INDIANA WORKFORCE DEVELOPMENT AND ITS WorkOne CENTERS

Case Management Training

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Content Topic:

Strength-Based Case Management

Strength-Based Case Management

INTRODUCTION

Case management is defined as a ***"collaborative process that assesses, implements, coordinates, monitors and evaluates the options and services required to meet the customer's service needs."*** This process is based on the customer's needs and values and emphasizes creating a collaborative partnership. Case management at the WorkOne Centers aims to assist a customer in achieving their individualized goals of employment and self sufficiency by utilizing advocacy, education and identification of resources. Often a Case Manager must help a customer navigate the process of change and transition, which can be difficult, inconsistent and frustrating. This case management process should be structured and organized.

Case management is particularly effective when it is rooted in a Strength-Based philosophy.

In this model, we move away from a traditional perspective that focuses on customer limitations, pathologies and negative experiences. Instead, the belief that each person has an internal well of resources and strengths, which can support their ability to reshape their own lives, is embraced and practically applied. Although the Case Manager will focus on the customer's strength, there should be a realistic evaluation of the customer's skill level and limitations. The Case Manager should never ignore any of the customer's limitations but should instead assist and support the customer in focusing on the skills and strengths they possess to create a practical and attainable Academic and Career Plan (ACP). The Case Manager's primary responsibility is to assist the customer by tapping into their strengths and utilizing the resources the customer already possesses.

Focus case management on the customer.

Customers should be the directors in the case management process. The Case Manager and customer should begin by uncovering the customer's individual goals and use the program's resources in order to reach these goals. Customers have a multitude of strengths and resources that must be recognized while simultaneously acknowledging and actively addressing barriers and weaknesses. Case Managers must emphasize the relationship they have with customers is a partnership in which the customer is an active participant and capable of taking control of his or her life.

A Case Manager has many responsibilities; including coordinating services, documenting progress, and what often feels like never-ending administrative tasks.

One of the most important, complex, and rewarding responsibilities a Case Manager has is building a relationship with customers. Developing a customer relationship that is productive, helpful and caring is the keystone of effective case management.

ROLE OF A CASE MANAGER

A Case Manager must wear many hats and balance many responsibilities in order to be productive, effective and efficient in this position.

The key responsibilities of a Case Manager can be detailed using The R.O.L.E. model:

1. **R: Relationship**
   As discussed, one of the paramount responsibilities of a Case Manager is building a cooperative working relationship with customers. To facilitate this, each customer will have the same case manager throughout his or her participation with the program. During this time, the Case Manager will act as a coach, motivator and consultant to the customer and assist in defining concrete goals and action steps. The goals and action plans will be detailed both in case notes, as well as in the Academic and Career Plan (ACP). As the customer's life circumstances change, the Case Manager should support the customer in adapting and evolving the plan as needed. The Case Manager will assist the customer in identifying personal strengths and skills by asking open-ended, high-gain questions. For more information about using questioning, please see the *Beyond the Basics* and *Effective Communication* sections of this manual.
   Recognizing barriers and obstacles that a customer may be facing is also part of a Case Manager's responsibilities. With the guidance of the Case Manager, a customer will be able to investigate the resources that may be available in his or her own network. If necessary, the Case Manager will act as a resource and referral agent to assist the customer in accessing supportive services.

Develop some examples of open-ended, high-gain questions you could ask a customer to foster a relationship. Why are these types of questions most effective in developing rapport with a customer?

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2. O: Organization and Time Management

An effective Case Manager must have strong time management and organizational skills. Many tasks compete for a Case Manager's attention and time. A Case Manager must be adept at organizing task lists and prioritizing the list according to urgency and importance. Case Managers must be able to plan their time to ensure all assigned tasks are completed by the required deadlines. For more information about time management techniques, see the *Time Management* section in this manual. It will be necessary to keep paperwork in an organized system so that information is easily accessible. Customer files must be kept up to date with real time information. All administrative tasks and deadlines must be completed in an efficient and accurate way.

Consider all of the responsibilities that you have at the WorkOne Center. Create a prioritized list for a typical day and a typical week. After you create the list, develop a plan for keeping the list for your practical daily use.

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3. **L: Logistics**

The importance of the interconnectedness of all the tasks a Case Manager must accomplish cannot be overstated. Accomplishing one task sets another in motion which in turn sets another in motion. Case Managers will be responsible for coordinating the logistical and administrative tasks throughout a customer's participation in the program. If one of the tasks is not accomplished, the customer's progress is likely to stall.

Initially, Case Managers are responsible for making sure that enrollments are completed during the Initial Informational Interview. The Case Manager begins the ACP with the customer and ensures that it is updated. It is important that Case Managers follow up with customers to track and document their progress in a timely manner. If appropriate, the Case Manager will form productive working relationships with the Academic and Career Counselors (ACC) and Adult Education Instructors to ensure the customer is progressing.

Often a Case Manager, after going through the problem solving process with a customer, must make referrals. A Case Manager may have to arrange appointments for the customer to access the resources required. It is essential that Case Managers are adept at multitasking to ensure all tasks are completed appropriately and in a timely manner. Oftentimes, these tasks have a great effect on the customer's case and ability to reach the goals that have been set.

The ability to multitask is an important attribute of a great Case Manager. Reflect on why this is. How does your ability to successfully maintain your workload affect an individual customer's case? How does this ability affect the larger Center's operation? What are the potential consequences for not successfully maintaining your workload effectively?

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4. E: Employment

The ultimate goal at the WorkOne Center is to enable the customer to gain and retain employment and reach self sufficiency. The Case Manager must assist in identifying the customer's strengths and skills as well as the action steps needed to accomplish this goal. Case management staff must ensure that the customers receive the support and guidance necessary throughout the training and employment process.

It is recommended that after a customer gains employment, the Case Manager complete a series of post exit follow-ups. This is a critical part of ensuring that customers have attained self-sufficiency. Valuable information is collected for performance measures as well. Follow up allows staff to continue the relationship with the customer while supporting and reinforcing the cooperative problem solving skills introduced at the WorkOne Center. The Case Manager may also offer additional services if necessary. This is often the most difficult aspect of case management because so many factors contribute to a customer reaching the ultimate goal of employment and retention.

What factors contribute to a customer being able to reach the ultimate goal of employment and self sufficiency? Which of these factors can a Case Manager influence and in what ways? Which of these factors cannot be influenced by the Case Manager? What can a Case Manager do about the factors that are beyond their direct control?

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ATTRIBUTION THEORY

In social psychology, attribution theory is the way in which people explain the causes of their own and other people's behavior. Typically, people explain behavior in three ways:

- Internal/External
- Intentional/Unintentional
- Controllable/Uncontrollable

The **Fundamental Attribution Error (FAE)**, also known as the ***actor/observer bias***, is the tendency to overestimate the extent to which a person's behavior is due to internal, dispositional factors and to underestimate the role of situational factors. Directly related to this concept is the ***actor/observer difference***, which is the tendency to see other people's behavior as internal, while focusing more on situational factors when explaining one's own behavior.

Example 1:

Jennifer saw Ken trip over a rock and fall. Jennifer might consider Ken to be clumsy or careless (internal/dispositional). However, if Jennifer later tripped over the same rock herself, she would be more likely to blame her fall on the placement of the rock (situational/external).

Example 2:

You are driving down the highway and someone cuts you off. Your initial reaction is, "What a jerk!" (or some other form of explicit language). Now think about the last time you cut someone off. Was it because you are a jerk? Or is it due to some sort of external factor? Were you late or in a rush due to an emergency?

As the above examples demonstrate, one's initial reaction to someone else's behavior is often to associate that behavior with an internal attribution, not a situational attribution. However, rarely examine their own behavior that way.

Why?

Why do people commit FAE? Perspective is one reason. Perspective plays a large role in the actor/observer bias. When individuals observe other people, *the person* is the primary reference point. When they observe themselves, the individuals are more aware of the external factors acting upon them. Therefore, attributions for others' behavior are more likely

to focus on the person being seen, not the situational forces that the observer is unaware of. Sometimes situational forces are obvious, and in turn, the observer is more easily able to make external attributions; however this is typically not the case. More often, situational factors are not obvious to the observer. This is because the observer's focus is solely on the actor and not the situation as a whole.

Overcoming FAE

Everyone commits actor/observer bias at times, so how do Case Managers counteract it? The goal of debiasing techniques is to reduce the effects of FAE. It is likely that Case Managers will still commit FAE upon first instinct, but the following techniques should help them maintain an awareness of bias and make appropriate adjustments.

- Take heed of "consensus" information. If most people behave the same way when put in the same situation, then the situation is most likely the cause of the behavior.
- Ask yourself how you would behave in the same situation.
- Look for unseen causes. Be cognizant of salient and non-salient factors (tangible/observable/noticeable).

A good way to help counteract FAE is to use the *Two Step Process of Attribution*. Step one is automatic; it is the initial attribution, which is typically internal. Step two is the reflection part of the process. It is important to stop and think about possible situational reasons for the behavior. Then, after coming up with a list of possible external factors, an individual should reevaluate the original attribution and make any necessary adjustments.

Example of Two Step Process

Your customer Jane has an interview this afternoon. She was supposed to be here 10 minutes ago to do a final preparation. You called her cell phone and it is off.

Step 1: You think to yourself, "What is wrong with her? How can she not take this interview seriously and come late and miss valuable prep time? She must not care about getting a job." Initially, you judge Jane's lateness based on dispositional factors associated with Jane's motivation and level of dedication.

Step 2: A few minutes later you remind yourself that your assumptions are not fair and that something may have happened. She could have gotten stuck in traffic, had an accident,

couldn't find a sitter, or had some other sort of emergency. Just because she is late doesn't mean that she isn't motivated. After all, you were late to work this morning due to an unexpected detour.

Despite your attributions for Jane's behavior, it is important for you as the Case Manager to acknowledge Jane's lateness and uncover the reason for her behavior. Whether the cause of the lateness was internal or external, take steps to determine the cause, employ problem-solving, and ensure this does not happen again in the future.

Overcoming FAE does not mean that you ignore the problem or behavior. ***On the contrary, by overcoming FAE you will be able to generate multiple options and encourage behavior modification because you are considering all factors, not just dispositional attributions.***

Applying the two step process of attribution allows people to keep their tendency to commit FAE in check. This is particularly important in case management as this role is meant to support and encourage a wide variety of people as they assess themselves and begin the process of changing their lives. It is essential for great Case Managers to believe that a customer is capable of change and that he or she possesses the ability to make these changes. By actively confronting initial attributions, Case Managers can overcome FAE and expand their initial assumptions to include both internal and external factors. Automatically assuming people arrived where they are solely due to dispositional factors is a fatal mistake in case management.

UNDERSTANDING CHANGE

All customers who are seeking the services offered through the WorkOne Centers are in the midst of making changes in their lives. Change elicits a common response from people without regard for demographics. Change is often a difficult process because it requires us to leave the comfort of what we know and venture into the unknown. This elicits feelings of fear, anxiety, excitement, hostility, denial and ambivalence.

Often people will stay in situations that are unhealthy or unproductive because they fear trying something new and venturing into the unknown. We sometimes stay in our comfort zone even though we are not happy because we figure at least we are dealing with the familiar and know what to expect. Customers may seek to avoid any change, even a seemingly positive change, for this reason. This reaction is normal and should not be taken personally by the Case Manager.

The Case Manager should acknowledge that the process of change is difficult, that the customer has the skills and strengths necessary to make positive change and that the Case Manager is there to support the process.

The Case Manager's role is to be a Change Agent.

As a Change Agent, the Case Manager should support and partner with the customer to encourage him or her to actively work towards change. This can be explained as a three step process:

1. ***Identify the need to change***
   Frequently, it is obvious to the Case Manager that there is a need for a customer to make a change. Often the customer does not see this need in the same way. Case Managers should explore the customer's current circumstances with the customer to identify what is motivating the customer. These motivations may include what circumstances are occurring in his or her life that is causing the desire for change. These are the key motivators for the customer to want to change, and they will vary by individual. By identifying the customer's unique motivations, he or she will begin to make the commitment necessary to make the change. The customer must be fully engaged to begin the change process. Without customer commitment, a Case Manager will never be able to initiate change.

2. ***Believe change is possible***
   A customer must be able to see that he or she has the strengths necessary to make the change that he or she desires a reality. Case Managers must assist a customer in recognizing the internal strengths and resources already accessible that will allow him or her to overcome barriers.

3. ***Provide support in managing change***
   A customer must know that the Case Manager is there to offer support in the process of change. This may include providing or linking to tangible resources for things such as childcare and transportation, as well as intangible resources, such as problem-solving skills and encouragement.

The reality is that change is often an inconsistent process. Although we want change to be smooth and easy, it often will seem like we take two steps forward only to take three steps

back. This can feel like an endless struggle. Case Managers must assist customers in managing this difficult process.

It is important that throughout the process the customer is gathering new skills, gaining new strengths and acquiring more resources. The Case Manager is responsible for assisting the customer in identifying the new skills, strengths and resources they can use in the future. Case management is a process that should encourage customers to continuously evaluate their lives, see the need for change, and believe the change is possible. Customers and Case Managers will need to cooperatively identify and focus on the customers' individual motivations for wanting the change to ensure follow-through despite the challenges they may face. Case Managers need to be available throughout this process to support the customers' efforts and ensure customers maintain focus on their goals.

Please take a few moments to reflect on the following questions about your personal experiences.

What was your greatest success?

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What were some of the internal changes you had to make in order to achieve this success?

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Were there any external factors that helped you be successful? Were there external factors that were challenges or barriers to achieving the success? How did you overcome them?

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What are some of the motivating factors that helped you follow through with the changes to be successful?

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What skills and resources did you develop in the experience? What are some of the ways that the experience has changed who you are today and how you handle challenges?

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This activity is an excellent exercise to use with customers. How can you use customers' previous successes to help them understand the change process and identifying motivations and strengths?

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STRENGTH-BASED PRACTICE IN CASE MANAGEMENT

What is the Strength-Based approach?

It is a set of ideas, assumptions and techniques that have emerged from the field of social work:

- Individuals are active participants in the case management process
- Emphasize empowerment and customer capacity for change
- All people have strengths that are often untapped and unrecognized
- Strengths foster motivation for growth
- Strengths are innate and acquired

A core value of this approach is the belief that an individual's strengths are greater than his or her weaknesses and the individual's assets are greater than his or her deficits. A Strength-Based, *solution-focused* approach seeks to enhance the capacities of the individuals served so they are better prepared to deal with challenges. This is a *person-focused* approach with customers playing an active role in the case management partnership.

The goal is not to help or rescue, but to *empower* the customer. Empowerment results from a customer being treated with respect and having his or her strengths acknowledged and enhanced. The customer should play a lead role in dictating the services that he or she believes are needed. The Case Manager is the supporting partner offering guidance and assistance.

EMPOWERMENT:

This is in stark contrast to a more traditional model that emphasizes a customer's deficiencies. This new perspective assumes that the customer is capable of making decisions and creating positive change for him or herself.

Traditional Case Management vs. Strength-Based Case Management

What are your employment goals?	What type of work have you had in the past? What did you enjoy most about working? What do you feel is your biggest challenge to gaining employment?
Do you have your high school diploma or GED?	What is your current education level? How important is continuing your education at this time? How do you feel about your current education level and your ability to gain successful employment?
Do you have stable housing?	Tell me about your living situation. How comfortable are you with the safety of your neighborhood? If you are unhappy with your current housing, what steps are you taking to make a change?

This perspective assumes that all people have inherent strengths and resources.

Strengths include, but are not limited to, the customer's

- Talents
- Skills
- Knowledge
- Interests
- Dreams/Hopes/Aspirations
- Creativity
- Culture
- Passion
- Connections

It is imperative that Case Managers listen and encourage the customer to identify strengths and resources. Case Managers can then understand clearly what the goals and aspirations of the customer are. This will allow the Case Manager to provide support in addressing any issues and challenges that are creating a barrier to accomplishing the customer's articulated goal. Case Managers should assist and support in problem solving with the customer, but they should never solve the problems for the customer. They should facilitate the development of

problem-solving skills which, in addition to solving the current problem, will enhance the customer's capabilities when challenges emerge in the future.

We can use the case study below to show the relationship between the Traditional Model of case management and Strength-Based case management.

CASE STUDY
Christine is a 20-year-old single female. She has 2 children; however she does not have custody of them due to being incarcerated. Christine is working with a social worker to try and regain custody. One of the requirements is that she must gain employment. She also must attend parenting classes to be reunited with her children. Christine does not have her high school diploma and is currently unemployed. She has moved in with her sister since her release from incarceration. Christine meets with a Case Manager at Workforce One for assistance in finding employment.

A *Traditional Model* of case management would focus on Christine's barriers and failures. Once these areas are discussed, the Case Manager is limited to his or her ability to assess Christine's employability and work readiness.

This method alone is effective for information gathering; however, it does not provide a concrete sense of Christine's motivation, positive attributes, strengths and accessibility to resources. It also assumes that Christine is not competent to solve her problems and that the Case Manager is the "all-knowing" expert. This approach can often foster a dependency on the Case Manager.

