**

Novice	Apprentice	Journeyman	Master
RELATIONSHIP SKILLS **ENGAGE:** FACILITATES NONJUDGMENTAL, FUTURE-ORIENTED, GOAL-DIRECTED PROCESS WITH CUSTOMER			
• Relies on scripted or prepared questions to facilitate interaction • Directive interaction: frequently instructs, gives advice, makes suggestions, and/or dismisses proposals from the customer • Customer or counselor shares for prolonged periods of time (>5 minutes), and content is not goal- or future-oriented; limited two-way dialogue	• Uses scripted or prepared questions to initiate interaction; capable of maintaining a fluid dialogue from there • Some instances of directing, advice-giving, suggesting, and/or dismissing • Customer or counselor shares for prolonged periods of time (>5 minutes), and content is not goal or future-oriented	• Naturally initiates conversation • Maintains fluid dialogue involving two-way sharing • Observable rapport with customer • Shows humility toward/respect for the customer's identity and culturally-specific values • Shares ideas and suggestions carefully and sparingly, and always asks for permission before doing so • Attempts to redirect prolonged periods of sharing by the customer (>5 minutes)	• Naturally initiates conversation • Maintains fluid dialogue, often involving two-way sharing • Observable rapport with customer • Shows humility toward/respect for the customer's identity and culturally-specific values • Asks open-ended questions and uses reflections to guide customer toward solutions; rarely gives direct advice or suggestions, and asks permission before doing so • Effectively redirects customer sharing by connecting the issue to the customer's future or goal(s)
ENGAGE: ASKS OPEN-ENDED QUESTIONS, USES REFLECTIVE STATEMENTS			
• Makes an observable, conscious effort to ask open-ended questions; the effort may appear forced or disjointed from the conversation • Relies on scripted or prepared questions to facilitate interaction • Closed-ended questions (eliciting yes/no or matter-of-fact answers) are common • Questions promote limited or no reflection on the customer's part • Questions mimic an interview or Q&A style	• Asks more open-ended questions and reflections and fewer closed-ended questions in conversation; clearly makes a concerted effort to ask more open-ended questions • Questions and reflective statements prompt some reflection on the customer's part • Questions and reflections sometimes acknowledge the customer's prior statements, circumstances, and/or concerns • Questions may at times resemble an interview or Q&A style	• Consistently asks open-ended questions and uses reflections; mostly avoids closed-ended questions in conversation • Questions frequently prompt reflection on the customer's part and tend to promote the customer's self-awareness • Questions almost always acknowledge the customer's prior statements, circumstances, and/or concerns • Questions and reflections flow naturally and avoid an interview or Q&A style	• Consistently and effortlessly asks open-ended questions; rarely or never asks closed-ended questions in conversation • Questions consistently prompt reflection on the customer's part and strongly promote the customer's self-awareness • Questions are responsive to the customer's prior statements, circumstances, and/or concerns • Questions are part of a naturally flowing dialogue and avoid an interview or Q&A style

