Module 12 – Planning for Action and Goal Setting

Stage III

Process Model for Group Facilitation

Stage III - Goal Setting and Action Steps

After determining focus:

- What is the goal?
- What are the action steps to achieve that goal?
- What challenges or barriers are anticipated?
- What support or education is desired/needed?
- How/to whom will the person be accountable?
Definition of Goal and Action Steps

**Goal:**
What the participant plans/intends to achieve in a 2-6 month period.

**Action Steps:**
The specific actions the participant plans/intends to achieve in the next week in order to reach their goal.

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“SMART” GOALS

- **SPECIFIC** — What do you want to accomplish? Is it clear and concise?
- **MEASURABLE** — How much? How many?
- **ACTION-ORIENTED** — What are you “doing?”
- **REALISTIC** — Able to reach? Do you have skills, resources needed, easily obtain them?
- **TIMED** — Timeframe/Tracking

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Considerations with SMART goals

- Is the goal really **SMART**?
- How does the goal align with vision, mission, and values?

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Determining Action Steps

The goal is set, now what?

1. Break down the goal in manageable (small) steps
2. Decide actions before the next session
3. SMART the Action Steps

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SMART these examples and provide one SMART action step

- I want to lose weight.
- I want to exercise more.
- I want to find a new job.
- I want to reduce my stress.

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Barriers/Challenge

**Barriers** are anything internal or external that may get in the way of completing the action step.

- Any identified barrier should be followed by a contingency plan for dealing with the barrier when it arises.
Accountability

Accountability to action: How would you like to be accountable for this step?

• To the group OR a specific support person?
• To self,
  ➢ using a journal / tracking tool / mobile app / visual reminder?

Activity: Smart Goal and Barriers Worksheets

SMART Goal and Action Steps Worksheet:
- Turn to page 15 in Participant Manual and complete
- Participants should be prepared to discuss in small group practices

Barriers Worksheet:
- Turn to page 16 in Participant Manual and complete
- Participants should be prepared to discuss in small group practices

Demo #3 – Stage III
• Listen for discussions about:
  - Goals setting & action steps
  - Explore barriers
  - Training & Support
  - Accountability
• Volunteers?
Principles to Consider

Design Group Guidelines before the group begins

Examples include:

- Respect one another
- Balance the time you speak with time others speak
- Bottom line
- Stay on Task
- No advice giving (without permission)

Let the Group know how you will address these issues if they come up

Solicit from them how they would like to handle these situations

Addressing Difficult Group Dynamics

1. Start with a broad request
2. Remind them of Community Agreements
3. Begin to refine your request if necessary
4. Make a specific request of a group member
   - Acknowledge their input and contribution
5. Consider making a request outside the group

Avoid escalation of the situation
   - Acknowledge strong feelings by simply reflecting
   - Avoid telling the person how they should be, feel

There are no ‘sure cures’ to these dynamics

Addressing Difficult Group Dynamics

What are some difficult group dynamics you have had to deal with as either a leader or group member?

- How did you deal with the situation?
- What was successful? What was not?
- How have others dealt with this dynamic?

Dual Relationships

- VA Employees are generally discouraged from developing new relationships with Veterans whom they meet through work. This may become more difficult when you get to know people in a weekly group.
- You’ll find common interests, goals, etc. and while it may seem harmless to create a personal contact, the boundaries are there because it often goes awry.
- Undoubtedly you know people in the community who happen to be Veterans and who get their care at your VA. Being aware of maintaining boundaries is important. Example - Checking something in their chart for them.
“Clarity is kindness.”

Brene Brown

Remember:
- As a group facilitator you have greater power than the group members.
- This is true even if you are friendly, open, and collaborative.
- Being special (think teacher’s pet) feels good and may be innocent.
- It also feels bad to other group members who don’t feel chosen.
- Group members may mistake your concern for other feelings/intentions.

General Rule:
- Make sure your actions and speech serve the Veterans’ interests.
- As the facilitator, you are responsible for setting the boundaries.
- What it means to you may be different than what it means to them.

Practice Session Instructions

- Groups
- Topics to Facilitate - Selection of topics for each of the 3 practice sessions
- Timing

Practice Session #1

Homework – Action Steps Toward Goal
Wrap up: Q&A, Survey, Adjourn