In contrast, the *Strength-Based Model* takes a more customer-focused and empowering approach with Christine. It starts with the assumption that Christine has strengths and unique skills. The Case Manager partners with Christine to help her uncover those.

Using open-ended questioning to obtain information about Christine's strengths, skills and available resources allows her to evaluate her own responses. The Case Manager also uses open-ended questions to uncover Christine's individual motivations for wanting to engage in change.

Instead of focusing entirely on Christine's barriers, the Case Manager starts by discovering Christine's personal successes. By highlighting her successes instead of only

her barriers, Christine will start to see herself as a competent individual beyond her previous failures. She will start to believe that she is capable of positive change.

TRADITIONAL MODEL FOCUSES ON BARRIERS:	STRENGTH-BASED MODEL FOCUSES ON SKILLS, STRENGTHS AND RESOURCES:
Christine does not have a high school diploma	• Christine completed the 11th grade • She is interested in enrolling in classes to obtain her GED and has looked into possible class options
Christine is not employed and does not have any recent work history	• Christine has had several jobs in the past and was able to keep them for longer than 1 year • Christine often does odd jobs to earn money, including childcare and residential housekeeping • Christine regularly volunteered at her children's school
Christine is an ex-offender	• Christine worked in the laundry room while in jail and can use this as experience on her resume • Christine keeps all her appointments with her parole officer and is able to schedule and manage her time
Christine does not have custody of her children	• Christine has strong family support • Christine is proactively seeking assistance in obtaining employment • Christine is working to regain custody • Christine will gain new knowledge and skills by attending the required parenting classes

The Strength-Based philosophy is successful because it fosters hope and motivation by focusing on what has historically been successful for an individual.

This allows the customer to see his or her own competencies and capacities. This may be the first time that a customer is able to really see attributes he or she has. It emphasizes the positive to provide a foundation for facilitating growth and change. It reduces the barriers that often exist between the customer and professional by taking the Case Manager out of an authoritarian position and putting the professional in the role of partner. This breaks down the

power and authority dynamic often inherent in the case management relationship. It promotes customers to the level of expert in regard to what has worked for them, what has not worked and allows them to explore what might work in the future. The Case Manager can use information and facts to assist and support the customer instead of being viewed as an all-knowing authority. By using the Strength-Based perspective, the customer tends to be more invested in the process because he or she plays an integral role.

Identifying Strengths

Take a few moments to answer the questions below. These are examples of some questions that can be used during a case management session to discover strengths with customers. Customers will be able to gain insight and motivation from identifying specific strengths that they posses. The customers' answers also allow Case Managers to evaluate their experiences in effective ways to support customers' goal-setting efforts to build on the identified strengths.

Please answer the following questions:

What makes you a good worker? Think of all the jobs you have worked.

1. Which was your favorite? Do you think you were good at that job?

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2. What skills and abilities do you have that made you good at that job?

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3. What are some other ways you can use the skills and abilities that made you good at your favorite job?

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What makes you a good learner? Think about all the classes you have taken.

1. What are you particularly knowledgeable about? What did you like about this subject?

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2. How have you been able to use that knowledge?

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3. What kind of careers can you pursue that relate to that subject?

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What makes you a good person? Think about all of the people that care about you.

1. What is it about you that makes them care?

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2. What is the best compliment you have ever received?

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3. What is your greatest accomplishment?

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4. What is it about yourself that you are most proud of?

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Reflection:

How did you feel answering the questions above? How do you feel reading over your answers? How do you think answering these questions and reading over the answers would affect customers?

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How can questioning that focuses on strengths help you in the case management process?

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What are some additional questions that you can ask customers to help them uncover their own strengths, skills and resources?

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CASE STUDY

Please read the following scenario and answer the questions.

Jeffrey is a 45-year-old married father of 2 children. He comes to WorkOne to explore his career options and find employment. Jeffrey has been out of work for 1 year after being laid off from his previous employment. He worked for 25 years in the packing industry. Jeffrey does have his high school diploma, and no criminal background. He was scheduled to meet with his Case Manager at 9:00 a.m. this morning. It is now 1:30 p.m. and Jeffrey is just arriving for his appointment. He is visually well put together (professionally dressed, well groomed and carrying a briefcase portfolio), however he has a noticeably foul odor and slurred speech.

How can you apply the Attribution Theory to the scenario with Jeffrey? What questions would you ask Jeffrey in order to avoid committing Fundamental Attribution Error?

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Identify the key responsibilities of a Case Manager following the R.O.L.E. Model. How would you apply them to the scenario with Jeffrey? Give examples for each.

Creating change is instrumental in great case management. As the *Change Agent*, it is your responsibility to support the customer and encourage him or her to actively work toward change. What types of questions and dialog would be beneficial to both the Case Manager and Jeffrey when facilitating the 3 steps of creating change?

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Content Topic:

Beyond the Basics

Beyond the Basics

APPLYING THE STRENGTH-BASED PHILOSOPHY TO CASE MANAGEMENT

Case Managers must work to partner with customers. In this partnership, the customer is the primary partner, while the Case Manager is in a supportive role. In employing the Strength-Based philosophy to case management, customers must be regarded as *active* participants throughout the case management process. All customers bring valuable strengths with them that are often untapped and unrecognized. The Case Manager must assist customers in discovering these strengths and skills. **The strengths that customers have include talents, skills, interests, connections, dreams, and knowledge.** Discovering and articulating these strengths will foster motivation in customers allowing them to view themselves as competent and able to reach their goals.

There will be situations in the customer's lives that may seem overwhelming. These situations may be presenting challenges or barriers to the customer being able to accomplish tasks required to reach his or her goals. It may be difficult to know where to start addressing the barriers and challenges, let alone moving forward to define goals and action steps. Using a Strength-Based philosophy, it is essential that the Case Manager begin the process using a positive vision.

In the face of identified barriers, it is helpful to look for the inherent strengths that can be used as a starting point for growth. A Case Manager can ask the customer about challenges that he or she has faced in the past and how the challenges were successfully resolved. **Having a customer identify previous successes allows that customer to see that he or she has been able to use skills and resources to be successful in the past.** Through asking open-ended questions, the Case Manager can guide the customer to articulate his or her skills and strengths. The Case Manager can then encourage the customer to think of using the identified strengths and skills to address the barriers and challenges he or she is currently facing.

Initial Informational Interview Process

A Case Manager will meet with a customer in an Initial Informational Interview. All customer demographic and eligibility information must be verified. The Case Manager will then assess the customer's general needs and intentions. The Case Manager must demonstrate engagement and attending skills to develop a rapport with the customer. This initial meeting is an essential step in developing the **collaborative partnership** between the Case Manager and the customer.

The Case Manager should ask open-ended questions to uncover the customer's strengths, skills and resources. This is often the time that barriers and challenges will begin to be identified.

The Initial Informational Interview serves as the Case Manager's first informal assessment for all customers. It is in this meeting that a Case Manager has the first opportunity to examine a customer's education, basic skills, prior work experience, career goals, supportive service needs and employability. This is also the point in which the Case Manager may begin to identify the customer's need for further, more formal assessments. For more information concerning the Initial Informational Interview as an assessment tool, please see the *Assessments* section of this manual.

A key component that will take place in this initial meeting is the development of the customer's Academic and Career Plan (ACP). This is the plan that documents the customer's long term and short term goals. The ACP also details the steps the customer must take to gain and retain employment. The Case Manager should ask probing questions about the customer's previous successes to identify strengths and skills that may be helpful in resolving barriers.

The Case Manager should fully explore the customer's goals and action plans. Depending on the customer's individualized goals they will be categorized for system purposes into one of two tracks – either the Job-to-Job (Reemployment) track or the Job-to-Training-to-Job (Education) track. The Job-to-Job (Reemployment) track should include "individual customers who are able to secure employment and earn a self sustaining wage in an occupation in a stable industry. These individuals do not express a need for further occupational training or education." The Job-to Training-To- Job (Education) track will include "individuals who need further occupational training or education before being able to secure employment with a self sustaining wage for which the individual is trained."[1]

Based on the customer's track the Case Manager will recommend the appropriate next steps[2]:

- **Reemployment Track** – This track provides useful in-depth workshops, job clubs, supportive service referrals and may include the use and interpretation of the Indiana Career Explorer (ICE) or Work Keys.

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[1] Indiana Department of Workforce Development. *DWD Policy 2010-13, WorkOne Customer Flow*. 3/9/2011, page 10

[2] Indiana Department of Workforce Development. *DWD Policy 2010-13, WorkOne Customer Flow*. 3/9/2011, page 10

- **Education Track** – TABE locator and full battery, WorkKeys if appropriate, ICE and referral to Academic and Career Counseling services.

The customer must maintain an active role throughout this process. He or she should make informed decisions that are appropriate for reaching the goals that have been set.

Case Study:

Jason is a 37 year-old dislocated worker. He was employed for 10 years in a print shop where he was a Press Operator. He was laid off because the print shop went out of business. He graduated from high school and apprenticed in the printing field immediately after graduation. Jason is skilled working with specific printing press machinery, but has been having a difficult time finding work in the field. He came into the WorkOne Center to explore his career options and see about updating his current skills to be more marketable to potential employers.

Jason needed assistance several times from a staff member in data entering his information into Indiana Career Connect (ICC). The Case Manager notices that Jason is wearing work boots and has several stains on his shirt specifically around the cuffs. Committing Fundamental Attribution Error (FAE), the Case Manager quickly assumes that Jason is sloppy, computer illiterate and unskilled. For further information about the Fundamental Attribution Error, see Strength-Based Case Management section.

Jason meets with a Case Manager after completing his initial demographic information in ICC. Upon speaking with Jason, the Case Manager notices that he is extremely professional and well spoken. After verifying Jason's demographic information, the Case Manager explores Jason's work history.

Case Manager: Can you tell me a little about your work history?

Jason: Sure. I was working at Filmore Printing Company since 2000. I lost my job when the company went out of business. I have been operating a printing press since I graduated high school. Unfortunately, the industry has been struggling with the new technology…Kindles, blogs, businesses going paperless…

Case Manager: So, you have pretty extensive experience working with some complicated machinery? Did you go to school for that?

Jason: I didn't attend school. I was able to enter an apprenticeship program right out of high school. I learned most of what I know from just being on the job. I was never really that good at "book learning."

**The Case Manager realizes that she has committed FAE by assuming that Jason was unskilled and sloppy based on initial impressions. Jason is probably not overly familiar with using a computer but is far from "unskilled" as he was required to operate complex printing equipment at his previous employment. Jason also was in fact dressed in attire appropriate for his previous occupation in printing. He would be expected to wear work boots while working with heavy machinery. It would be common to have stained his clothing while working with printing presses. This is likely the only clothing he has.*

Case Manager: Can you tell me about the things that you liked the most about your previous position?

Jason: I really liked working with my hands. I liked to problem-solve and be able to fix the machines when they broke down.

Case Manager: Is there anything else?

Jason: I guess I also liked working with my co-workers. I definitely did not like working with the customers though. (laughs) I would rather do my work and not have to deal with a lot of people and their personalities.

Case Manager: So, it sounds like you like working by yourself or in a small team and you prefer to be doing work with your hands that requires some skill and problem solving? Is this correct?

Jason: Absolutely.

Case Manager: Great. What have you done so far to look for work?

Jason: Well, I have been looking for work in the same field. I thought I had a lot of contacts in the printing business. Unfortunately, most

	places are not hiring. As business dwindles and cost of supplies goes up, as people retire they are not replacing them to cut costs. It has been pretty frustrating.
Case Manager:	It sounds like that would be frustrating after having so much experience in a specific field. But you are really using the resources you have which is a great step. Do you have an updated resume?
Jason:	I updated it but I think maybe it would help if I could broaden my field of interest. Make it more appealing to employers outside the printing field.
Case Manager:	That is a great first step. We definitely have workshops you can sign up for to help with that. Here is the schedule… I think it might be a good idea to explore some of your career options. How does this sound to you?
Jason:	I would like that.
Case Manager:	Great. Let me show you some of the assessments you can use to narrow down your fields of interest and match them with the transferable skills you have.
Jason:	Sounds good. I may need a little initial help on the computer but I catch on pretty fast.

Reflection:

As a Case Manager, what steps would you take to ensure you do not commit the Fundamental Attribution Error (FAE) as described in the Case Study?

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What things did the Case Manager do correctly or well in asking questions of Jason and seeking information about his strengths, skills, resources and situation?

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What are some additional open-ended questions you could ask Jason during his Initial Informational Interview to explore his strengths, skills and resources?

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Jason completes all of the assessments in Indiana Career Explorer (ICE). His top 3 Career Cluster Interests are:

1) *Science, Technology, Engineering and Mathematics*
2) *Architecture and Construction*
3) *Information Technology*

After discussing the results, Jason and the Case Manager meet to discuss the results and Jason's long term goals.

Case Manager: Let's talk about the results from the ICE assessments. What are your thoughts?

Jason: Well, I thought that they were pretty helpful. I had no idea that I

	had so many options.
Case Manager:	You definitely do have a lot of options! What are you thinking?
Jason:	Well, this whole green jobs thing seems like a really growing field. I feel like I hear about it every time I turn on the news. I'm thinking that this might be a great time to shift career focus.
Case Manager:	That sounds like a great idea. Do you have any specific interests?
Jason:	I know whatever I do, I want to be working with my hands. I do not want to sit behind a desk! I think I will probably need some training. Even though I am pretty quick to catch onto things, I know I probably need the basics of whatever job I do. I looked at my finances with my wife. I really need to be earning $14.00 to make ends meet.
Case Manager:	So it sounds like your long-term goal is to get into the growing green jobs industry in a position where you can use your hands.
Jason:	Yes. I would also like a job that offers some potential to move up-career wise. Maybe become a supervisor or manager.
Case Manager:	Great. So your long term goal is to obtain a position earning at least $14.00/hour where you can use your hands that offers professional growth potential in the green jobs industry?
Jason:	That is correct.
Case Manager:	Let's talk about some more immediate goals that are needed to meet that long-term goal. You mentioned training?
Jason:	Correct. I think I would need to get some training to update my skills.
Case Manager:	What is your first step in the process?

Jason:	I should probably meet with an Academic and Career Counselor?
Case Manager:	That would be an appropriate first step. They would be able to tell you more about the trainings offered. In order to do this though, you need to first take the TABE assessment. After you complete this, come back to see me and I will give you a referral to speak with the ACC to discuss training options.

Jason decided that he would like to attend training to update his current skill set. Jason is therefore on the Job-to-Training-to-Job track (Education).
He took the TABE test and scored 9th grade level in Math and 11th grade level in Reading. After meeting with the Academic and Career Counselor, Jason decided to attend a 10-week vocational education program to learn to install solar panels. This training is appropriate for Jason's interests and offers a viable career path.

Reflection:

Write a comprehensive case note adhering to all standards and addressing key issues. Be sure to include the long term and short term goals, as well as any action steps.

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What would your next step be if Jason was not interested in training?

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Check-Ins and Follow-Up

A Case Manager will continually check in with customers throughout their active participation in the program. **A Check-In is a "means for the Case Manager to keep a customer engaged in the case management process and ascertain how a customer is progressing toward their goals."**[3] The Check-Ins should be *"reciprocal communication"* between the Case Manager and customer meaning there should be a conversation – a message left or an unreturned email is not a sufficient means of checking in.

A Case Manager should begin all Check-Ins by asking the customer what successes he or she has had and what action steps he or she has accomplished. It is important that a Case Manager positively reinforce the customer by offering praise for all positive successes, even if they are only partial successes. This will serve as motivation and reinforce the proactive positive behaviors a customer has taken toward accomplishing the goals that he or she has set.

Check-Ins can occur via a face-to-face meeting, telephone call, or email. Check-ins must be documented in case notes. All changes and updates made to the Academic and Career Plan (ACP) during the Check-In should also be documented in case notes. Check-Ins should occur for customers with an ACP but who are not enrolled in training or Adult Education every 60 days at a minimum. Check-Ins for those customers in occupational training or Adult Education should

[3] Indiana Department of Workforce Development. *DWD Policy 2010-13, WorkOne Customer Flow*. 3/9/2011, page 19

occur minimally every 45 days[4]. There may be some regional or programmatic differences. Please see the WorkOne manager for clarification and specifics.

Case Study:

Jason has been attending the Solar Panel Installation Training for 5 weeks. He is getting ready to report to an internship where he will get hands-on training. The Case Manager contacts Jason on the phone for a Check-In.