Appendix A: **Goal4 It!™ Core Competencies and Skills**

Novice	Apprentice	Journeyman	Master
FOCUS: PROVIDES CLEAR EXPECTATIONS AND APPROPRIATELY HOLDS CUSTOMER ACCOUNTABLE			
• Discussion of expectations focuses generally on the customer following through with commitments and/or complying with program's participation rules • Discussion of accountability tends to focus exclusively on the completion of tasks • Accountability tends to be either overlooked or used in a punitive way	• Discussion of expectations focuses generally on the customer following through with commitments, and may be specific to the customer's goal(s) • Discussion of accountability tends to focus on completing tasks, but may involve some reflection on the customer's effort and progress, or lack thereof • Accountability may be part of the discussion, but discussion tends not to focus on the true issue that inhibited success	• Discussion of expectations focuses on the customer's specific goal(s) • Discussion of accountability tends to guide the customer through helpful reflection about his/her effort and progress, or lack thereof • Accountability is consistently present in the discussion, and discussion tends to focus on the true issue that inhibited success	• Discussion of expectations focuses on the customer's specific goal(s) and includes summary statements to connect the customer's progress to the customer's motivation • Consistently guides the customer through helpful reflection about his/her effort and progress • Accountability is consistently present in the discussion, and tends to increase the customer's self-awareness
FOCUS: FOCUSES CUSTOMER INTERACTIONS AND BEHAVIOR BY SETTING CLEAR AND CONSISTENT BOUNDARIES			
• Offers some structure for meeting with the customer, but the meeting ends up being driven by the customer's stories and/or requests • Meeting structure and length tend to vary considerably depending on who the customer is • Tends to step in to complete tasks for the customer • Tends to take responsibility for as many, or more, tasks as the customer does	• Offers structure for meeting with the customer and attempts to redirect the conversation, but redirects may be unsuccessful or poorly executed • Structure of meetings across customers is fairly consistent, but length of meetings tends to vary • Occasionally steps in to complete tasks for the customer • Occasionally takes responsibility for as many, or more, tasks as the customer	• Consistently implements a structure for meeting with the customer; tends to effectively redirect the conversation • Structure and length of meetings are fairly consistent across customers • Rarely steps in to complete tasks for the customer • May take some responsibility for tasks between meetings, however, the customer takes primary responsibility for their action steps	• Consistently implements a predictable structure for meeting with the customer • Customer demonstrates familiarity and comfort with the meeting structure • Structure and length of meetings are highly consistent across customers • Never steps in to complete a task for the customer • Rarely takes responsibility for tasks between meetings; the customer takes primary responsibility for their action steps

Appendix A: **Goal4 It!™ Core Competencies and Skills**

Novice	Apprentice	Journeyman	Master
MOTIVATE: DETECTS AND ADDRESSES CUSTOMER AMBIVALENCE ABOUT CHANGE			
• Demonstrates some awareness of the customer's ambivalence about making a particular change (customer may be unsure, fearful, or indecisive) • May verbally acknowledge the ambivalence but appears unsure of how to proceed, or changes the conversation	• Quickly detects the customer's ambivalence about making a particular change • Attempts to address the ambivalence through open-ended questions and reflections, but may not pursue if the customer does not move quickly to "change talk"	• Quickly detects the customer's ambivalence about making a particular change • Asks open-ended questions and uses reflective statements that begin to get at the root of the customer's ambivalence, persevering through the customer's resistance	• Quickly detects the customer's ambivalence about making a particular change • Asks open-ended questions and uses reflective statements that draw out the root of the customer's ambivalence, which may lead to an observable shift in the customer's readiness to change or talk about changing
MOTIVATE: REINFORCES CUSTOMER'S ABILITY TO MAKE POSITIVE LIFE CHANGES, FOCUSING ON ACTIONS WITHIN THE CUSTOMER'S CONTROL			
• Focuses the conversation on external barriers without reference to factors within the customer's control • Consistently apologizes for or ignores factors that are beyond the customer's or counselor's control • Uses compliance-oriented language instead of encouraging the customer to make meaningful changes	• Focuses the conversation on external barriers, with some references to factors within the customer's control • Apologizes for or ignores factors that are beyond the customer's or counselor's control • Attempts to encourage the customer, but the customer doesn't seem to respond or change behavior	• Focuses the conversation on factors within the customer's control, referring to external barriers only when they are relevant • Acknowledges that some factors are beyond the customer's or the counselor's control • Shares with the customer a belief that he or she can make positive changes	• Focuses the conversation on factors within the customer's control, referring to external barriers only when they are relevant • Acknowledges that some factors are beyond the customer's or counselor's control, and steers the conversation toward the customer's ability to make positive changes • Effectively encourages and consistently shares with the customer a belief in their ability to make positive changes
SKILLS THAT FACILITATE GOAL ACHIEVEMENT **GOAL:** ASKS CUSTOMER TO ARTICULATE A GOAL THAT IS FEASIBLE AND MEANINGFUL TO HIM OR HER			
• Asks direct questions about the customer's goal(s) • Tends to accept initial responses from the customer about their goal and moves toward planning	• Asks direct questions about the customer's goal(s) • May ask a question to understand the customer's underlying motivation • May ask about the difficulty of the goal	• Draws out the customer's goal(s) through conversation about what he or she cares about and wants to accomplish • Consistently asks questions to draw out the customer's underlying motivation • Consistently asks about the attainability of the goal	• Draws out the customer's goal(s) through conversation about what he or she cares about and wants to accomplish • Consistently asks questions to draw out the customer's underlying motivation • Consistently asks about the attainability of the goal, and moves to help the customer break down a goal that may seem unattainable • Prompts the customer to imagine/visualize accomplishing their goal

