

GOAL SETTING

FOR WORK

PLACEMENT

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As a tutor/work placement officer you will be supporting learners to undertake a period of work placement which will be recognised through the City & Guilds Profile of Achievement.

In order to help learners set goals and objectives for this programme you may wish to use the GROW model of goal setting.

GROW MODEL FOR HELPING SET GOALS FOR LEARNERS

GOAL – establish what specific goal(s) the learner wants to achieve while on work placement. Get them to consider a range of ideas. Look at the areas on the strengths and skills that may need developing. Prioritise those that will be of most benefit for the future, help them to be realistic. Far better to achieve one goal well giving a real sense of achievement.

REALITY – where is the learner now in relation to the achievement of this goal? Go through their skills and strengths assessments or any other diagnostics to bring out positive things that will help them succeed. What experience/knowledge do they have already?

OPTIONS (and obstacles) – help the learner to come up with as many possible ideas regarding how they could achieve their goal (remember what they want to achieve will have an impact on the type of placement they choose). Make a note. Go through each option to determine whether it is reasonable and within their control (with help) to achieve it. Delete any options that don't meet this. Then consider what is left, are there any obstacles – real and imagined that the learner has? Are there any ways around these? If not then the option is not viable.

WILL – help the learner to decide which options to take forward when they start their work placement. What will they do? How will they do it? What support/resources will they need? When will they do it?

QUESTIONS TO ASSIST WITH GOAL AND OBJECTIVE SETTING

To open the conversation and to get learners to think about how they can get the most from a work placement programme tutors can start with some general questions eg:

- What do you want to do after your study?
- What would you like to achieve on work placement?
- How do you feel this work placement is going to help you?
- What would it take for work placement to be a success?

In order to help a learner identify their goals tutors/work placement officers can ask two questions:

- 1 What are you looking forward to about work placement?
- 2 What are the aspects of work placement you're least confident about?

The answers to these will give you areas you can begin to explore with a learner. If they say they are looking forward to meeting new people this can be added to a list of strengths in their logbook and you can share it with the employer. They can then look to capitalise on this with the learner. This can be recorded under the Reality column to give a positive start to the process. Their worries will help them to formulate goals. So if they say they are worried about making mistakes their goal might be to 'Approach Work Placement with less fear' (it would be hard to say 'not to make mistakes as we all do that and learn from them).

EXAMPLE

GOALS



Building confidence

- To feel confident enough to interview successfully for a job
- To have enough confidence to talk to other people at work
- To feel more relaxed when I'm in the workplace so that I work better

Timekeeping and personal management

- To be in work in plenty of time for my work placement
- To be smart and clean for my work placement
- To have my logbook up to date ready for my tutor/ work placement officer
- To stay focussed on the tasks I have been given to do

Staying positive

- To be calmer in situations where I feel under threat
- To feel better about myself when I've been criticised by someone at work
- To continue with a task after being corrected
- To avoid gossip and being drawn into others' problems

Being assertive in the face of a negative challenge

- To remain calm and ask for clarification of a problem
- To feel happy about asking for help
- To be able to admit to problems and approach others for support

Higher level employability skills

- To be able to contribute to a discussion on a given topic
- To suggest improvements to a process
- To ask others for feedback

Occupational knowledge and skills

(These will depend on the context and should not be the primary objective)

- To practice a particular skill eg updating databases
- To clarify use of knowledge in workplace eg How effective meetings are chaired

In order to set objectives more specific questions need to be asked which the learner would answer with actions they could take. So if their goal is to 'Make a positive contribution to the employer organisation' you could ask them what they would need to do differently. Answers might include 'not lose my temper' or 'not get upset if I am told to do things differently'. As far as possible the learners own words would be used to record these objectives. Throughout the process the tutor needs to be careful not to have the answers to the learner's problems and to encourage and prompt the learner to formulate the actions which they can take themselves. As well as 'what do you need to do?' other questions should focus on times scales 'by when?' and also identify sources of help 'with whom'. Answers can all be logged in the same grid.

GOAL AND

OBJECTIVE SETTING

Goal – what do I want to achieve? This could be a skill, an experience, knowledge. Think of something that will improve your employment prospects

1
2
3

Learner objectives

Specific 1
Measurable 2
Achievable
Realistic 3
Time bound

Reality – what is my current level in relation to my goal(s)?

Obstacles – what might get in the way of me achieving my goals?

Options – what could I do (with help) to move towards my objectives and goals?

What will I do?
Identify those options that will take you closer to your goal
– When do I need to do it/them by?
– Who will help me?

REVIEWING THE GOALS AND OBJECTIVES

Goals and objectives should be reviewed to ensure progress is being made towards their achievement. Reviews should be decided on between the tutor/work placement officer and the learner.

Learners need to feel free to talk and to know they are being listened to. Sometimes this does not need to be done in real time and they can email or message their tutor/work placement officer with their thoughts and receive a reply with your thoughts and considerations within a reasonable, and agreed, timeframe. Importantly the process should help the learner to continue to progress and stay on a path of improvement or change to improve their behaviours and attitudes where necessary. Some useful questions to ask at review are

- How closer are you to achieving your goal than you were last week?
- What evidence can you share to support this?
- What have you tried to help you?
- What else could you try?
- What else might you want to include to achieve x?
- What ways have you tried to overcome x?

Some learners may not consider that they have fully achieved their goal at the end of work placement but their logbook can continue to be used after their placement and will provide a useful tool for future tutorial work. However tutors/work placement officers must ensure that progress is acknowledged, celebrated and recorded.

FOR MORE INFORMATION VISIT

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