Case Manager:	How is everything going?
Jason:	It has been going pretty well.
Case Manager:	So, training is good? Have you been learning a lot of new things?
Jason:	Oh yeah. I have been learning a ton. I even have homework!! I haven't had homework since high school.
Case Manager:	That's great. Have you had any issues since we last talked?
Jason:	I missed a couple days because my car broke down.
Case Manager:	How did you resolve that issue?
Jason:	I started getting a ride with my brother in the morning and taking the bus home. My brother leaves about an hour earlier than I have to be at training but it worked until I was able to get my car fixed.
Case Manager:	That was good thinking. It can be really important to plan for the unexpected. Do you have a backup plan set up in case that happens again?
Jason:	I can always get a ride from my brother but I also exchanged phone numbers with some classmates that live close to me that offered to carpool.
Case Manager:	Sounds like you have a plan. I wanted to let you know there is a

[4] Indiana Department of Workforce Development. *DWD Policy 2010-13, WorkOne Customer Flow*. 3/9/2011, page 19

	workshop in using basic computer applications at the Center. I know we talked about you wanting to upgrade your computer skills.
Jason:	Oh. Definitely. I will need that. There is some administrative stuff I will need to be good at for this position…even though most of the work is actual installation.
Case Manager:	This sounds like a great plan. Let me go over the workshop schedule of the workshops so we can find a time that best fits into your schedule.

Reflection:

Write a case note detailing the above Check-In.

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What are some of the methods that you would use to ensure that Check-Ins are happening timely and according to policy?

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Closing Cases

When customers no longer require services and case management because they have been hired or voluntarily opt out, the case will be formally closed. Customers should be notified of this action and the reason for closing, both verbally and more formally in writing. A case note should be entered detailing the formal closure and reason for the closure. It is important to keep customers as involved in this process as possible. They should be an active party in making the decision to close the case.

After the case is closed, it is recommended that the Case Manager continue the partnership developed with the customer through a series of post exit follow-up contacts. During these follow-ups, the Case Managers can continue to facilitate problem solving skills development and use the Strength-Based philosophy. A Case Manager should ask open-ended questions to find out if the customer is experiencing any challenges and how these are affecting the customer's life. If appropriate, the Case Manager can offer additional services and resources to the customer. These services may include career planning, peer support groups, and supportive service referrals. These services are offered to ensure that the customer is able to retain employment, earn wage increases, realize career advancement and progress toward their career goals.

Case Study:

Jason completed the Solar Panel Installation training and obtained employment with GI Incorporated installing solar panels for residential homes. He is earning $15.50/hour and received an excellent benefits package. The Case Manager closed Jason's case and sent a letter to inform him of the closure.

The Case Manager called Jason to follow up 3 months after he started his position to Check-In and offer additional coaching or services.

Case Manager: How's work going? Do you like your new position?

Jason: It is really great. I like the feeling of being pretty independent. I work on a small crew and we are pretty much on our own to get the jobs done.

Case Manager: You really worked hard to get to this position. Have you had any issues?

Jason:	None so far. I would like to update my resume soon though. My company is growing so quickly that there will definitely be some management level positions opening up. I just want to be ready.
Case Manager:	That sounds very exciting and promising. Do you think there are specific skills you will need to move into that kind of position?
Jason:	I am not completely sure. What do you think?
Case Manager:	I think this is a situation you want to make sure that you are ready for. What are some things you can do to get a better understanding of the promotion requirements?
Jason:	I can talk to my boss about his experiences. He would be able to tell me about some of the additional responsibilities that a manager has.
Case Manager:	He really could be a great resource for you and it is great if you are able to talk with him. What else?
Jason:	Maybe when I am updating my resume I can check out that ICE to look at some requirements of management in general. That really helped me before. I still have my login information.
Case Manager:	That is a great idea. It is no problem. Feel free to stop by the Center and we can work on that together to update that resume and you do some exploration using ICE.

Reflection:

What are the benefits of following up with customers after they gain employment?

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Make a list of questions and services that would be appropriate to ask a customer 1 week, 3 months and 6 months after gaining employment?

	Questions
Employed for 1 week	• • •
Employed for 3 months	• • •
Employed for 6 months	• • •

ENGAGING CUSTOMERS AND DEVELOPING RAPPORT

In working with customers it is important for the Case Manager to demonstrate engagement. **Engagement can be defined as participation in cooperative, useful and reciprocal conversations that will open the customer to positive change.**

The following are attributes of engagement:

Trustworthiness

It is important to demonstrate trustworthiness throughout developing the case management relationship. For example, when there is a task the Case Manager states that they will do in a specific time frame – such as proofread a customer resume and give feedback by the end of the day – it is important that the task is completed as promised and the Case Manager check in to be sure the customer got what they needed. It is also crucial for the Case Manager to have current and factual information to share with the customer. All coaching and recommendations used in case management sessions should be rooted in facts and not be based on the Case Manager's subjective opinion. This promotes the partnership between Case Manager and customer and is essential for developing rapport.

Self Awareness

Case Managers must be consciously aware of any prejudices, privileges afforded to them and attitudes that they bring to the interaction with the customer. These must be explored to ensure that the Case Manager is not projecting these prejudices, privileges or attitudes onto the customer that they are working with. It is important for the Case Manager to understand the Fundamental Attribution Error (FAE) and actively employ strategies to overcome FAE while working with customers. This will promote the professional boundaries and ensure that the case management relationship is productive.

Empathetic Understanding and Acceptance

The Case Manager should be sure to meet the customer where they are. They should make every effort to empathetically understand the customer's position and perspective and accept that perspective as real and legitimate for the customer.

Non-Judgmental

The Case Manager should be sure to remain non-judgmental in their language, nonverbal cues and actions while working with a customer.

Non-Threatening

It is important in promoting engagement that a Case Manager not overly stress negative consequences or threaten negative consequences to gain compliance or agreement from a customer.

Instilling hope and a positive attitude

While working with a customer, the Case Manager should aim to remain positive, focus on the customer's strengths and resources and ultimately instill hope in a customer.

Being fully engaged is especially important when discussing barriers or challenges customers may be facing. It may be very difficult for the customers to disclose the issues that they are dealing with. They may feel suspicious, unsure, scared, or angry when disclosing an issue, barrier or challenge that they are facing. It may feel overwhelming and they may have not discussed the subjects before. Remaining engaged will assist developing a rapport with the customer and effectively start the cooperative problem solving process to resolve barriers.

Methods of Engagement

Case Managers must listen with the whole person

Case Managers should strive to be fully mentally present in every conversation during a case management session. This will involve listening to not only *what* the customer is saying, but also listening to *how* he or she is saying it. It is equally important to pay attention to what the customer *is not* saying or what he or she is avoiding. Observing the customer's body language will provide valuable clues to what the entire situation is. Eliminate as many distractions as possible during customer meetings. A customer is likely to know if the Case Manager is distracted and this may feel like a betrayal. A customer will be less likely to offer a distracted Case Manager the full extent of the issues he or she is facing. This may lead to a breakdown in the case management relationship and eventual disconnection from the program.

Show support and demonstrate understanding

When establishing rapport and demonstrating engagement, it is key for Case Managers to demonstrate that they understand what the customer is telling them. This can be done by employing effective communication and active listening techniques. A Case Manager can show they have an understanding of the barriers or issues the customer is identifying by recognizing

them and repeating them back to the customer in their own words. It is also helpful to recognize and label the feelings that a customer seems to be demonstrating. It is important that Case Managers do not assume that they know exactly what a customer is feeling. They should always confirm with the customer and ensure that they are correctly interpreting the feeling. For more information, see the *Effective Communication* section in this manual.

Reframe problem behaviors

Case Managers must be diligent in reframing problem behaviors. Case Managers should look for what might be working for the customer despite the barriers and challenges he or she may be currently dealing with. It is important for Case Managers to stay neutral and not take personally any statements which may cause them to become defensive and breakdown the established rapport. Instead, it is more effective to name something positive in the negative.

This example will emphasize the customer's strengths and maintain the customer's engagement.

Example:

Customer:	This program isn't doing me any good. I have a criminal background. I haven't been able to find work, and I feel like no one here wants to help me, I am doing this alone.
Case Manager:	You sound really frustrated, I want you to know that you are not doing this alone that I am here to help you as much as possible, as long as you are willing to put the time in to help yourself. Your resume outlines a lot of good work skills and longevity for your employment history. You should have confidence in your work experience, and your value as an employee. Having a criminal background will present some challenges, however this should not deter you from seeking employment. There are a lot of second chance employers that are willing to work with individuals in your situation. Let's focus on moving forward. Tell me what you have done so far to look for employment?
Customer:	Well, I have been submitting my resume online and taking my resume into local businesses every day. I have only had 3 interviews in 3 weeks. I have also met with an Academic and Career Counselor here. They were helpful.

Case Manager:	That's great! Look how much you have accomplished in the last three weeks. Motivation and determination are great attributes to employers. Tell me what steps you are taking to resolve your criminal background.
Customer:	I have met with a free legal service, which I obtained through the program and am working on having it expunged. They tell me it shouldn't take very long since it was a misdemeanor.
Case Manager:	Sounds like you are moving in the right direction. Let's follow up in two weeks. If there is anything that I can help you with further, we can meet sooner.

Reflection:

What are some barriers that a Case Manager might face engaging customers? What are strategies that they can use to overcome those barriers to be more effective and successfully establish rapport with customers?

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Using Active Listening Techniques

It is effective to use active listening techniques when developing rapport with customers. Only when customers feel comfortable and safe with a Case Manager will they disclose barriers and challenges that they may be facing. Active listening is hard work and involves more than just hearing. It is essential when engaging a customer.

Active listening is creative listening. It is giving total attention to what the customer is saying. This is not a passive behavior, but requires the Case Manager to be receptive to the customer's words, feelings and experiences. The Case Manager must actively seek to understand the customer's perspective and accept this as the customer's truth. It is important when actively listening to resist the urge to jump in with advice and solutions.

When they do offer input, Case Managers must be sure that they are asking the right questions to help explore the customer's situation and obtain important information that is essential to identifying current or potential barriers that the customer is facing.

Questioning Skills

By focusing on asking open-ended questions, we can help the customer clarify the problems that he or she is facing rather than just providing basic information. Open-ended questions usually begin with who, what, where, when, why and how. They can be used to establish the customer's needs, feelings and opinions. In general, these questions cannot be answered with a one word response.

Here are some types of *high-gain open-ended questions* that can be employed by Case Managers:

Investigative questions: Used to obtain facts and objective data.
Example: "Tell me what you have done so far."

Empowering questions: Inquire into what the person is feeling, planning, wanting and ready to commit to.
Example: "What do you want from this job?"

Discovery questions: Push the person to draw conclusions, learn from experience and discover new knowledge or insights.
Example: "What have you learned from that?"

It is important to ask follow-up questions so that customers can clarify their position. The use of ***active silence*** can be employed when questioning. That is, a Case Manager should not rush in to answer the questions asked or supply suggestions but instead wait to let customers explore their thoughts and feelings or come up with their own solutions. The Case Manager should refrain from offering any suggestions until customers have fully explored their own resources.

Throughout this process the Case Manager should continually make an effort to acknowledge the strengths, resources and skills that customers bring to the table. The Case Manager should ask questions to clarify how a customer can use these strengths to solve the problems at hand aiming to create a partnership with the customer.

Example:

Robert is a 21 year-old single male. Robert dropped out of high school in the 11th grade and has had a history of substance abuse. He has been sober for 1 year, but has not been able to find stable employment since that time. Robert still lives at home with his family. Robert has thought about joining the Military but has come to the WorkOne Center for employment opportunities. Robert meets with a Case Manager to obtain assistance.

Case Manager: Robert, tell me what you have done so far to explore your employment options? *<Investigative>*

Robert: Well, not a whole lot really. I don't feel like I have many skills and I am not sure what I want to do with my life.

Case Manager: I noticed that you do not have a GED or diploma. What types of jobs do you feel would be best suited for someone with your educational background? *<Empowering>*

Robert: I liked working in the auto parts store, and I know how to work on cars. There aren't very many others that I can think of, that's why I was thinking about the Military

Case Manager: Great! Let's start there. Where do you see yourself in the

	Military? *<Empowering>*
Robert:	I have thought about a mechanic to work on helicopters.
Case Manager:	That's a great profession. We should explore this possible occupation so you can learn more about what is entailed. A tool that can be used is the Indiana Career Explorer or ICE. I will show you how to access some assessments through ICE. I also noticed issues you were able to overcome with substance abuse. That's a huge accomplishment. Tell me what you did to make that happen? *<Discovery>* How did it make you feel to accomplish that? *<Discovery>* How does this motivate you to succeed? *<Discovery>* Now what do you think it is going to take for you to reach your goal? *<Empowering>*

Reflection

You have just seen some examples using Investigative, Empowering and Discovery questioning. Please list at least five additional questions you as the Case Manager would ask Robert? Which category do they fall into? Why?

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Engagement Skills through Non Verbal Cues

In developing a relationship and rapport with a customer, close attention should be paid to ensure that a Case Manager is demonstrating the appropriate attending skills and using non-verbal communication to reinforce customer engagement.

Some body language and non-verbal behaviors that convey engagement are:

- Adopt an open position (avoid crossing limbs)
- Use good eye contact
- Nod to indicate understanding
- Lean forward toward the other person
- Use facial expressions
- Face customer directly
- Reduce distractions

Developing rapport with customers is essential to uncovering barriers and challenges that they may be facing. It is only when a customer feels comfortable with a Case Manager and discloses these barriers that cooperative problem solving can occur to assist the customer in reaching their goals.

PROFESSIONAL BOUNDRIES

As a Case Manager, you must be sure to establish and respect the professional boundaries of the partnership that exists between you and the customer. The boundaries exist to ensure that the most appropriate and meaningful assistance is provided to the customer and to prevent any issues that may arise from unprofessional interactions. Part of maintaining a professional relationship entails restricting contact with customers to specific and established meeting places, such as the Case Manager's desk at the WorkOne Center. By restricting meetings to very specific locations, the Case Manager is creating a space reserved explicitly for working on employment related issues and barriers. This place can serve as a "safe place" for customers to freely discuss issues pertaining to their quest for self-sufficiency without feeling judged or pressed for time.

In addition to maintaining a professional meeting space, it is also important that a Case Manager not make phone calls from his or her personal phone when communicating with the customer. On a related note, a customer should not be provided access to the Case Manager's personal phone number. It is understandable that you as a Case Manager may become particularly dedicated to assisting your customer, but it is not appropriate to bring home any work related to a customer's case. It is extremely important to maintain confidentiality and observe all HIPPA regulations.

Another point to be aware of concerning professional boundaries is to be careful when sharing personal stories with customers. We all have personal stories that can serve as relevant examples and teaching tools; however, it is important to be mindful not to over share personal information that would blur the professional boundary.

The reason it is so vital to maintain a professional boundary is to model appropriate workplace behavior as well as to clearly designate you, the Case Manager, as a professional seeking to offer assistance to the customer. So practice and think about what personal examples you can use as a Case Manager that are not of such a personal nature as to distract or blur the boundary, but that can serve as excellent "archetypes" of a situation or jumping-off points to help the customer think about their own situation.

The following are examples of <u>inappropriate</u> behaviors.

These are behaviors that would <u>not</u> be within the Case Manager's professional boundaries.

- Dating or having a sexual relationship with a customer or former customer
- Lending money to customers
- Giving a customer a ride in a personal vehicle
- Going to dinner with a customer to celebrate a new job
- Discussing personal information with a customer in a non-work environment, such as the grocery store or coffee shop
- Discussing other customers' cases with a customer
- Giving a customer money to buy a meal or item outside of the office
- Calling or texting customers with a personal cell phone
- Selling or purchasing items from customers, such as catalog products or raffles
- Inviting a customer to a religious event or displaying religious information at a staff desk or work area
- Developing a personal relationship after hours or outside of work
- Becoming Face book friends with a customer or contacting the customer via other social media

Staff should immediately inform their supervisor or manager if they have any outside relationship with a customer as soon possible. This will ensure there is no conflict of interest or breach of professional boundaries.

Reflection:

It can often be difficult for a customer to understand what the professional boundaries are. How would you as a Case Manager respond if you felt a customer's behavior was inappropriate? How would you explain the professional boundaries you have as a Case Manager and further, what boundaries they should have in the workplace?

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CASE MANAGEMENT APPROACHES: ABANDONING, HELPING AND EMPOWERING

It is important to be able to identify barriers that may be preventing customers from achieving their goals. Case Managers must be adept at identifying the barriers while employing the Strength-Based solution focused philosophy.

In case management, we as Case Managers want to help the customers we are working to develop their problem-solving skills. Very often, Case Managers inadvertently foster dependency. It is important to instead encourage customers to take an active role in problem-solving, identifying resources and accomplishing the action steps towards reaching his or her goals.

Three different approaches case managers may use in working with customers are **Abandoning, Helping,** and **Empowering**.

- **Abandoning**

The "Abandoning" approach means walking away, avoiding or not addressing very real issues and challenges that the customer may be dealing with in his or her life.

This approach assumes that customers will be able to do everything on their own if we just tell them what we expect. By extension, if the customer is unable to do what we have asked or expected them to do, it is viewed as a failure on the customer's part because he or she is unmotivated, unskilled or lazy.

This communicates a lack of caring to the customer. It is not a conducive way to foster a relationship.

- **Helping**

The approach of "Helping" is actually doing tasks *for* the customers, even though they can and should be doing these things for themselves. Often Case Managers mistakenly believe that this approach shows customers how much they care for the customers or how competent they are at their job.