Appendix A: **Goal4 It!™ Core Competencies and Skills**

Novice	Apprentice	Journeyman	Master
GOAL: PAUSES TO HELP THE CUSTOMER VISUALIZE AND DEFINE THE DESIRED OUTCOME OF A DEFINED GOAL			
• Does not ask the customer what it would feel like to achieve their goal • Does not help the customer to visualize the realization of their goal (e.g., does not prompt the customer to pause, close their eyes, focus their mind, and imagine the scenario)	• Asks the customer what it would feel like to achieve their goal • Does not help the customer to visualize the realization of their goal	• Asks the customer what it would feel like to achieve their goal • Prompts the customer to visualize the realization of their goal	• Asks the customer what it would feel like to achieve their goal • Helps the customer to visualize the realization of their goal • Prompts the customer to reflect on visualizing their goal
PLAN: HELPS CUSTOMER ARTICULATE SPECIFIC, TIME-BOUND ACTION PLANS			
• Prompts the customer to specify a goal • May prompt the customer to specify a deadline for achieving the goal • May ask the customer to complete My Goal Plan	• Prompts the customer to specify a goal • Asks the customer how he or she will accomplish the goal • Prompts the customer to specify a time frame for getting started and for accomplishing the goal • Asks the customer to complete My Goal Plan	• Asks questions to help the customer specify a goal • Asks reflective questions to help the customer articulate a concrete plan; may touch on general resource needs or required skills • Prompts the customer to specify an exact time frame for getting started and for accomplishing the goal • Guides the customer to complete My Goal Plan	• Asks reflective questions to help the customer specify a goal • Asks reflective questions to help the customer articulate a concrete plan and consider necessary skills/resources • Prompts the customer to specify an exact time frame for getting started and accomplishing the goal • Guides the customer to complete My Goal Plan and summarizes it back to the customer to ensure that it is clear
PLAN: HELPS CUSTOMER BREAK THE TASKS REQUIRED TO MEET THE GOAL(S) INTO SMALLER, MORE FEASIBLE STEPS			
• Prompts the customer to identify a series of steps to accomplish their goal(s) • Tends to accept the initial list of steps with limited discussion of effort or feasibility	• Asks the customer a series of questions about the steps necessary to accomplish their goal(s) • Tends to accept the initial list of steps the customer articulates • May ask questions about the effort or feasibility of a step	• Engages the customer in dialogue about the series of steps necessary to accomplish their goal(s) • May prompt the customer to consider other steps or to further break down a step • Consistently asks questions about effort and feasibility of each step • Reviews and summarizes the list of steps back to the customer to ensure clarity	• Engages the customer in dialogue about the series of steps necessary to accomplish their goal(s) • Asks reflective questions to help the customer identify other steps or further break down a step • Consistently asks questions about effort and feasibility of each step • Reviews and summarizes the list of steps back to the customer to ensure that the steps are clear and that the customer is motivated to act on them

