PUTTING THE SCIENCE OF GOAL ACHIEVEMENT INTO PRACTICE
Supporting Staff Success

LEARNING PARTNER AND LEARNING TEAM

LEARNING PARTNER: Staff choose a learning partner for the duration of the course - and meet with them at the close of every module. You can support staff's success by ensuring that everyone has a learning partner before they begin. (You could suggest which staff pair together as learning partners – or leave it to staff to choose their learning partner. A trio can also work.)

LEARNING TEAM: Ideally, the course also begins and ends with a team exchange. The team would include anyone taking the course, those who have taken the course previously, and you (supervisor/ manager). Later in this packet we offer links to draft agendas that will make it easy for you to lead a team meeting at the start of the course (Module One) and one at the end (Module Five).

Note: *Although it is not ideal, the course is designed in such a way that a staff person can also walk through it alone, without a learning partner or team.*

PROTECTING TIME

The course is self-paced. We suggest staff complete the 5 modules over about 8 weeks. Staff can decide exactly how much time they want to devote each week; we estimate about 2-3 hours weekly (much of which can be done as part of staff's current day-to-day work).

To support staff success, you can ensure that they **protect time to progress with the course every week**.

To that end, you may:

- Mention it at a weekly staff meeting and ask for brief insights from those taking the course;
- Include it in a weekly communication you may send to staff; and/or
- Use random opportunities to ask staff how they are liking the course and what they are getting out of it.

PRACTICE + FEEDBACK

Module 4 is where the rubber hits the road! The module is spread over a few weeks during which staff lead various participants through the whole goal achievement process from beginning to end.

Here are a few ways you can support the practice sessions in module 4:

- Encourage staff to try out this approach with a variety of program participants (i.e. those who are progressing toward their goals, as well as those who may seem stuck.)
- Talk with staff about any resistance they may encounter. (The best way to respond to resistance is to hear it and acknowledge it.)
- Encourage staff and participants to try out the full process several times before making any decisions about it. The learning is in the doing!
- Remind staff that the paperwork is less important than the mindset and the process. For example, staff may get caught up with the details of the forms associated with GPDR/R. While these are useful, they are less important than the intentional support of goal achievement.

The practice sessions in module 4 will be most valuable if staff receive feedback from participants, peers, and /or supervisors. Talk with them about the best timing for this feedback. Ensure that the feedback is honest, specific, and highly encouraging.

Here are **a few feedback tips to keep in mind while giving feedback to staff in module 4**.

- Let the clients know **why you are observing** (*i.e. we are experimenting with a new approach and seeing how it goes. Before leaving today, let us know what you thought of the process!)*
- After the client leaves, invite staff to **share their own reflections** (i.e. *What did you like about this process? What questions or ideas do you have for next time?*).
- Give **specific, sincere praise** to staff for ways they implemented the spirit of GPDR/R.
- Offer **specific, concrete suggestions** for the future.

Note: On the next two pages, you'll find the **GPDR/R Staff Guide**. We suggest using it as a reference while you observe staff and offer feedback.

GPDR/R Staff Guide

GOAL	
Key Concepts or Steps	**Characteristics of goals with high likelihood of success** • Personally meaningful and motivating (e.g., why is the goal important to me?) • Within our control • Challenging, but within reach • Specific and achievable within a realistic timeframe
Conversation Starters	• What are your hopes and dreams for the future? • Think about the next month. What is one thing you'd like to do that would make you feel happy – something that is important to you? • What is one thing that you would MOST like to accomplish in the next month? • What matters deeply to you that you could see yourself working towards in the next month? • What keeps you motivated even when things get hard?

PLAN	
Key Concepts or Steps	**Step 1: Break the goal down into small steps** • Identify the steps to get to the goal, being as detailed as possible • Identify the resources needed to complete the steps **Step 2: Select steps to work on and make a detailed plan for getting them done** • Identify the details: what, when, where, how to get there, what to take **Step 3: Identify what might get in the way and what to do to stay on track** • Identify obstacles – what might get in the way of success (potholes) • Identify strategies to overcome the obstacles (detours)
Conversation Starters	• Let's work backward and think about what steps you need to take to get where you want to go. What resources will you need? • Let's map out an action plan for steps you can take before our next meeting. Which of the steps would you like to focus on? • For each step, let's talk about what it will take to complete it and write down the plan: Where do you have to go? How will you get there? How long will it take? When will you do it? What do you need to take with you? • Imagine doing your plan. What might get in the way? What can you do if that happens? • How will you reward yourself when you are done?

Putting the Science of Goal Achievement Into Practice – Supporting Staff Success

DO	
Key Concepts or Steps	"Doing" the plan rests primarily with the participant. - Ways to support the participant to do their plan: ○ Do one or two steps of the plan *with* the participant ○ Call or send text or e-mail reminders before each step ○ Help participants identify someone to do the plan with them ○ Ask the participant to check in with you ○ Help put the action plan into a calendar or task list
Conversation Starters	- Let's do one step to get you started on your plan before you leave. - How can I support you as you do the rest of your plan? - Would you like me to call, text or e-mail you as a reminder? - Let's create a reminder system to help you put your plan into action. - It can be hard to do this alone: who might be able to help you?

REVIEW / REVISE	
Key Concepts or Steps	**Key Concepts** - We learn by doing - Goals and plans change - Success and setbacks contribute to learning about what matters to us and what our strengths and weaknesses are - When plans fail: try smaller steps, more (or different) support, an alternative approach or identifying a more meaningful goal **Step 1: Review of previous plan to assess progress** **Step 2: identify where to go next** - If plan successfully completed: development of updated action steps. - If plan not successfully completed: development of a new plan or identification od a new goal
Conversation Starters	**Review** - Tell me about your week. What were your major accomplishments? What went according to plan? What strengths did you draw upon? - What got in your way? How did you respond? - What do you wish you had done differently? - What did you learn about yourself? **Revise** - How are you feeling about your goal? Does it still feel like something you want to pursue? - What step would you like to take next? - What would help you to move forward? - How can I support you in coming up with a new plan or goal?

Putting the Science of Goal Achievement Into Practice – Supporting Staff Success