Doing tasks for customers may seem appealing because often it may seem less time-consuming since the Case Manager may already know the process or steps required. This approach quickly backfires on the Case Manager. It is actually more time-consuming in the long run because the customer will continually seek the Case Manager's advice and problem solving skills instead of learning problem solving strategies and employing these to future situations. If customers are not required to be active partners in problem solving and resolving barriers they are facing,

they become dependent on the Case Manager and less self sufficient. If Case Managers fail to lead the customer in developing problem solving, the customer will fail to develop skills and competence in dealing with their life challenges.

This approach implicitly conveys to customers that they are not capable of making decisions on their own or that the Case Manager is smarter and wiser.

- **Empowering**

The "Empowering" approach assumes that customers bring strengths and resources that can be used and enhanced. One of the Case Manager's primary tasks is to encourage the customer identify those strengths and resources. Great Case Managers provide opportunities for customers to use their strengths and resources to take responsibility, handle challenges and take control of their lives.

The goal of the Case Manager in this approach is to assist and support customers to move forward in accomplishing the goals that they have set for themselves.

Using the Empowering Approach is most aligned with the Strength-Based Philosophy of case management.

Helping Approach	Empowerment Approach
Implicit view that customer is helpless or powerless in the face of obstacles.	Implicit view that the customer is capable of taking control.
Assumes Case Manager has primary responsibility for customer decisions and problems.	Shifts responsibility to customer for owning and solving the problems that they are facing and making decisions.
Makes plans FOR customers.	Makes plans WITH customers.
Solves problems for customers.	Shares problem solving responsibility with customers.
Arranges resources for customers.	Shares responsibility for arranging resources with customers.
Makes decisions for customers.	Helps customers think through options and consequences to make informed decisions.

(from Making Case Management Work. Dr. Beverly Ford. 2002)

Example:

Martha is a single 23 year old mother of 2 children who is currently pregnant with her 3rd child. She has recently moved back in with her family due to financial issues. Martha's mother stated that she will only be able to stay with her if she is enrolled in a school program and is contributing to the household. She does not currently have her children in school / daycare during the day. Martha states that she is torn between obtaining employment and enrolling in a training program, but she also doesn't like her mother controlling her life and telling her what to do. Martha meets with her Case Manager to discuss her options and to obtain resources for assistance.

We can evaluate the differences between the Helping and Empowering Approaches by using Martha's case study.

Helping Approach:

This approach assumes that the Case Manager is the primary partner and the responsibility for decision-making and problem solving rests entirely with the Case Manager. Using this approach, the Case Manager inadvertently creates dependency by arranging resources and making plans for the customer instead of assisting and supporting the customer so she can make plans for herself. The customer in this scenario is not given the opportunity to develop problem-solving techniques that will be needed in the future.

Scenario #1

Martha: How am I supposed to look for work or come in I do not have daycare for my kids? Can you just do it for me?

Case Manager: Of course, I will look up a listing of childcare facilities that you may be eligible for. I will make some phone calls to see if they have room available.

Martha: That's great I will be back tomorrow for the information.

This approach inevitably results in the Case Manager being responsible for the bulk of the work. This leads to frustration and possible burnout. Also, if the Case Manager is responsible for a large caseload, it is possible they will be unable to

do all the work required. More importantly, it likely results in the customer being a passive participant in their own career/life planning and not taking responsibility for their own progress toward their goals.

The helping approach most closely aligns with the Traditional philosophy of case management.

Empowering Approach:

The Empowering Approach shifts the responsibility of life decisions onto the customer; the Case Manager's responsibility is assisting and supporting the customer's informed decisions. During the informational interviews, it is the responsibility of the Case Manager to gain as much information as possible about the customer and their unique motivations. The Case Manager should coach the customer through the problem-solving process allowing them to gain skills and experience resolving the barriers they are facing. Asking open-ended questions during this process is crucial to allow the customer to reflect and develop an action plan.

Scenario #2

Martha:	How am I supposed to look for work or come in, I do not have daycare for my children. What am I supposed to do?!
Case Manager:	Martha, it sounds like you are pretty frustrated by the situation. I am hearing you are unable to come in or look for work because you do not have reliable childcare. Is this correct?
Martha:	Yes.
Case Manager:	Let's start with what you feel is your first step? Who do you feel can help you with this childcare situation?
Martha:	I don't know, maybe my mother, but she is always complaining about my kids making a mess so I don't think she would be a good fit. I have other family in emergencies but I know they wouldn't help me all the time.

Case Manager: Okay, so it sounds like you have family support, however they are not reliable? If that is the case what do you feel is the next step to ensure reliable childcare?

Martha: Well, I could get a list of daycares in my neighborhood. I just want my children to be safe and get a good education. I also need extended hours so when I find a job they will be taken care of.

Case Manager: That is a terrific start. You are really trying to plan ahead which is great! Now let's think about how you will get that information?

Martha: Well I can ask my friend where her children go and maybe look on the internet or phone book to call a few places. I want to see them before I make a decision.

Case Manager: That is a great plan. Here is additional contact information for a childcare assistance program that you can contact for payment assistance once you find a place.

Martha and her Case Manager set a plan to meet the following week for follow-up.

Using the Empowering Approach allows the Case Manager to effectively coach the customer through each step of finding a possible resolution. The customer can begin to see herself as competent and capable of making decisions and taking action steps on her own behalf. Next time Martha has a similar issue with childcare she will be likely to know the steps that would be required to effectively solve that issue.

The empowering approach moves beyond the Traditional philosophy and helping approach. Empowering is most closely aligned with the Strength-Based philosophy and is more likely to build the customer's capacity, leading to long lasting positive change.

Reflection

How can using the Empowering Approach positively impact the key responsibilities you have as a Case Manager? Please refer to the key responsibilities outlined in the Strength-Based Case Management section.

R-Relationship

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O-Organization

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L-Logistics

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E-Employment

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TRAUMA AS A FACTOR IN CASE MANAGEMENT

Often we are providing case management services to customers who have experienced trauma that has caused a variety of long lasting effects. **Trauma can be described as an "event outside normal human experience" that leaves the person feeling powerless, helpless and paralyzed.** An individual's subjective experience defines whether a specific event is traumatic – there are no standard objective guidelines.

When a certain event or situation overwhelms the individual's perceived ability to cope, it can be said that this person is experiencing psychological trauma. These events may be a one-time event or may have occurred over a prolonged period of time. They may include, but are not limited to, childhood abuse, being assaulted or a victim of a violent crime, experiencing a natural disaster or combat or witnessing someone badly injured or killed.

That traumatic experience initiates a complex pattern of actions and reactions which will have a continuing impact over the course of a person's life. An individual may develop coping mechanisms to help them survive and deal with these difficult experiences. *These coping mechanisms may manifest in behaviors that themselves become barriers for the individual in their attempt to achieve their goals.*

Common Barriers that Manifest Through Trauma Coping Mechanisms

- *Substance abuse*
  Often an individual who has experienced a significant trauma will seek out harmful substances for their "numbing" abilities and the escapism that these substances offer.

- *Eating disorders*
  Eating disorders can manifest in individuals who are seeking control over their life and events. When individuals cannot control their surroundings, they often turn to controlling themselves with either excessively restrictive diets or by over eating.

- *Homelessness*
  While attempting to escape surroundings or situations, some individuals find themselves homeless. If an individual is unable to maintain employment and make rent or mortgage payments on time, it is possible that they will be forced to live on the streets or in a shelter system.

- *Depression*
  Depression is a very common barrier among individuals who have suffered a trauma. Feelings of helplessness and sadness can often overcome a person and without

addressing the initial trauma it will be impossible for the individual to overcome the resulting depression.

- *Learning disorders*
  Learning disorders are especially common in individuals who experienced a trauma when they were younger. It takes a significant amount of brain function to learn and acquire information and when the brain is occupied with processing trauma, much of this learning cannot be accomplished.

- *Impulse control disorders*
  Impulse control disorders fall under the umbrella of obsessive compulsive disorders. Many different types of behaviors that can be harmful to the individual or others may be considered impulse control disorders. Examples of how impulse control disorders manifest in individuals includes an inability to control outbursts of anger or aggression, compulsive gambling, stealing and pyromania. The common thread is the inability to control an impulse.

- *Predisposal to psychiatric illness*
  An individual who has experienced a traumatic event is at risk of developing a related psychiatric illness if they are unable to synthesize and deal with the original event.

While working with customers who have experienced trauma or display barriers that may be related to previous trauma, it is important to recognize the customer's resiliency in the face of extreme circumstances. Being able to recognize the interconnectedness of the barriers that an individual is facing will allow a Case Manager to better assist the customer in obtaining the appropriate assistance. Acknowledging that complexity of the experience as well as the resiliency of the customer will create a positive starting point for the Case Manager and the customer.

As a person in a position to help others, it is integral that you as a Case Manager work to create a positive environment for customers and to avoid creating any hostility or a re-traumatizing environment. ***Below are several strategies for fostering a positive and open relationship.***

- Create a **safe and confidential space** for the customer to speak openly about the events. Pay attention to the physical environment and avoid distracting situations. Monitor the customer's physical expressions and be aware of their comfort level to ensure the customer feels safe and respected.

- **Avoid using shaming techniques, moral inventories, confrontation, or intrusive monitoring.** Rather than assisting the customer, these techniques very often destroy any positive relationship you may be creating.

- **Do not exert undue pressure to accept treatment or force/pressure toward involuntary treatment**. Every individual is entitled to make his own decisions regarding treatment and it is important for any individual's recovery that he makes the decision for himself by himself.

- **Encourage a customer to make decisions and ask permission before taking actions on the customer's behalf.** This can be empowering for a customer who has felt powerless as a result of a traumatic situation.

- **Communicate interest by genuinely listening** to what the customer has to say and convey hope and support through both words and actions.

HANDLING A CRISIS SITUATION

If a customer is in crisis, it may be necessary to involve outside assistance from medical, mental health or other professionals. ***A crisis is a situation that is particularly overwhelming to a customer and adversely affects the customer psychologically and emotionally.*** This may lead to an acute situation that must be addressed immediately.

If a customer is displaying erratic behaviors, the Case Manager should ask probing open-ended questions in an effort to have the customer explain the situation. It may be necessary to contact the police or hospital if the customer is threatening to harm him or herself or someone else. It is important that a Case Manager honestly assess if he or she, in the context of the WorkOne Center, are equipped to handle the customer's current crisis or issues. The issues may be significantly impacting the customer's ability to meet goals and fully participate in the program. A Case Manager may try to assist in resolving these issues, but keep in mind that there will be situations that require a referral to an outside agency.

When deciding whether you, in your role of Case Manager, are capable of providing assistance at the WorkOne Center or if the services would be better handled by another agency, consider the following questions:

- ***Is this service appropriate to the WorkOne's function?***
  Is this service consistent with the goals of employment, training and retention that the agency provides? Is there another agency that may be more focused and specialized to provide the required services? Remember, there are many barriers that are so significant that individuals must address them first prior to working toward career and employment goals.
- ***Do I have the time to provide this service?***
  Despite having expertise in a particular area or dealing with a specific issue, do you have the time required for addressing the issue in the context of the other duties you are responsible for?
- ***Do I have the expertise to provide this service?***
  Even if you have the time needed, do you possess the training, skills and knowledge to effectively address the issue at hand? Does this issue require a professional with more specialized experience with a specific issue such as substance abuse, domestic violence or mental illness?

If you, as a Case Manager, answer "no" to any of the primary questions listed above, then the situation may require a referral to an outside organization. A Case Manager is serving the customer well by acknowledging the limits of the services that can be provided in the context of the workforce development case management relationship and helping by assisting the customer in accessing the help that the customer truly needs.

There are several barriers that are always considered crisis:

- Substance Abuse
- Mental Health Issues
- Family Violence
- Physical Disabilities

A Case Manager should always make a referral to an appropriate outside service provider more equipped to assist a customer handle these crisis situations. Under no circumstances should a Case Manager in the Work One environment attempt to counsel the customer themselves. If there are any questions, these situations should be discussed immediately with a manager.

When making the referral, it should be made clear to the customer how the outside resource can assist the customer in achieving his or her goals. The Case Manager should stay engaged throughout the referral process and ensure the process is personalized in an effort to help the customer feel safe and comfortable working with the outside agency. Throughout this process, the Case Manager should stay in contact with the customer and follow up often to strengthen the case management partnership.

IDENTIFYING BARRIERS AND RESOURCES

Identifying Potential Barriers

Barriers are issues and challenges a customer is facing that must be resolved before the customer can accomplish the goals that have been identified. Case management should always look to first identify places in the customer's life where strengths are present. This may include employment history, volunteer work, skills, coping skills and indicators of ambition and responsibility. When barriers are discovered, it is helpful to discuss with the customer how he or she may be able to use his or her identified strengths to overcome the barriers.

There are some common barriers that may be uncovered during case management sessions. Barriers can be uncovered through asking open-ended questions or through Case Manager's observations. It is important that a Case Manager fully explore any barriers they suspect using effective communication techniques during case management sessions and follow-up contacts with the customer. What are the potential barriers a customer might be facing? Brainstorm some of these in the space provided below:

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There are a number of common barriers that customers often face while pursuing training or trying to reenter the workforce.

Case Managers should readily address the following barriers:

- Education or Skill Gaps
- Criminal Background Issues
- Lack of or Poor Work History
- Impact of Recession/ Lack of Job Opportunities

These are barriers that are in the direct scope of training and employment. A Case Manager should work with a customer to form goals and action steps to effectively address these barriers and challenges. These goals and related action steps should be notated both on the Academic and Career Plan as well as in case notes.

The following barriers a Case Manager may explore a customer's personal resources:

- Insufficient or unstable childcare options
- Housing issues or homelessness
- Insufficient transportation
- Utility issues
- Lack of food
- Lack of work appropriate clothing

A Case Manager should work with the customer to identify any personal resources that he or she may have in their own network to address these challenges. Once the customer's personal resources are exhausted the Case Manager should refer the customer to appropriate community resources before investigating Work One Resources. Any referrals should be case noted appropriately.

The following barriers indicate a crisis situation and the Case Manager should make an <u>immediate referral</u> to the appropriate community resource equipped to handle the crisis.

- Legal issues
- Substance abuse
- Mental health issues
- Family Violence
- Physical Disabilities

At no time should a Case Manager provide counseling services to customers facing these issues.

A customer may be facing only one of these issues. But more often, the customer will be dealing with a combination of several. Often, there is a complex and compounding effect when more than one barrier is identified making it difficult to resolve individual issues without addressing all issues as a whole. It is important to correctly identify barriers so that they may be properly addressed.

Case Managers should be careful to assess each issue the customer raises. It is important to determine whether an employer would be hesitant to hire a person because of the issue or if the customer's retention of a job would be affected because he or she is facing this issue. The main role of a Case Manager is to prepare a customer for training, employment and retaining employment. Part of this job is identifying the barriers that will prevent a customer from achieving these goals.

Stay focused on how the barrier is affecting employment.

It may be necessary for the Case Manager to facilitate the process of the customer prioritizing his or her barriers. It may be difficult, and sometimes impossible, to deal with every issue at once. A better plan is to identify the issue that is preventing the customer from gaining immediate employment. The barriers should then be prioritized based on their direct impact on the customer's ability to attend training or obtain and retain employment. Any tasks identified for resolving barriers should be built into the goal plan developed by the customer and Case Manager.

Reflect on the barriers you identified in the previous exercise. Are some barriers of higher priority? Do some of the issues demand attention before it is possible to address others?

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Once barriers are identified through effectively asking open-ended questions, a Case Manager's role is to assist customers with identifying available resources. These are resources that will meet the customer's needs and help him or her efficiently implement a plan to meet the identified goals. Resources are critical for making real change achievable for the customer. These resources may be tangible supports such as available funding for childcare and transportation, job skills training and job skills assistance. They may also include less tangible supports that are provided by the Case Manager such as encouragement, problem solving, listening and planning.

All action steps, referrals and follow-up should be documented in case notes.

Identifying Resources

It may be tempting to give each customer a list of all possible resources. However, this is misguided and will be ineffective in the long run as it does not provide personalized, targeted assistance. It is important for the Case Manager to evaluate which resources the individual customer needs so that the customer can build on his or her unique strengths and resolve the barriers.

Resources can generally be accessed from 3 separate sources: (1) the customer, (2) the agency and (3) the community.

Customer Resources

A customer brings his or her own set of resources and it is important for the Case Manager to explore these before tapping into any other resource areas. Customer resources are those supports that exist in the customer's existing network. Having the customer list some of the ways and resources that he or she can think of to resolve the barriers identified is a great starting point. It is appropriate to ask the customer to invest some of his or her own resources. This helps build the customer's commitment to the plan that was collaboratively developed and gives you evidence that the customer is ready for change.

It is paramount that the Case Manager always asks for the customer to identify his or her own resources, solutions and possible resolutions to identified barriers before offering resources available through the other two sources – agency or community.

Agency Resources

There are some supportive services offered through the WorkOne Center available to the customer. If a customer requires services that are *not* offered through the agency there is most likely a direct referral process to provide these services. A Case Manager must have thorough knowledge of the supportive services and activities offered and are able to offer this information to a customer when needed. This includes any eligibility criteria, content of the activity and policies and procedures of the program.