Appendix A: **Goal4 It!™ Core Competencies and Skills**

Novice	Apprentice	Journeyman	Master
PLAN: ASKS CUSTOMER TO IDENTIFY INTERNAL OBSTACLES TO ACHIEVING GOALS AND PROPOSE SOLUTIONS TO THOSE OBSTACLES			
• Prompts the customer to identify something that could prevent him or her from achieving a goal • Prompts the customer to identify a solution to address the obstacle	• Prompts the customer to identify one or more things that could prevent him or her from achieving a goal • May distinguish between internal (something within you) and external (something outside of you) obstacles • Prompts the customer to identify solutions to address the obstacle(s)	• Asks reflective questions to help the customer identify one or more things that could prevent him or her from achieving a goal • Distinguishes between internal and external obstacles • Asks reflective questions to help the customer identify one or more solutions to address the obstacle(s)	• Asks reflective questions to help the customer identify one or more things that could prevent him or her from achieving a goal • Distinguishes between internal and external obstacles; encourages the customer to focus on internal obstacles • Asks reflective questions to help the customer identify one or more solutions to address the obstacle(s) • Summarizes the obstacle-solution pairing(s) and helps the customer formulate it as a concrete "if-then" plan
REVIEW/REVISE: ASKS CUSTOMER TO ASSESS THEIR PROGRESS TOWARD GOALS AND REVISE GOALS ACCORDINGLY			
• Asks whether or not the customer accomplished their goal • If the goal was accomplished, congratulates the customer • If the goal was not accomplished, encourages the customer and suggests setting a new goal • May refer to My Goal Plan and ask the customer to fill out the Review/ Revise boxes	• Asks whether or not the customer accomplished their goal • If the goal was accomplished, congratulates the customer and asks to hear how it went • If the goal was not accomplished, encourages the customer and asks about what got in the way • Refers to My Goal Plan and asks the customer to fill out the Review/Revise boxes	• Asks questions about effort or progress toward the goal • Celebrates progress or accomplishment; encourages the customer if progress did not meet expectations • Guides customer through the Review/ Revise boxes of My Goal Plan • Asks reflective questions to help clarify whether the goal is a good fit and/or what obstacle(s) got in the way	• Readily refers to My Goal Plan and asks questions about effort or progress toward the goal, guiding the customer through the Review/Revise boxes • Asks reflective questions about what the customer learned, regardless of whether or not the goal was accomplished, thus promoting the customer's self-awareness • Celebrates progress or accomplishment; encourages the customer if progress did not meet expectations • Asks reflective questions to help clarify whether the goal is a good fit and/or what obstacle(s) got in the way • Asks reflective questions to help the customer revise their goal and plan as needed

Appendix A: **Goal4 It!™ Core Competencies and Skills**

Novice	Apprentice	Journeyman	Master
MANAGING THE JOB **ORGANIZATION:** EFFECTIVELY MANAGES DAILY WORKLOAD			
• Workspace and materials are disorganized, interfering with daily tasks • Takes a reactive approach to case management, responding to customer-related issues and follow-up tasks only as they arise • Working hours are used in an inefficient and inconsistent manner	• Workspace and materials are generally organized, sometimes interfering with daily tasks • Tends to take a reactive approach to case management, responding to customer-related issues and follow-up tasks as they arise • Working hours may be used inefficiently or inconsistently from time to time	• Workspace and materials are well organized, rarely interfering with daily tasks • Tends to proactively manage cases, efficiently following up on tasks and customer-related issues instead of reacting to them • Working hours tend to be used in an efficient and consistent manner	• Workspace and materials are well organized and facilitate an effective work style • Proactively manages cases, consistently and efficiently follows up on tasks and customer-related issues • Working hours are consistently used in an efficient manner
TIMELINESS: TIMELINESS IN COMPLETING RESPONSIBILITIES			
• Customer meetings consistently run longer than the allocated time slot, resulting in delays • Tends to complete administrative tasks late, which interferes with customer service and/or program performance • Case notes and file maintenance are delayed, and are poor in quality as well as incomplete	• Customer meetings tend to run longer than the allocated time slot, resulting in delays • Maintains minimal timeliness standards on administrative tasks • Case notes and file maintenance meet minimum timeliness standards but may be poor quality or incomplete	• Customer meetings tend to remain on schedule, even when customers are late, minimizing delays throughout the day • Generally completes administrative tasks on time • Case notes and file maintenance are generally done on time, of good quality, and complete	• Customer meetings consistently end on schedule, even when customers are late, minimizing delays throughout the day • Consistently completes administrative tasks on time • Case notes and file maintenance are consistently timely, of high quality, and complete
PROGRAM KNOWLEDGE: UNDERSTANDS AND APPROPRIATELY APPLIES PROGRAM PROCESSES, RULES, AND REGULATIONS			
• Misunderstands and/or misapplies program rules and regulations • Has a rudimentary understanding of program processes and struggles to effectively explain them to customers	• Sometimes misunderstands or misapplies program rules and regulations • Has a working knowledge of program processes; provides basic information to customers	• Generally understands and appropriately applies program rules and regulations • Demonstrates considerable knowledge of program processes and clearly explains aspects of the processes to customers	• Consistently understands and appropriately applies program rules and regulations • Commands deep knowledge of program processes and effectively guides customers to understand them

