

# Goal Setting (Vocational) Protocol

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| Material:   * **Goal Setting Worksheet or Template:**   Provides a structured format for defining goals, including sections for specificity, measurability, achievability, relevance, and time-bound aspects (SMART criteria).   * **Action Planning Tool:**   Helps break down goals into actionable steps, with space for setting deadlines, identifying resources needed, and tracking progress.   * **Progress Tracking System:**   Could be a journal, digital app, or spreadsheet for monitoring and evaluating progress towards goals, including milestones and reflections.   * **Resource Directory:**   Includes information on relevant resources such as training programs, workshops, mentors, and online materials to support goal achievement.   * **Feedback Mechanism:**   Establishes a method for receiving feedback, whether through regular check-ins with a mentor or supervisor, peer feedback sessions, or self-assessment tools to adjust goals as needed.  **Purpose:** Goal setting is essential because it provides direction, motivation, and a clear framework for individuals to achieve their aspirations and measure progress, fostering personal and professional growth. | | |
| Staff | Student | Contingency |
| Review **goal-setting process:**  - Identify and Learn PINS  -Set a Person-Centered Goal  -Take Action  -Adjust and Reflect on Goal or Plan | Actively engage in the learning process and stay consistent with reaching set goals. | Supports for communication, job skills, target skill, etc. should be discussed and implemented based on individual need. |
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| **1. Identify and learn preferences, interests, needs, and strengths (PINS)**  Encourage adults to explore and articulate their vocational interests and preferences. This involves:   * **Career Assessments:** Utilize career assessment tools, such as interest inventories or vocational surveys, to help adults identify their preferred fields and roles. * **Personal Reflection:** Facilitate reflection sessions where individuals can consider past work experiences, hobbies, and passions that could inform their vocational goals. * **Goal Alignment:** Ensure that the vocational goals align with their interests and preferences to enhance motivation and engagement.   Help adults understand their vocational strengths and areas where they may need further development. This involves:   * **Skills Assessment:** Use tools such as skills inventories, performance reviews, and self-assessments to identify their strengths in various vocational areas. * **Needs Identification:** Discuss and pinpoint areas where additional training, education, or resources are needed. This might include technical skills, soft skills, or industry-specific knowledge. * **Tailored Goals:** Assist in setting vocational goals that leverage their strengths while addressing their development needs, ensuring the goals are both challenging and achievable. | Be honest in your answers and be forward with what supports you need to be successful. | Pre-existing or newly made PINS assessments can be utilized to get a clear idea for each individual.  Provide visual supports, as needed, to get accurate and informative answers. |
| **Set a Person-Centered Goal**  Guide adults in creating detailed action plans that are personalized to their vocational interests, strengths, and needs. This involves:   * **Specific Steps:** Break down vocational goals into clear, actionable steps that outline the path to achieving these goals. * **Resource Identification:** Help identify resources such as training programs, workshops, certifications, mentors, and networking opportunities that are essential for achieving their vocational goals. * **Timeline and Milestones:** Create a realistic timeline with specific milestones to track progress and maintain motivation. This can include short-term, mid-term, and long-term goals. | Actively engage in training programs offered, find specific training programs, and be an active member in creating the goal. | Break down steps into what is manageable for the individual (i .e., more specific, smaller steps or larger, more general steps) |
| **Take Action**  Begin by tackling the first tasks on your action plan, focusing on building momentum and establishing a routine.  Utilize supports in place and adapt them, as needed. | Advocate for more/less supports needed to achieve goal.  Stay consistent in meeting each goal. | Monitor the effectiveness of supports in place and adjust accordingly.  Allow individuals to make mistakes and learn from their mistakes. |
| **Adjust and Reflect on Goal or Plan**  Support adults in implementing their action plans and making adjustments as needed. This involves:   * **Regular Check-Ins:** Schedule regular meetings or check-ins to discuss progress, celebrate successes, and address any challenges. Provide continuous support and constructive feedback. * **Self-Monitoring:** Teach self-monitoring techniques, encouraging individuals to regularly evaluate their progress, reflect on their experiences, and make necessary adjustments. * **Flexibility and Adaptability:** Encourage flexibility and adaptability, helping adults to adjust their goals and plans based on new insights, changing circumstances, or evolving interests. Equip them with problem-solving and resilience skills to navigate obstacles.   By focusing on adults' individual vocational preferences, interests, strengths, and needs, this goal-setting process becomes highly personalized and motivating. This approach not only aids in achieving vocational goals but also enhances overall self-determination and intrinsic motivation in their career development. | Be open to feedback to acheive goal. | Monitor the effectiveness of supports in place and adjust accordingly. |
| **Review**  Setting and achieving person-centered goals involves defining specific objectives, creating a detailed action plan, leveraging strengths, seeking support, taking initial steps, monitoring progress, adapting as needed, and celebrating milestones to maintain motivation and ensure success. |  |  |