Again, it is important that a Case Manager investigates the customer's resources before offering the agency's resources available.

Community Resources

It is likely that a Case Manager will encounter a customer who will need resources beyond those that the agency is capable of providing. It may be necessary to access resources provided through the community. The Case Manager should be aware of the range of resources available from other organizations.

Reflection:

Resource Mapping is a helpful tool to identify and access needed resources in a particular area. Does your region or local office use resource mapping? How often is the process done? Where is the information located? Are there any challenges or barriers that a customer faces that the resource map does not address?

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BRAINSTORM: Developing a Network of Available Resources

Below is a list of areas in which a customer may be facing barriers. Brainstorm agencies and organizations in your community that may be able to offer services helpful for the customers who may have these barriers. You may want to include community resources outside the traditional social service system including churches, civic clubs or local businesses.

Education:

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Individual and Family Counseling:

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Childcare:

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Elder Care:

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Housing Assistance/Transitional Housing:

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Emergency Food:

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Clothing Resources:

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Utility Assistance:

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Transportation:

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Drug and Alcohol Treatment:

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Domestic Violence Assistance:

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Legal Assistance:

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Education:

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Are there any other areas that you can think of that may present barriers? What agencies or organizations in your community are available to address these barriers?

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Once you have identified possible community resources and referral agencies, a comprehensive list of available resources should be developed. Case Managers should have easy access to information on procedures for referrals for each resource to provide to customers.

Comprehensive Information needed for each resource:

- Eligibility requirements
- Documentation needed for eligibility
- Types of services offered
- Hours and days of operation
- Contact information

It may also be helpful to establish a contact and referral protocol with the provider organization to ease the process.

CONFIDENTIALITY

Often customers will disclose very sensitive information during case management sessions. It is crucial that the Case Manager goes to great lengths to protect the customer's right to privacy and confidentiality. Staff should refrain from talking about customer's situations or sharing customer information in public places. Public places may include elevators, agency lobbies, office floor, hallways or rest rooms. Customer information should only be shared with other agencies with the customer's permission and there should always be a signed information release shared between referral agencies in these instances.

VICARIOUS TRAUMATIZATION

Vicarious Traumatization is when a professional, while working to help others, is deeply affected by the empathetic engagement with the traumatic stories of their customers. This is a very real occupational hazard for Case Managers. Case Managers are at risk of being traumatized by the information they are bombarded with throughout the workday. Vicarious Traumatization can happen when a Case Manager becomes emotionally overwhelmed. This can have a profound emotional consequence; impacting the Case Manager's ability to remain effective when working with customers.

Some symptoms may include:

- No time or energy for oneself
- Disconnection from loved ones
- Social withdraw
- Increased sensitivity to violence
- Lack of Empathy
- Cynicism
- Nightmares
- General feelings of Burnout

It is important for the Case Manager to anticipate the dangers of Vicarious Traumatization and protect oneself from this kind of occupational burnout. When a Case Manager is aware of the symptoms and signals, he or she may be able to proactively control reactions and avoid internalizing the traumatic stories. It is also necessary to maintain a balance between one's professional life and personal life. There needs to be an effort made to maintain a connection with the things outside of the workplace that give pleasure and meaning for the Case Manager.

If a Case Manager is experiencing Vicarious Traumatization it may be necessary to address these through self care, self nurture and escape.

- Self Care - remembering that you matter both emotionally and physically
- Self Nurture - staying connected to the things that give you pleasure like spending quality time with loved ones and participating in healthy hobbies
- Escape - giving yourself the time and space to escape and taking mental health break

It may be helpful to create and infuse meaning into activities Case Managers do and remind them why they chose to do the work that they are doing: to help people. Case Managers really do make a difference in the lives of customers.

Remembering and respecting the professional boundaries that a Case Manager must create in order to assist customers is necessary to being an effective Case Manager. It may be helpful to organize peer groups to create a safe and healthy space to discuss the feelings produced by Vicarious Traumatization. It is important that Case Managers take care of themselves so they can continue to do the important work they are doing to promote change and better the lives of their customers.

Reflect on a time you felt overwhelmed either by a particular customer's story or by a combination of many customers. What are some ways that you dealt with that situation? What are some new ways that you can think of to deal with Vicarious Traumatization?

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Content Topic:

Effective Communication

Effective Communication

INTRODUCTION

Understanding how you communicate and how those around you communicate is extremely important to your success on both a personal and professional level. Communication is the transfer of information. The sender conveys ideas, gives instructions and expresses feelings and experiences while the receiver understands and processes the messages conveyed. Communication allows us to share, obtain and relay information, as well as motivate and problem-solve.

ACTIVE LISTENING

Active listening is a way of interacting with another person that ensures mutual understanding. It is communication which requires the listener to intentionally focus on what the speaker is trying to convey. The listener *actively* receives words, feelings and experiences from the speaker and seeks to understand, interpret and evaluate information being communicated. The listener is *receptive,* but not passive while actively listening. It is important that the listener eliminates distractions and resists interrupting the speaker.

Active listening is an essential skill for a Case Manager to effectively communicate with customers and build a productive relationship. Through actively listening you are able to engage customers, develop rapport and successfully build collaborative partnerships. Great Case Managers employ several active listening techniques while working with customers to be more effective. These techniques include:

- Attending and Use of Non-Verbal Behavior
- Questioning
- Reflections
- Continuation Responses
- Providing Expert Opinions

Attending and Use of Non-Verbal Behavior

When working with customers, it is extremely important to use your non-verbal presence to communicate you're attentive to what they are communicating. Body language and non-verbal cues often set the tone for the conversation. Eliminate as many distractions as possible when engaging in a case management session. Refrain from checking email, answering the phone, and allowing customer interruptions. Customers must be made to feel that the time that you are spending with them is valuable and that you are giving your full attention to the

conversation. This can be done by ensuring you are using an "attending position." The key points in conveying an attending position are:

- Face customer squarely
- Adopt an open posture (avoid crossing limbs and lean slightly toward the other person)
- Maintain good eye contact without staring
- Remain relaxed (not tense or fidgety)
- Ensure facial expressions remain neutral

Questioning

Questions are used to help obtain specific information or help customers describe or elaborate on specific topics. It is important that you make good use of questions during a case management session to access relevant personal information from the customer.

There are two broad types of questions:

1. ***Closed-ended Questions***: These types of questions request specific information and the answers are often one word responses such as "yes" or "no." Closed-ended questions can be used to verify agreement or understanding.
   Example:
   -Is this all right?
   -Would you like more information?
   -Do you understand what I have explained so far?

2. ***Open-ended Questions***: These questions are designed to help the speaker clarify information or problems. They tend to encourage a broader response and ask the customer to explain more fully. Open-ended questions often begin with the words "Who," "What," "How," "When," "Where." They often ask a customer to describe a situation, feeling or event.
   Example:
   -What were some of the responsibilities you had at your previous position?
   -Who do you think would offer support while you attend school?
   -How do you feel your decision to attend training will impact your career path?

Often an informational interview or case management session will include both open-ended and close-ended questions to obtain needed information and allow the customer to fully explore his or her situation, goals or barriers.

Example:

Case Manager:	What was the highest grade you completed in school? *(closed-ended)*
Customer:	11th.
Case Manager:	Have you thought about pursuing education to get your GED? *(closed-ended)*
Customer:	Yes.
Case Manager:	What are some of the reasons that you are interested in getting your GED now? *(open-ended)*
Customer:	Well, I know that it will help me get a better job. Employers seem to always ask about education level. I really want to get a good job so that I can earn enough to support myself.
Case Manager:	What are the other kinds of opportunities you think getting your GED will open up? *(open-ended)*
Customer:	I have been thinking about getting Medical Assistant or Medical Billing training. I think after getting my GED, I would be in a better position to go to training. I want a career. I also want my children to have a good example. I want them to know that I finished school and they can too.

Active Silence

It is important to provide time after asking an open-ended question to allow the speaker to think about the information being asked and formulate an answer. This may take a few seconds or a few minutes. The silence may feel uncomfortable and you may want to jump in to provide an answer or offer advice. It is important for Case Managers to resist this urge during case management sessions. Customers will gain more insight if they are given an opportunity to articulate their own answers. Allowing this time for customers to think through their answers will encourage self evaluation and the development of problem solving skills.

Example:

Case Manager:	Can you tell me some of the steps you have taken to make sure you have transportation to start your new job on Tuesday? *(open-ended)*
Customer:	Well, I talked to my cousin.
Case Manager:	Did she agree to help? *(closed-ended)*
Customer:	She said she could help out sometimes but she has a lot of appointments. It might be better to find something reliable.
Case Manager:	It sounds like your cousin might be a support, but you may need more reliable options. What do you think your first step in finding a reliable way to get to work should be? *(open-ended)*
Customer:	<pauses> I guess I could look to see if there is a bus that goes there.
Case Manager:	That's great. How would you find that information? *(open-ended)*
Customer:	<pauses> I could look it up on the internet. They would probably have all the bus route information there.
Case Manager:	Great. Can you come to see me after you find the information about the bus routes? *(closed-ended)*
Customer:	Sure.

As you can see in the example, the customer needed to process the question and think of the answer. Case Managers should allow active silence while employing questioning. This is an important step in helping to discover a customer's available resources and supporting the development of problem solving skills.

A great Case Manager makes use of questions to gain information, explore problems, discover the customer's feelings, support the customer's self-reflection and facilitate the development of essential problem-solving skills.

It is important that in your role as a Case Manager, you are carefully and fully listening to your customer's responses to effectively use questioning techniques. It is crucial, especially in the initial informational interview and enrollment process, that you do not overuse closed-ended

questioning. Your aim during these sessions must not be to merely obtain the needed information for enrollment, but to start a productive relationship with the customer. Employing open-ended questioning and other active listening techniques will foster full engagement of the customer. It is only through this customer engagement that you will build a collaborative partnership with customers in which effective goal setting can take place.

Here is a list of some sample closed-ended and open-ended questions that may be helpful during initial informational interviewing and follow-up case management sessions.

Samples of closed-ended questions:

- How old are you?
- Where do you live?
- What grade did you complete?
- Do you like training?
- Will you be able to make the 8:00 meeting?
- Are you interested in the medical field?
- Could you get a ride to take the entrance exam on Saturday?
- Do you understand all the information we discussed?
- Do you have any questions?

Samples of open-ended questions:

Statement questions: Asked in the form of a statement. These questions ask customers to elaborate on facts or feelings to encourage them to continue the conversation.

- Tell me about your plans for managing your new time schedule.
- Tell me how you feel about the training program so far.

Indirect Questions: Open-ended way to ask closed questions. These make it difficult for the customer to answer with just a yes or no, instead they encourage customers to think and expand on their answers. These usually start with who, what, where, why, when and how.

- Who do you think could support you while you attend school?
- What is going well in the classes so far?
- When can you speak with your instructor about that issue?
- Where can you look for jobs in that field?

Example Questions: Ask customers to explain in more detail using an example. They often help customers move from vague statements to more concrete ones.

- Can you give me an example of what your supervisor said to make you upset?

- Can you name three things that are keeping you from attending the WorkOne Center regularly?

Plus/Minus Questions: Can be used to help customers explore the positive and negative aspects of a situation or decision.

- What are the advantages and disadvantages of changing your career choice at this time?
- What are the pros and cons of entering vocational training rather than looking for a job?

Reflections

Rephrasing what a customer has said is an active listening technique that allows you, as the Case Manager, to focus on the cognitive or emotional content of a customer's statement. When a customer makes a statement, restating it directs attention to the person, the situation, or the general idea. The customer is then encouraged to add or develop his or her statement. Restatements can also reflect voice, tone, gestures and facial expressions, which can be keys to inferring the emotional content of a customer statement. There are several methods that a Case Manager can employ when using the Reflection technique including *Mirroring*, *Paraphrasing* and *Feeling Reflections*.

Mirroring and Paraphrasing

Mirroring and Paraphrasing are both reflections that focus on restating the factual and informational content of the customer's statement.

Mirroring is when the Case Manager repeats exactly what the customer has said. It is important in Mirroring to use the customer's words to allow him or her to feel heard. This acts like a verbal head nod. It is meant to provide confirmation with no additional information. This is an effective method to use during phone calls when it is difficult to infer the emotional content of what a customer is saying.

Paraphrasing, like Mirroring, focuses on the informational content of a customer's statement, but allows the Case Manager to restate the essence of the statement. Paraphrasing allows you to reflect only the essential content of the statement using your own words. Often, Paraphrasing statements start with the phrase "it sounds as if…"

Both Mirroring and Paraphrasing ensure that you, as the Case Manager, have a complete understanding of what the customer is saying. It also allows the customer to clarify any miscommunication.

Example:

Customer: My work is so boring! All I do is wait on one customer after another. I ring up the sale, give the customer the receipt, ring up the sale, give the customer the receipt … and on and on.

Mirroring: You're saying your job is very boring because all you do is wait on customers, ringing up sales and giving receipts … on and on?

Paraphrasing: It sounds as if at your job, every day you perform the same actions over and over again.

It will increase the effectiveness by combining the informational content reflections with open-ended questions to engage the customer into further exploring the situation.

Example:

Customer: This guy I work with is really on my nerves lately. He always asks me to stay late to help him finish work that he should have gotten done during the day but didn't.

Mirroring: A guy you work with is getting on your nerves because he asks you to stay late to help him finish work he should have gotten done. (How does this make you feel? How is this affecting your work? What steps have you taken to discuss the situation with him?)

Paraphrasing: It sounds like you're having a problem with your co-worker because he is constantly asking you to stay late to finish his work on top of doing your own work. (How does this make you feel? How is this affecting your work? What steps have you taken to discuss the situation with him?)

In these examples, the content reflection tells only a small part of the story. It is important to understand how the situation is affecting the customer emotionally to better comprehend the customer's experience. Therefore, content reflections tend to be most commonly used when the Case Manager perceives little emotion. In this case, it is necessary to ask follow-up open-

ended questions to allow the customer to expand on the subject and talk more about his or her feelings.

Feeling Reflections

Because information and affect are often intertwined, it is helpful to make both informational and feeling reflections. *Feeling Reflections contain a word or phrase focusing on the emotional content of the customer's statement with only a note about the informational content.*

In order to infer the emotion or feeling, it is important to observe a customer's non-verbal cues, language, and tone of voice. Feeling reflections often start with the statement "I get the impression you feel …" followed by the specific emotional content of the customer's statement.

Examples of feelings or emotions that can be used in Feeling Reflections:		
• Happy	• Disgruntled	• Disengaged
• Elated	• Irritated	• Disappointed
• Eager	• Anxious	• Frustrated
• Enthusiastic	• Disturbed	• Surprised
• Comfortable	• Overwhelmed	• Reluctant
• Interested	• Pressured	• Resentful
• Intrigued	• Worried	• Outraged
• Proud	• Wary	• Exhausted
• Encouraged	• Cautious	• Compassionate
• Optimistic	• Insecure	• Satisfied
• Energetic	• Sensitive	• Peaceful
• Trusting	• Glad	• Hostile
• Calm	• Antagonistic	

It is important that you as a Case Manager do not *assume* that you know how a customer feels. It is appropriate to ask yourself how you *might* feel if in the customer's situation, but remember you will not know exactly how the customer is feeling. Feeling reflections should always be followed up with an open-ended question to confirm that the correct feeling or emotion was interpreted and there is a clear understanding of how the situation is actually affecting the customer. This will allow the customer to have a chance to confirm or clarify what they are actually feeling.

Example:

Customer: This guy I work with is really on my nerves lately. He always asks me to stay late to help him finish work that he should have gotten done during the day but didn't.

Feeling Reflection: It sounds like you are feeling frustrated about this situation with your coworker? (Give the customer an opportunity to confirm or clarify how they are truly feeling.)

Reflections are often very helpful active listening techniques to effectively develop rapport with customers. They are most effective when a combination of informational content and emotional content reflections are used. Mirroring, Paraphrasing and Feeling Reflections can be used in to help gain a full understanding of customers' situations and how those situations are affecting them. These techniques should always be used with follow-up open-ended questions allowing time for active silence during which a customer can process the question and provide answers.

Mirroring	Paraphrasing	Feeling Reflection
• Focused on facts/ information	• Focused on facts/ information	• Focused on emotional content
• Restating statement using speaker's exact words	• States the essence of statement using listener's words "It sounds as if…"	• Stating emotion or feeling implicit in statement "I get the impression you feel…"
• Confirmation with no additional information	• Reflects only the essential information	• Uses feelings to explore the impact

Please use the following customer scenarios to practice using Active Listening Techniques. For each scenario, please provide both an informational content reflection (using Mirroring or Paraphrasing) and a Feeling Reflection statement. Also, create an appropriate open-ended follow-up question.

1. Customer: I really love to work with people. In all of my previous jobs I have had to work directly with the public. I get bored sitting by myself in a cubicle all day.

   Informational Content Reflection:_____

   Feeling Reflection: _____

   Follow-up Question: _____

2. Customer: (looking down at hands, in a quiet voice) Look, everything is fine. I just don't understand why I didn't get that position. I really thought I was qualified.