Appendix A: **Goal4 It!™ Core Competencies and Skills**

Novice	Apprentice	Journeyman	Master
RESOURCEFULNESS: KNOWLEDGEABLE ABOUT RESOURCES AND HOW TO EFFECTIVELY CONNECT CUSTOMERS WITH THEM			
• Provides basic information about resources but cannot provide additional details • Makes transactional referrals upon request—i.e., completes only required paperwork • Lacks knowledge of community resources beyond those formally connected to the agency	• Provides basic information about resources with few additional details • Makes referrals using required paperwork and occasionally makes a "warm hand-off" (personal connection) • Demonstrates some knowledge of community resources beyond those formally connected to the agency	• Provides considerable information about resources, including detail beyond what is in writing • Completes referrals using required paperwork and often makes a warm hand-off (personal connection) • Demonstrates considerable knowledge of community resources beyond those formally connected to the agency	• Provides thorough detail and information about resources • Completes referrals using required paperwork and always seeks to make a warm hand-off (personal connection) whenever possible • Demonstrates strong knowledge of community resources beyond those formally connected to the agency
SELF-DEVELOPMENT **SELF-CARE:** CONSISTENTLY ADDRESSES AND MITIGATES STRESS RESULTING FROM CUSTOMER INTERACTIONS AND WORKLOAD; MAINTAINS A STATE OF WELL-BEING			
• Stress level commonly appears high and tends to interfere with effectiveness at work—high risk of "burnout" • Tends to personally invest in customers' crises, sometimes compromising professional boundaries • Secondary stress and trauma from customers' crises takes a visible emotional toll; rarely seeks appropriate support from others	• Stress level tends to be high and may, from time to time, interfere with effectiveness at work—moderate risk of burnout • Personally invests in customers' crises from time to time, sometimes compromising professional boundaries • Secondary stress and trauma from customers' crises may take a visible emotional toll; sometimes seeks appropriate support from others	• Stress level tends to be well managed and rarely interferes with effectiveness at work—low risk of burnout • Rarely invests personally in customers' crises and generally maintains professional boundaries • Secondary stress and trauma from customers' crises rarely takes a visible emotional toll; generally seeks appropriate support from others	• Stress level is consistently well managed and rarely interferes with effectiveness at work—minimal risk of burnout • Consistently avoids investing personally in customers' crises and maintains professional boundaries • Secondary stress and trauma from customers' crises rarely takes a visible emotional toll; consistently seeks appropriate support from others
PROFESSIONAL GROWTH: CONSISTENTLY DEMONSTRATES EFFORT TO IMPROVE KNOWLEDGE, SKILLS, OR ABILITIES RELEVANT TO THE JOB AND CAREER PATH			
• Struggles to articulate concrete, measurable goals for professional growth and development • Tends to be defensive when receiving constructive feedback about knowledge, skills, or abilities • Signals reluctance and demonstrates difficulty adjusting practices and styles in response to constructive feedback	• Occasionally articulates concrete, measurable goals for professional growth and development • Accepts constructive feedback about knowledge, skills, or abilities • Slowly adjusts practices and styles in response to constructive feedback	• Commonly articulates concrete, measurable goals for professional growth and development • Seeks constructive feedback about knowledge, skills, or abilities • Responsively adjusts practices and styles in response to constructive feedback • Tends to pursue professional development (e.g., training, mentoring, stretch opportunities)	• Proactively articulates concrete, measurable goals for professional growth and development • Proactively seeks constructive feedback about knowledge, skills, or abilities • Responsively adjusts practices and styles in response to constructive feedback • "Early adopter" of new approaches and practices • Proactively pursues professional development (e.g., training, mentoring, stretch opportunities)

References

[1] Zelazo, P.D., Carter, A., Reznick, J. S., Frye, D. "Early Development of Executive Function: A Problem-Solving Framework." Review of General Psychology, 1997, 1(2), 198-226.

[2] See Dawson and Guare (2009) for a more detailed list of executive function skills conceptualized in two categories: (1) thinking skills used to select goals and devise ways to accomplish them, and (2) behavioral skills used to execute plans. (Dawson, P., and R. Guare. Smart but Scattered. New York: The Guilford Press, 2009.)