   Informational Content Reflection: _____

   Feeling Reflection: _____

   Follow-up Question: _____

3. Customer: Yesterday, I took the TABE assessment. I am nervous that I may have not done well enough to get into the training I'm really interested in.

   Informational Content Reflection: _____

   Feeling Reflection: _____

   Follow-up Question: _____

4. Customer: I am just so lost. I thought I would be with my company until I retired. Who knew they were going to lay off half their staff?!

   Informational Content Reflection: _____

   Feeling Reflection: _____

Follow-up Question: _____

5. Customer: (Raised voice, clenched fists) I don't understand why I can't just do the training that I want to do?! You people just don't make any sense!"

   Informational Content Reflection: _____

   Feeling Reflection: _____

   Follow-up Question: _____

6. Customer: In the past, I worked mostly as a childcare worker. I absolutely do not want to get back into that field. No way! I definitely do not want to deal with kids any more. I want to do something totally different.

   Informational Content Reflection: _____

   Feeling Reflection: _____

   Follow-up Question: _____

Reflection:

How can using the Active Listening techniques of Questioning, Active Silence and Reflection make informational interviewing and follow-up case management sessions more successful?

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How can you use these techniques to successfully apply the key concepts of Strength-Based case management?

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Continuation Responses

Another active listening technique that is essential in case management to build rapport with customers is requesting more information through Continuation Responses. There are verbal and non-verbal ways to do this. A non-verbal gesture such as nodding or using a hand movement invites a customer to continue. Verbal comments such as "Tell me more," "Can you say more about that?" "Go on," "Hmmm," "And then?" and "And what happened then?" are some commonly used phrases.

Continuation responses are particularly helpful to guide the customer to give more information on a particular subject. They help a Case Manager to effectively guide the conversation to obtain a complete picture of the customer's situation. Continuation responses are often used in combination with other active listening techniques including Questioning and Reflections.

Example:	
Case Manager:	What kind of work have you done in the past? *(Open-ended question)*
Customer:	I worked for about 25 years in a manufacturing plant before they closed. I never expected that.

Case Manager:	Can you tell me more about that? *(Continuation Response)*
Customer:	Well, I was able to work up to a pretty good position and I was earning decent money. One day we got the notice that the plant was shutting down and we would be out of jobs. Now, I need to find some other kind of work to support myself.

When discussing career issues, continuation techniques bring out more information than the customer may originally volunteer. It is important to recognize that customers are important informational resources about themselves.

Providing "Expert Opinions"

Customers are very likely to view the Case Manager as an expert, and the Case Manager's opinions may be perceived as being facts or absolute truths. Therefore, when giving information to customers about educational and occupational opportunities, it is important that the information be accurate, up to date and clear. Giving information and facts rather than personal opinion should be standard practice for Case Managers. Biased information can be destructive and confusing for the customer. Case Managers should be cautious and ensure that they are using facts and up to date information as a foundation for providing "expert opinions" to customers during case management sessions.

Example:

Customer: So, I've completed GED classes and I failed the first test. I think I need to change my plans to go to school to be an Ultrasound Technician.

Opinion 1: I think that you should revise your plans. Students who struggle just passing their GED have little chance of getting into the Ultrasound Technician training program.

Opinion 2: Things are likely to get better. You still have a chance to pass the test and you'll probably get into training, no problem.

Although individuals struggling with basic Adult Education may find it difficult to be admitted into a vocational training program such as Ultrasound Technician, there are exceptions. The Case Manager assumes a powerful role if they give opinions 1 or 2. Remember, the Case Manager should provide guidance for career decision making and accurate information. They

should not give opinions or make decisions. Career decisions are for the customer to make.

Case Manager: What do you think about your chances of getting into the Ultrasound Technician training? (Open-ended Question)

Customer: I realize that most students have to have their GED and be able to read at an 11th grade reading level.

Case Manager: You may find it helpful to go to the Academic and Career Counselor to get more information about what skills and education levels are needed for students to be successful in the program. You can also see what kinds of educational supports such as tutoring are available.

The Case Manager does not have the specific information the customer needs but directs the customer to the appropriate resource.

Some circumstances will require a Case Manager to provide "expert opinions" especially when a customer's goal or career pathway may be unrealistic for their current circumstances, education level and previous experience. It is essential that any "expert opinions" shared in case management sessions are rooted in fact.

These conversations can be difficult. It may be necessary to explain to the customer why his or her career goals may be too ambitious. These conversations must be held with great care to ensure that a customer does not become discouraged or disengaged. All "expert opinions" and coaching should be done in a fair and empathetic manner. The customer's feelings must be the focus of the conversation. Throughout the case management session, an effort should be made to remain positive. Provide the customer with encouragement, support and access to resources.

When sharing "expert opinion" in difficult case management sessions, it is important to remember to maintain appropriate professional boundaries. An effort must be made to not be overly harsh or overly kind. A Case Manager should never over-share personal information with customers, but it becomes especially important in these situations. Remember that setting realistic and attainable goals will serve as motivation for customers. It is the Case Managers' responsibility to coach customers using their "expert opinions" to ensure the goals set are realistic and to support the customers' efforts to meet the challenges.

Please read the following scenarios and use a combination of Active Listening techniques and Strength-Based case management to help coach the customer in setting specific, measurable, attainable, realistic, and tangible goals. Include next steps, sample dialog and a sample career path.

Bob is a 23-year-old customer. He has experience working at a gas station. He said that he enjoyed the job and liked to work by himself. He is currently in Adult Education. He scored very low on the math section of the TABE. He has expressed interest in becoming an accountant because his uncle is in the business and told him it is a good job.

Kelis is a 56-year-old customer. She immediately expressed interest in attending training to be a C.N.A. During her initial informational interview, Kellis disclosed that she has two felony assault convictions on her criminal background. She does have her high school diploma and experience working in a nursing home food service position before she committed her crimes.

Nancy is a 35-year-old dislocated worker looking for a position in the machine operator field. She was laid off when the plant where she was working moved their operations. She had worked at the plant since graduating high school. She was earning $16.75/hour. She stated several times that she is unwilling to take a job earning a penny less than she was making at the plant when she was laid off. She has not attended any further training and is unfamiliar with computer applications. She is unsure what her next career move should be because she has searched for employment in her previous field for seven months without luck. She stated she has not even received an interview.

Reflection:

Is there a time when providing expert opinions is not appropriate? What would you do in this situation to help a customer focus on setting realistic goals?

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HANDLING CONFLICT

Conflict is often the result of miscommunication. It may occur when the person receiving the message understands it differently than the person sending it intended. Conflict in the workplace can occur between co-workers, with a supervisor or with a customer. It is important that we handle these situations with care to maintain a productive work environment for all parties involved. This is especially true providing case management in a workforce development environment that is often fast paced, time sensitive and in which you will have to deal with many different personalities.

What do you think of when you hear the word conflict? Maybe you remember feelings of anger, hurt feelings, or shouting? Some people become so anxious when thinking about conflict that they will do anything and everything they can to avoid it.

Conflict usually requires a response, but does not need to generate fear and resentment. The reason that people are uncomfortable with conflict could be because they never learned the correct way to handle conflict in a productive manner.

Everyone has a “conflict style,” a way that we personally handle conflict. It is important for us to understand how we respond to conflict and equally important to try and understand the conflict behaviors of others.

What's Your Conflict Management Style? (Johnson, 1990)

For each of the statements below, check the box under the number that represents the extent to which it is true.

STATEMENTS ABOUT ME:	**Always** 5	**Very Often** 4	**Sometimes** 3	**Not Very Often** 2	**Rarely** 1
a. I argue my case with peers, colleagues and co-workers to demonstrate the merits of the position I take.					
b. I try to reach compromises through negotiation.					
c. I attempt to meet the expectations of others.					
d. I seek to investigate issues with others in order to find solutions that are mutually acceptable.					
e. I am firm in resolve when it comes to defending my side of the issue.					
f. I try to avoid being singled out, keeping conflict with others to myself.					
g. I uphold my solutions to problems.					
h. I compromise in order to reach solutions.					
i. I trade important information with others so that problems can be solved together.					
j. I avoid discussing my differences with others.					
k. I try to accommodate the wishes of my peers and colleagues.					
l. I seek to bring everyone's concerns out into the open in order to resolve disputes in the best possible way.					
m. I suggest the middle position in an effort to break deadlocks.					
n. I accept the recommendations of colleagues, peers and co-workers.					
o. I avoid hard feelings by keeping my disagreements with others to myself.					

Use the following to determine which Conflict Management Style you use most. Next to the letter representing each statement, write the number corresponding to your answer. Add up the numbers in each Style category and put the total on the assigned line of the total column. The style category that you scored the highest in is your dominant "Conflict Management Style."

Style				**Total**
Competitive	a.____	e.____	g.____	
Collaborating	d.____	i.____	l.____	
Avoiding	f.____	j.____	o.____	
Accommodating	c.____	k.____	n.____	
Compromising	b.____	h.____	m.____	

There are five basic styles of handling conflict. Each has costs and benefits depending on the situation.

- **Avoiding**
- **Competing**
- **Accommodating**
- **Compromising**
- **Collaborating**

Five Conflict Styles

1) Avoiding (I lose, You lose) Behaviors: ✓ Subjugating value of own perspective and responsibilities of others in order to maintain peace ✓ Not revealing one's own needs, feelings, opinions or perceptions of the other person ✓ Looking away, fidgeting ✓ Focusing on something else This style will typically involve trying to evade the conflict at all costs, therefore showing little concern for one's own interests or the interests of others. Individuals who avoid conflict costs tend to repress emotional reactions, look the other way or leave. Avoidance strategies have immediate survival value when escape is possible, but they do not provide satisfaction. In the long run, over reliance on this style tends to leave doubts and fears about competence and self esteem usually suffers. Chronic avoiders usually end up on the losing end. *Most commonly used style, but often results in continued difficulties and return of conflict mode. In many situations, Avoiding is a weak and ineffective approach to conflict.	**2) Competing (I win, You lose)** Behaviors: ✓ Focus is on being "right,", in contrast to finding a resolution ✓ Accusing, blaming or labeling the other person. ✓ Using blaming language such as "You really messed up" ✓ Using words such as "should" and "must" ✓ Invading the other's space ✓ Very judgmental This style demonstrates a high desire that one's own interests are recognized and fulfilled. There is very little concern for others and their interests. This is the use of power in threatening, using force, punishment or bribery to WIN the conflict. This "change or else" method may be very effective from the winner's viewpoint, but for the opposing person the battle may have just begun. Over reliance on this method leads to solitude. People are left feeling dismissed or belittled and tend to avoid being around someone who has to win all the time. *This style can be useful when there is an emergency and a decision needs to be made quickly, when the decision is unpopular, or when defending against someone who is trying to exploit the situation for selfish reasons.
3) Accommodating (I lose, You Win) Behaviors: ✓ Agreeing without honest presentation of one's own perspective ✓ Says one thing to the team leader and another privately ✓ Modifying behavior but carrying resentment ✓ Saying things like "It doesn't matter to me" or "Whatever you say" This style indicates a willingness to meet the needs of others regardless of the impact upon one's own needs. It focuses entirely on giving in to whatever the conflict partner wants. The person will put aside his or her own needs and desires and agrees to the other person's needs and interests. It may be appropriate when the outcome of the conflict is of low importance to one party but of high importance to the other party. One should not be too quick to resort to this style. It would be important if a person chooses this technique, to make sure that the other party knows that he or she gave up something to be viewed as cooperative. *This style is appropriate in situations where the issues matter more to the other party, when peace is more valuable than winning or when you decide to "trade" agreement on this issue for something else more critical.	**4) Compromising (We both win, We both lose)** Behaviors: ✓ Agreeing to a solution to end the conflict rather than working toward a solution that responds most effectively to the issue ✓ Separating people from the problem ✓ Listening attentively ✓ Disclosing own thoughts, feelings and opinions ✓ Using the "I" instead of "You" language In contrast to Competing, Compromising involves finding a solution that will at least partially satisfy everyone. Everyone involved agrees to modify their expectations. This style shows a moderate degree of concern with one's own interests and the interests of others. Those who rely on this style stand up for themselves without being pushy and are willing to negotiate. They usually want everyone to be satisfied, including themselves and they are usually good communicators. Those skilled in this style are willing to work cooperatively. This style usually results in wins and losses for everybody. *Most useful in situations where the cost of conflict is higher than the cost for losing ground, when team members are deadlocked and when there is a deadline looming.

5) Collaborating (I win, You win)
Behaviors:

- ✓ Effective communication skills are used to ensure a quality solution for the situation, rather than to identify the "correct" answer.
- ✓ Persuasive in communicating personal needs and the needs of others.
- ✓ Asks a lot of clarifying questions
- ✓ Seeks to understand the other's needs.

This involves cooperation with the other person involved. This style takes the most care in trying to accomplish wins for both people. Usually used when both parties believe the outcome achieved together will be far greater than on their own. It typically involves a high level of communication and problem solving skills. It requires the most amount of time and energy. Sometimes the pressure to make a decision becomes overwhelming and the desired outcomes are not met. This style requires someone with a great deal of patience. It usually yields better long-term results than other methods. *This style is useful when one needs to bring together a variety of viewpoints to get the best solutions, when there have been previous conflicts in the group or when the situation is too important for a simple tradeoff. Equal effort is placed on both the maintenance of the relationship and the issue.

Things to remember:

- The conflict instrument helps us see what our *dominant style* is but does not mean we only use that style. We can and must change this style depending on the environment and situation.
- You are in control of how you handle yourself in a conflict situation. If you choose your style carefully and proactively, it can be used to your advantage.
- Sometimes there are ties in the scores because we form patterns for how we deal with conflict. There are times, we may avoid the situation until it reaches a point that we are unable to take it and we resort to using a competitive style.
- Knowing your conflict style and understanding its patterns will bring you that much closer to being able to anticipate a conflict situation and being able to properly handle it when it occurs.

Reflection:

Do you think others will agree with the conflict style the assessment indicated you use? What style do you think the people you work with will say best represents you? Why do you think this?

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What is the value of understanding another person's conflict style? Why is it important to know the conflict style of your supervisor or co-workers? How can knowing your customer's conflict style make you a more effective Case Manager?

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After reflecting on your dominant conflict management style, what are some of the advantages and weaknesses of that style? When dealing with conflict in the future, what strategies will you use from other conflict management styles and how do you think they will change the outcome of the situation?

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USING ASSERTIVE COMMUNICATION

In every situation, we have the choice to act in a *passive* or *aggressive* or *assertive* manner. We *choose* how we *react*. This in turn affects the situation and influences the outcome.

Aggressive Behavior

- Uses force to express feelings.
- Is unkind and devalues the other person.
- Shows disrespect for others and an unwillingness to communicate clearly.
- Damages the relationship and benefits neither party.

Passive Behavior

- Is unclear and does not express our feelings.
- Leaves our needs unmet because they are not understood.
- Can cause resentment and lead to future aggressive behavior.

Assertive Behavior

- Requires that we express ourselves directly and communicate our needs honestly.
- Allows us to act in our best interest while showing consideration for the feelings of others.
- Puts us in control and makes us responsible for our own actions.
- Allows us to develop open and honest relationships.
- Is tailored to a specific situation.
- Is good communication.

Read the scenarios below and determine if the communication is passive, aggressive or assertive and if it is effective. If you determine that it is ineffective, list some effective communication strategies that could be employed.

1. A Case Manager returns from lunch to find a stack of reports on her desk. She slams her bag down and lets out a huge sigh. She mutters under her breath, "I guess I am responsible for doing these now. It figures."

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2. A customer arrives 45 minutes late to take the TABE assessment. After being told that he will have to reschedule, the customer angrily approaches the Case Manager.

   Customer: "You didn't tell me I had to be on time to take this thing."

   Case Manager: "Whoa … Why don't you slow down?! You know I told you that last time you were here. It's your fault if you can't remember."

   Customer: (Raising his voice.) "*My* fault? It's *your* fault for not doing your job."

   Case Manager: "I do my job. You better learn to be on time next time."

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3. A Case Manager is in the middle of a customer meeting when his co-workers begin a loud conversation about their weekend plans. The conversation becomes distracting for both the customer and Case Manager. The Case Manager decides to speak with the co-workers.

   Case Manager: I feel a bit frustrated and distracted by the volume of your conversation while I am meeting with a customer. The customer can also hear you, which is making it hard for her to concentrate. I would really appreciate it if you could either lower your voice or have the conversation out of earshot. Thanks.

   _____

   _____

   _____

4. A customer begins using inappropriate language while meeting with his Case Manager. Because the customer is not directing the language at her, the Case Manager does not say anything although she finds the language offensive.

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   _____

   _____

Reflection:

What are the challenges you will have in using assertive language in your role as a Case Manager? How can you overcome these challenges effectively?

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How does using assertive communication help with handling conflict effectively?

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Using assertive communication is preferable to using aggressive or passive communication because it leaves little room for assumptions and miscommunication.

It allows us to convey how we feel about a specific behavior or situation in a clear and concise way. This is important when communicating with customers, peers and supervisors.

Using assertive communication generally starts by focusing on the speaker. Assertive statements begin with "I," and not "You." In using assertive communication, it is important to focus on "I" statements. By relating how we see a situation, we communicate clearly how a person's behavior is affecting us and what behaviors we would like to see from the individual in the future. In this way you can use assertive communication and language to build rapport with customers. Assertive communication also provides an appropriate model of how one should behave in a professional setting for customers who may be looking for such cues.

Assertive Communication Formula:

I feel (state the emotion)

when you (state the specific behavior)

because (state the effect the behavior has had on you)

and I (state what behavior you would like to see instead)

It is very important when using assertive communication to identify the other person's specific behaviors you would like to see change and what behaviors you would like to see take their place. Avoid attacking specific personality traits or making broad, general or sweeping statements. It is counterproductive to use the words "never" or "always" because people rarely do something "never" or "always." This can often displace one's true feelings and can come across as accusatory. These statements may cause a person to become defensive and then disconnect from the situation.

One factor to consider in using assertiveness is how to employ it when communicating with people in different levels of authority. It may be harder to be assertive with people who we see as having authority or power over us. Consider the following situation:

> You are standing in a long line at a restaurant. You have a limited amount of time to eat lunch and get back to the office. The man in front of you allows a group of people to get in line in front of him.
>
> How would you react to this situation using assertive communication if this person was a stranger?
>
> _____
>
> _____
>
> _____
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> _____

Would your reaction change if the person who allowed the group to get in line was a co-worker? If so, in what way?

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What if the person allowing the group of people in line was a supervisor or manager? Would this affect how you would react? Would it be more difficult to use assertive communication? Why or why not?

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Reflection:

How might using Strength-Based case management and the empowering approach help facilitate using assertive communication with customers?

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Do you feel there are disadvantages to using assertive communication? If so, what are they and how can they be avoided by using other effective communication techniques?

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At first, you might resist communicating assertively due to fear, lack of confidence or simply because you have not practiced this method of communication before. Being assertive may not seem natural at first, but it will gradually become more natural with practice.

CONSTRUCTIVE CONFRONTATION

Confrontation is often thought of as an attack or argument. Many Case Managers feel that confrontation should be avoided. This is untrue. All confrontation is not negative.

Effective, constructive confrontation is a "positive strategy for promoting behavioral change." It may be necessary for the Case Manager to confront behaviors and attitudes of customers that are creating barriers to reaching their goals. Case Managers may need to confront problems that remain unsolved, differences that get in the way of working together and actions that seem inappropriate or damaging.

Confrontation must be a *deliberate intervention* utilized at a specific time. It should be an *active process* and not something that happens unexpectedly. Confrontation should only take place when there is an *established relationship* between the Case Manager and the customer. It will not be effective if the two parties involved have not yet established a level of trust.

How to Effectively and Constructively Use Confrontation:

1) Gain a full understanding of the issue or challenge that is facing the customer. Ensure the behaviors, actions or thought process you want to confront are directly related to his or her ability to obtain or retain employment and is blocking the path to self-sufficiency.
2) Ensure the customer is ready to hear your concerns. Check in with the customer by asking permission to give constructive feedback.
3) Acknowledge the customer's position as legitimate for him or her. Focus the conversation about *behaviors* you would like to see the customer change.
4) Highlight discontinuities you have observed. It may be helpful to point out discrepancies between what the person is saying and his/her non-verbal behaviors.
5) When involved in confrontation, eliminate distractions. Stay neutral and avoid taking things personally. Failure to remain neutral may lead the Case Manager to become defensive, which will derail the process.
6) The Case Manager is responsible for his or her own feelings. The customer is free to feel differently. Any expression of anger or frustration should be accepted as real and relevant for the customer.
7) Indicate concern or confusion.
8) Ask for the customer's preferred solution.
9) Fully explore the differences. Treat these as a problem to be solved together. A solution or outcome to the confrontation should be mutually agreed upon

Effective Confrontation Techniques

- "We see things differently. What I see is_____."
- "You believe_____. On the other hand, I believe _____. The difference is _____."
- "I disagree. Your position is _____. Mine is_____."
- "On one hand, you're saying _____, but you seem to be acting /saying/feeling _____."

Using confrontation constructively is an essential skill for great Case Managers. You will need to be able to recognize customer situations that require confrontation quickly and use the appropriate effective communication, including active listening, conflict management, assertive language and sharing expert opinions. Confrontation is a vital part of being a *change agent* and motivating the customer in recognizing the reasons to initiate or follow through with positive changes.

Case Study:

Jocelyn is a customer on the Job-to-Job track at the WorkOne Center. She has gone on three interviews over the last two weeks, none of which have produced a call back yet. Jocelyn was 15 minutes late to each interview. She is in the WorkOne Center today to follow up with her Case Manager about the progress of her job search.

Jocelyn: There's no reason that these people shouldn't hire me. I go to the interviews and answer the questions. You need to get me an interview where they will actually hire me. I'm tired of this!

Case Manager: I can see how frustrating that can be… *(Reflected Feeling)*

Jocelyn: Yeah, right. You don't understand and you don't care or else you would do something about it!

Case Manager: Jocelyn, I do understand how frustrated you seem to be feeling and I can see that you're upset now. *(Reflected Feeling)* Let's try to figure out how we can change this so the next interview can be more productive. What are the reasons you can think of that you didn't get the positions? *(Open-ended question)*

Jocelyn : I was a little late, but so what? Everyone is late sometimes. They need to understand that I have a lot of responsibilities, and if I'm late they need to wait. I am responsible and have my life together. Being late shouldn't affect me.

Case Manager: You are right; you do have a lot of responsibilities, and for the most part you are doing a great job handling them. *(Paraphrasing)* The employers don't know anything about you except what you give them. If you come late to your first interview they aren't going to see the Jocelyn I know, they're going to see a woman who is late and assume you don't care about first impressions. Do you see how that can happen? *(Expert Opinion)*

Jocelyn: But I do care about first impressions.

Case Manager: You are telling me you care about first impressions and I believe that you do, but your actions don't exactly line up. Do you see what I mean? On one hand, you are saying you are very serious about obtaining a good job. On the other, you are arriving late to interviews. *(Constructive Confrontation)*
What are some things you can do to make sure that your actions are reflecting how much you want to find employment? (*Open-ended question about resources)*

Jocelyn: I can probably take an earlier bus. That would require me to get up a lot earlier.

Case Manager: That's great! *(Positive reinforcement)* Let's take a look at the bus schedule so we can make sure we get you to your interview on Thursday at least 15 minutes early. I know it might be a little difficult to get the day started a little earlier but it will be worth it. Plus, I know once you get in a job you will wow them. *(Paraphrasing and Positive reinforcement)*

Jocelyn: I can try that. I just want to do what I have to do to get a job.

Case Manager: Exactly Jocelyn! That's what I want to hear. We will both do whatever we have to make sure you are back to work as soon as possible.
What do you think your next step should be?

The Case Manager successfully used confrontation to coach the customer and support the positive change that will make her more employable. In order for the customer to attain the

goal of a good job, she must make a change in her actions. By using effective communication techniques and constructive confrontation in this case management session, the Case Manager was able to act as a change agent.

Reflection:

What are some customer situations in which constructive confrontation would be appropriate and useful? Can you think of any situations in which constructive confrontation would not be appropriate? How would you handle those situations?

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Can you describe a customer situation in which you may not have used confrontation constructively? What was the result? Looking back, what would you do differently?

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Confrontation Dos
• Listen, pause and allow for silence to reflect and speak. • Suspend assumptions and certainties. • Give full attention. • Speak only for yourself. • Observe your own reactions and examine your own assumptions. • Problem solve until you both agree on a resolution.
Confrontation Don'ts
• Interrupt or argue. • Attack or make personal judgments. • Start questions using "Why?" This will elicit a defensive response. • Play devil's advocate. • Tell war stories. • Railroad your own solutions, even if you have the power.

Please read the following customer situations and use a combination of effective communication techniques to describe how you would constructively confront the customer's behavior.

1) Derrick scored significantly lower on his TABE test than you thought he would. According to the test administrator, he fell asleep twice during the test and when he was awake; he constantly looked out the window.

   Derrick: That test is stupid anyway. It won't help me get a job so I don't care about it. I am too smart to have to sit for that test.

What would you say to Derrick? How would you explain the usefulness of the TABE and how it is related to employment? How would you tackle his education?

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2) Cynthia is a middle-aged mother of three children. She has told you that her oldest son, who is 27 and in recovery from heroin addiction, lives with her. He does not work and steals from Cynthia often. Cynthia believes her son is abusing drugs again, as he has a strong history of relapsing. Cynthia is constantly distracted by her son's issues but refuses to involve the police or her son's Case Manager. She has begun to look differently physically – tired, disheveled hair and clothing, etc.

   Cynthia: I would never call the police on my son. He is my son and I love him no matter what! His Case Manager would only call his parole officer and I won't let that happen. He will get better if I can get a job and provide for him.

How would you address this sensitive issue with Cynthia and develop a strategy for going forward. In the lines below, write one response to Cynthia and a longer description of how you would proceed.

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3) Charlie is a customer who is interested in obtaining some job training. Charlie is usually very boisterous and loud when he is in the WorkOne Center, but most people find him charming rather than bothersome. Charlie has difficulty concentrating on the task at hand and would rather chit chat then talk seriously. Today Charlie is meeting with you to discuss why he missed his appointment with the Academic and Career Counselor.

   Charlie: Sorry I didn't make it for that appointment. I was trying to talk to some people about a job and then you know, I just didn't make it. (Charlie is then distracted by another customer across the room and shouts "Hey! How are ya?")

   Case Manager: Charlie, let's try to just talk between us right now. I know you want to talk to your friend but let's get this taken care of first, ok?

Charlie: Jeez, you're such a downer. I just want to talk to people – everything else is going wrong in my life why can't I have a little fun while I'm here? Stop being so serious all the time!

How would you respond to Charlie in this instance? How would you get Charlie to discuss a little more about what is "going wrong" in his life without attacking him? How would you suggest Charlie develop better attention skills?

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POTENTIAL ROADBLOCKS TO EFFECTIVE COMMUNICATION

There are some potential roadblocks that as a Case Manager you need to be aware of and proactively try to avoid. In many cases, these roadblocks are easily recognized. It is helpful to know how a customer may potentially react to specific subjects or styles of communication. Understanding the barriers to communication will allow you to rephrase or rethink the content or the words you choose in order to keep the lines of communication open.

Ordering or Commanding: "You must …"; "You have to …"; "You will …"

- Can produce fear or active resistance.
- Invites testing of threatened consequence.
- Promotes rebellious behavior or retaliation.

Warning or Threatening: "If you don't … then …"; "You'd better … or …"

- Can produce fear and submissiveness.
- Invites testing of the threatened consequences.
- Can cause resentment, anger or rebellion.

Moralizing or Preaching: "You should …"; "You ought to …"

- Creates feelings of obligation or guilt.
- Can cause the individual to defend his/her position even more (*"Who says?!"*).
- Communicates lack of trust in the individual's sense of responsibility.

Advising and Giving Solutions: "What I would do is …"; "Why don't you …"; "Let me suggest …"

- Can imply the individual is not able to solve his/her own problems.
- Prevents individual from thinking through a problem and developing problem-solving skills.
- Can cause dependency or resistance.

Persuading with Logic or Arguing: "Here is why you are wrong …"; "The facts are …"; "Yes, but …"

- Provokes defensive behavior and counterarguments.
- Often causes the individual to "turn off" or stop listening.
- Can cause feelings of inferiority and inadequacy.

Judging, Criticizing or Blaming: "You are not thinking maturely …"; "You are lazy …"

- Implies incompetence, stupidity and poor judgment.
- Cuts off communication due to fear of negative judgment.
- Individual often accepts judgments as true (*I am lazy*) or retaliates (*You're not so great yourself.*)

Praising or Agreeing: "You're right, that staff member sounds awful"; "Well, I think you're doing a great job."

- Implies high expectation as well as surveillance of individual's "toe the mark."
- Can be seen as patronizing or manipulative.
- Can cause anxiety when individual's self-perception doesn't match other praise.

Name-calling or Ridiculing: "You jerk"; "Okay, Mr. Know-It-All ..."

- Can cause feelings of unworthiness or of being devalued.
- Can have negative effect on self-image.
- Often provokes verbal retaliation.

Analyzing or Diagnosing: "What's wrong with you is …"; "You're just tired …"; "You don't really mean that …"

- Can be threatening and frustrating.
- Individual may feel trapped, exposed or not believed.
- Stops individual from communicating for fear of distortion or exposure.

Reassuring or Sympathy: "Don't worry …"; "You'll feel better ..."; "Oh, cheer up!"

- Causes individual to feel misunderstood.
- Evokes feelings of hostility. (*"That's easy for you to say!"*)
- Individual often interprets the message as "It's not alright for you to feel bad."

Probing and Questioning: "Why?"; "Who?"; "What did you?"; "How?"

- Since answering questions often results in criticism or unsolicited solutions, individuals may reply with non-answers, avoidance and half-truths.
- Questions often keep the individual in the dark as to what the other person is driving at and they may become anxious or fearful.

Diverting, Sarcasm or Withdrawal: "Let's talk about pleasant things …"; "Why don't* you *try running the world?" Turning away in disgust.

- Implies that difficulties are to be avoided rather than dealt with.
- Can infer individual's problems are unimportant, petty or invalid.
- Causes individual to retreat when he/she is experiencing difficulties.

These are *potential* roadblocks and should be treated as such. There may be instances in which these methods of communication are appropriate for building a relationship, especially praising and asking questions. It is important to recognize customers' possible responses to these methods. Be prepared by proactively planning for ways to overcome customer objections.

Reflection:

What are some other communication roadblocks that are not listed?

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Has there ever been a time that one of the potential roadblocks listed above actually enhanced you rapport and helped build a relationship with a customer? Describe the situation and how the roadblock strengthened your relationship. Why do you think this was the case? Can you describe a situation in which you used the same strategy with a different customer and it caused him/her to disengage or hindered your rapport?

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How can you effectively use your knowledge of communication roadblocks to become a great Case Manager?

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Limiting the Use of "Why?"

Take special care to limit *"why"* questions when working with a customer. The word itself tends to close down the communication process and produces a defensive response. This may lead to a pattern that will disengage the customer and break down the relationship. A Case Manager should find another way to ask the question.

Please rephrase the following questions to avoid starting the question using the word *why.*

1) Why did you decide to attend the training orientation?

_____

2) Why did you leave the paperwork on the desk?

_____

3) Why did you leave the workshop early?

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4) Why did you decide to wear the grey suit instead of the blue one?

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5) Why did you leave for lunch at noon?

_____

6) Why have you not made the scheduled appointments?

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OVERCOMING CUSTOMER OBJECTIONS

Customers may voice objections for a variety of reasons when working with a Case Manager. Most objections stem from customers making decisions that may greatly affect their lives. They may fear change and its consequences. Some objections may reflect a customer's previous, less-than-positive experiences.

Here are some helpful tactics to overcome customer objections:

- Maintain a positive attitude and confidence in the services you offer.
- Listen carefully to objections before responding. It is important to not interrupt. Practicing active listening will show respect for the customer's opinions.
- Repeat the objection to show you understand the customer and urge him/her to explore his/her feelings by asking open-ended questions.
- Reply to the objection when it is raised and convey your sincerity.
- Show understanding and appreciation of the customer's viewpoint by validating his/her situation and perspective.
- Respond tactfully and respectfully.
- Avoid making the customer defensive by challenging what they say and making them justify their opinions.
- Tailor the answer to the customer. Answer directly and using plain English. Avoid using technical or policy jargon.

Objections often provide opportunities to encourage customers and show that you genuinely care and support them. They often begin productive conversations, cement the existing partnership and allow the chance to promote positive change.

Reflection:

How can you use Effective Communication skills to perform your key responsibilities as a Case Manager more successfully?

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What are three techniques you feel will help you go from being a good Case Manager to being a great Case Manager? How do you think these techniques will help your transition?

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What are some of the challenges you will face in using Effective Communication and what strategies will you use to overcome these challenges?

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References:

EDSI. *Customer Service Training Manual.*

EDSI. *Workforce Strategies Manual.*

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Hiam, A. (2001). *Dealing with Conflict*.

Content Topic:

Goal Setting

Goal Setting

"If you don't know where you are going, you'll probably wind up someplace else." - *Yogi Berra*

INTRODUCTION

Goals are the aims or objectives toward which efforts are directed. They are focused on the levels of success we set for ourselves in the various aspects of our lives. We often use the goals we have identified to measure our success. Goals are usually stated in terms of a particular accomplishment to be achieved within a determined amount of time. It is important to define our goals so that we can better understand the necessary steps to achieve these goals. Goal setting with customers is a key component in case management. By assisting the customers to identify their goals and plan for their future, we, as great Case Managers are supporting them in taking charge of their life and direct their own plan for the future.

Goal Setting allows a person to take charge of his or her own achievements.

Measurable goals result in:

- Improved performance
- Increased motivation to achieve
- Increased pride and satisfaction in achievements
- Improved self confidence

Long Term Goal:	An individual's dreams and aspirations that often define what the individual wants in life. The goal can be used as a measure of success. Long term goals can be thought of as a plan for what an individual would like to accomplish in 5 or more years.
Short Term Goal:	A series of smaller goals that are met as an individual works to reach their established long term goal. These are goals that can be accomplished in incremental steps within 6 months-1 year time frame.
Action Steps:	The tasks that need to be accomplished while working toward short and long term goals. These provide a concrete plan for individuals working toward their goals.

The process of setting goals allows a person to choose where he or she wants to go in life. When individuals know precisely what they want to achieve, they are able to see where to concentrate their focus and time. Effectively setting goals gives long term vision and short term motivation. One of the most important functions of a Case Manager is to assist customers in identifying their goals and action steps. The primary goal for the Case Managers at WorkOne Center is to assist customers in completing training, obtaining and retaining their job.

COOPERATIVE PLANNING AND GOAL SETTING

Using Previous Successes as a Starting Point

In using the Strengths-Based philosophy of case management, Case Managers must begin partnering with customers during their Initial Informational Interview. During this initial meeting, it is important for the Case Manager to discuss a customer's past successes. The Case Manager should ask probing open-ended questions to help the customer identify the skills that he or she has which have allowed him or her to be successful in the past. Through identifying these successes and skills, a customer and Case Manager develop a positive rapport that is centered on the customer's abilities and competencies. The customer is immediately engaged in the goal setting and planning process.

When asking customers about previous successes, Case Managers must encourage them to use "I" Statements to focus on what *they* did to be successful. Asking open-ended questions will assist customers uncover strategies that they used in the past that have helped them be successful, and begin to utilize the same strategies in the future.

Example:

Customer: I was finally able to move into a new place.

Case Manager: What did you do to make this happen?

**If the customer mentions help they received from someone else, The Case Manager should refocus the customer by asking what he or she did to get that person's help. All questions should be focused on the steps the customer has taken to be successful and identifying strategies that can be used to be successful in the future.*

In getting customers to talk about past successes, it will be possible to measure their past achievement. Customers will be able see themselves as agents of their own success. When

customers acknowledge what they have done in the past, they can see what they are capable of currently. It is through this process, by focusing on a customer's strengths, that the Case Manager can begin the discussion of identifying the customer's goals, and in doing so, start the goal setting process.

There are five (5) key steps in creating a well formed cooperative plan between Case Manager and customer:

1. Set concrete measurable goals
2. Develop specific action steps
3. Establish timetables for achieving each goal
4. Assign responsibility for the tasks, and ensure both partners know who will do what throughout the process
5. Discuss what criteria will be used to measure how well outcomes are being achieved

Customer's Active Involvement in Goal Setting

Goal setting should be cooperative planning between the customer and Case Manager. The customer must be an active participant in setting goals that will lead him or her toward employment and self-sufficiency. In this process, the customer's role should be to identify the goals that he or she has and the strategies he or she would like to use to move toward those goals. The Case Manager's role should be to identify strategies to support the customer in reaching the specific and individualized goals.

The customer should always be the primary partner in identifying what the goals are. In keeping with this, the goals should be written using the customer's own words. Goals should never be dictated by Case Managers or agency staff. The Case Manager should help the customer make informed and realistic choices, not make the choices for the customer. Having the customer articulate his or her individualized goals will ensure that the customer owns the goals and will be more likely to follow through with the action steps identified through the planning sessions with the Case Manager.

Customers should also be encouraged throughout the process to identify resources that they may need in order to accomplish the plans that they are developing. The Case Manager must ask the customer to identify any possible barriers he or she may face when accomplishing the goals. The customer should be encouraged to discuss a plan to resolve the impediments before the Case Manager offers suggestions for solutions. This again reinforces the customer's active engagement throughout the planning and goal setting process.

Long Term Goals, Short Term Goals and Action Steps

Long term goals are those long range aspirations and dreams that help define what a person wants to accomplish in life. Long term goals can be thought of as taking five years or more to accomplish. They may be things like "I will obtain my Masters of Social Work" or "I will buy a home of my own."

Short term goals are a series of smaller goals that may be needed to accomplish in order to successfully reach the long term goals. These are tasks that should be completed within the next 6 months to 1 year. They should relate directly to the articulated long term goal. In developing a short term goal, the customer should define an outcome that he or she believes will be achievable fairly quickly. For example, these goals may be steps such as "I will apply to 3 graduate schools in the next year" or "I will obtain stable full time employment and register for a first time home buyers class in the next 6 months."

Short term goals can be further broken down into action steps. Action steps provide the road map needed to follow-up on specific tasks. In order to accomplish the long term and short term goals a customer has set, he or she must complete the action steps outlined. As a Case Manager, you are responsible for assisting and supporting the customer with prioritizing the action steps. Each action step should have a short time frame for completion set by the customer with the assistance of the Case Manager. These smaller steps will provide measurable progress, reinforce positive behaviors and serve as motivation for the customer. By successfully accomplishing the action steps and short term goals, customers are more likely to stay motivated and diligent in working toward the long term goals they have set.

Example:
A customer has articulated that he is interested in becoming a management-level employee for the local food bank. The customer and Case Manager had many discussions about the customer's employment goals and the common theme that kept coming up was that the customer wanted to give back to the community and use his previous management skills. The customer has experience as an assistant manager at a local clothing retailer but no experience in non-profit work. The Case Manager worked with the customer to write down the customer's long term goal.

Long Term Goal: I will gain a management level position at the food bank within two years.

The Case Manager and the customer discussed the short term goals that the customer must achieve before the long term goal can be realized. Below is one short term goal. Please create another short term goal for the customer that you believe is appropriate.

Short Term Goal #1: I will gain an internship or volunteer opportunity at the food bank within two weeks.

Short Term Goal #2:

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The customer now has a long term goal and two short term goals in place to work towards. In order to guarantee that the customer can and will successfully follow through on his goals, it is important to create smaller action steps. The Case Manager and the customer discuss the steps necessary to achieve the first short term goal. Consider the short term goal you have created and evaluate what needs to be accomplished prior to reaching the short term goal. Compose at least 3 action steps.

Action Steps for Short Term Goal #1:

-I will research the food bank using their website.
-I will contact the volunteer coordinator whose number I will find using the website.
-I will consider my schedule and develop times and days that I am available for volunteering.

Action Steps for Short Term Goal #2:

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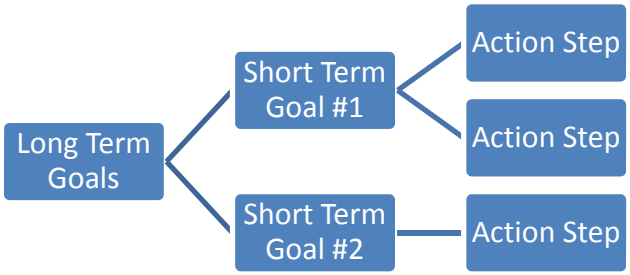
Goal-setting generally starts with articulating the major long term goal. From that larger goal, the short term goals can be established. The short term goals are then further dissected to identify appropriate action steps.



Case Managers must always emphasize the strengths and skills the customer has demonstrated in previous successes to instill the confidence that they can follow the plan that they have set.

Thinking Through Goals

When helping customers determining *how* they are going to achieve the goals that they have set, the Case Manager can ask open-ended questions such as the following. These questions will help your customer focus on the short term goals that lead to achievement.

- What skills do you need to achieve this?
- What information and knowledge do you need?
- What help, assistance or collaboration do you need?
- What resources do you need?
- What can block your progress?
- Is there a better way of doing things?

EFFECTIVE GOAL SETTING STRATEGIES

- *Proactively involve the customer* in every step of the goal setting process. Promote customer ownership and accountability in accomplishing the goals successfully. Goals must be the customer's own. Goals should be compatible with the customer's values and career interests.

- It is imperative to *ask the customer open-ended questions* to promote ownership of the goals. The Case Manager must always ask for suggestions from the customer before giving suggestions when trying to solve an issue.

- If there are several goals developed in the process, they should be *prioritized.* This will help the customer feel less overwhelmed and will direct the customer's attention to

what should be accomplished first. The customer should set his or her own priorities with the guidance of the case management staff. This will reinforce for a customer that he or she can, and should be, making decisions for his or herself. It also further promotes ownership of the entire goal setting process.

- Case Managers should support the customer and *ensure the goals set and timetables are realistic and defined.* The Case Manager is expected to coach the customer using factual information to ensure that the customer's goals are realistically set given their experience and skill set. The customer should be the primary partner to set the timetable for accomplishing goals. This too reinforces that she is capable of making her own decisions. It is important to write out goals. This makes them real and concrete and helps to avoid confusion and will give the goals credibility.

- Have customers read aloud the list of action steps and tasks to further reinforce ownership.

- Use identified long term plans (five year goal) to set short term goals (things to accomplish within the year.)

- Goals should be adaptable and realistic.

- Sign the plan with the customer. This will serve as a symbol of commitment by the customer and Case Manager. Ask the customer to review each part of the plan, including long term goals, short term goals and action steps. Ensure that he or she is comfortable with the plan.

- Document all steps taken toward accomplishing the goals, as well as any changes to the plan in the customer's case notes.

Below is a sample goal setting conversation. Review the process and pay attention to the notes. Reviewing the appropriate way to have a goal setting conversation with a customer will assist you as a Case Manager to develop your own method for discussing goals with your customers.

Customer:	I don't really know what I want to do for my career. Everything just seems so far away. I only have restaurant and retail experience but I know that I don't want to work in those industries any more. I have a college degree but have not had any "real" jobs yet. I feel overwhelmed by all of the

	career options.
Case Manager*:*	You are right, the options can seem overwhelming but together we can break everything down to much more manageable pieces and start working from there. You have plenty of customer service experience and have learned how to appropriately deal with the public through experiences that not everyone has. This experience is invaluable and can be transferred to nearly any customer-driven field. What would you like to do within five years? Don't concern yourself with the *how* yet, let's just think of a realistic goal to achieve in five years.
Customer:	I would like to be working with children. I have always gotten along with children and can communicate with them pretty well. They make me happy and I rarely get frustrated with them.
Case Manager:	That is great! Do you see yourself working as a teacher? Or do you want to consider other careers that involve children?
Customer:	I would love to be a teacher but that takes so much work! I would have to get my certification, find a school to work in…I just can't imagine all of the work it would take. It is so overwhelming.
Case Manager:	Becoming a teacher takes a lot of effort and dedication and you are right, it is not easy. However, it is possible! Let's think of smaller goals that you can achieve in a smaller time period. What steps do you have to take to become a teacher?
Customer:	Well, I will have to go back to school to get my teacher certification. I also would have to decide where I would like to teach.
Case Manager:	Absolutely, those two goals can be achieved in a relatively short period of time. How about we start working on some small action steps to achieve those goals?
Customer:	Great! I can definitely do that! I will research some teacher's certification programs this week. I will let you know what I find out next week!

The customer above felt overwhelmed with the thought of deciding on a career. The customer may not become a teacher or even pursue teacher education; however, she is now aware that she can break down her large goals into smaller and smaller goals that she can achieve incrementally. The customer realized that she is capable of getting things done with the help of her Case Manager. The Case Manager made no demands and did not verbalize any of the customer's goals for her. Instead, the case manager guided the conversation by affirming the customer's thoughts and reminding her that she can break down her overwhelming issues.

S.M.A.R.T Goals

The *way* that goals are set strongly affects how effective they will be. Goals can be determined by encouraging customers to give thought to what they want to accomplish in their lifetime. This may involve a combination of personal and professional goals. These goals are likely to intertwine and feed into each other, as many personal goals will include some aspects of professional goals. For example, a customer's goal may be to buy a home for his or her family. In order to accomplish this goal, he or she must have a stable income. Therefore, a complementary goal might to be to obtain full-time employment. Case Managers should encourage customers to set goals that are important to them to guarantee that they will work to achieve the goals.

In approaching goal setting with customers, it is important that Case Managers adhere to the S.M.A.R.T method. The S.M.A.R.T method is a way to assist a customer in setting goals that are **Specific, Measurable, Attainable, Realistic,** and **Tangible.**

Specific:	Specify the who, what, where, why and how of the goal.
Measurable:	Clear, concrete, objective measures associated with the goal like "how much" or "how many" or "what will achievement look like".
Attainable:	It is imperative to not overestimate in setting goals (which can end in frustration or giving up) but also to make sure the goal isn't so easy that it's not a challenge to strive for.
Realistic:	The goal must be one the customer is willing and able to work toward and achieve and truly believe he or she will successfully reach.

Tangible:	One must be able to see, hear, smell, taste, touch and experience the goal. Tangible goals aren't just 'feelings' but real experienced changes in your life and situation.

Specific

The goal should be as specific and detailed as possible. There should also be a specific time limit included in every goal. Ensuring that goal statements are specific helps both the customer and Case Manager to know what the desired outcome is and when it should be achieved. This in turn gives a target and helps the customer to remain focused.

Consider the following goal that is not Specific and the changes made to make the goal more effective.

Goal: I will get a job as a receptionist.

- This goal is not *specific* enough to be helpful. There is no timeline attached to the statement. The lack of timeline means it would be difficult to determine when to evaluate the outcome.

Revised Goal: I will get a job as a receptionist by the end of the month.

- This goal fulfills the Specific requirement by including a timeline. We can evaluate the success of this goal at the end of the month and clearly identify whether the goal was met or not.

When working with a customer to set goals, a Case Manager should ensure that the goal statement is precise. Dates, times and amounts should be included so that achievement can be measured. The customer will then be able to be satisfied and have a sense of real achievement when the desired outcome is accomplished.

Measurable

The goal should be stated so that the customer and Case Manager can later evaluate if the goal has been successfully met.

Consider the following goal that is not Measureable and the changes made to make the goal more effective.

Goal: I will do my best to get some interviews with some employers.

- It is very hard to define what is meant by "the best I can." This is subjective language. There is no discussion concerning how long a customer will work on getting interviews. This goal is difficult to measure as there are neither time limits nor number of employers specified.

Revised Goal: I will go on five interviews with employers in the next four weeks.

- This goal fulfills the Measureable aspect of S.M.A.R.T goal setting because you can easily measure the outcomes. Both the time limit and the number of interviews are reasonable.

By setting reasonable time limits, a customer can work at their goals and determine how successful they have been. They can also spur more specific action steps to help move toward achieving the given goal. Time limits help keep goals in perspective.

Attainable

Once the goal has been identified; the Case Manager and the customer need to cooperatively develop action steps that will help accomplish the goal. It is important to keep in mind what needs to occur in order to make the goal a reality. Almost any goal can be attained if the steps are planned and there is a reasonable time frame to accomplish them. It is necessary for the Case Manager to coach customers to keep all action steps small and achievable. If a goal is too large, a customer may not see the progress he or she is making toward achieving it. Conversely, if the goal is too small or too easy to achieve, there may be low motivation or energy to work toward it.

Consider the following goal that is not Attainable and the changes made to make the goal more effective.

Goal: I will open my own catering company and have a new house within nine months.

- This goal is not Attainable because it takes far more time than nine months to open a new business and to own a home, especially if the customer is just now starting on these goals. The goals are very large and having such a large goal may prevent the customer from reaching it. Breaking down the goal to more attainable, smaller goals will allow the customer to move further faster.

Goal: I will research how to start my own company within the next two years.

- This goal is Attainable, but not challenging enough to be meaningful. While for some individuals we need to "slow down" the steps and scale of the goals to make them attainable, for most, there will also be options that are too attainable and thus not meaningful.

Revised Goal: I will develop a business plan for my catering company in three months and will research the housing market by the end of the month.

- This goal breaks down the original larger goal into more attainable concepts. A business plan is the first step in owning a business and working with the customer to achieve this goal will boost their confidence. Researching the housing market is important when attempting to make the major investment of owning a home. It is completely reasonable that a customer would be able to complete both these goals as stated

When a customer begins to identify goals that he or she is able to accomplish, his or her confidence will be elevated. This happens because the customer has set attainable goals and has developed personal habits that assist in achieving these goals.

Realistic

Goals should make sense in terms of the customers' experience, education, skills, values, interests and personal traits. Case Managers should work with customers to ensure goals are sensible for that individual and his or her unique circumstances.

Consider the following goal that is not Realistic and the changes made to make the goal more effective.

Goal: In the next month, I will get a job as a doctor at the local hospital.

- This goal is realistic if, and only if, the customer has already completed medical school and has a license to practice medicine. It is not realistic for a customer who has not started college yet.

Revised Goal: In the next month, I will apply to college as a biology major (with an aim to an eventual career in medicine).

- This goal is very realistic. It is possible for a customer to apply to college in one

month's time. This goal is the first step toward becoming a doctor and the customer will gain the necessary foundational knowledge to enter medical school.

It is imperative that a Case Manager must work to help customers set realistic goals. This may mean coaching customers using information from assessments and the regional job market to form goals that are attainable. Often these conversations may be difficult if a customer has set unrealistically high goals for themselves.

There are several reasons that one may set unrealistically high goals. One reason is that a customer may be wishing that the goal could be accomplished rather than constructing a goal based on reality. Another reason is that the goal-setter may have insufficient information concerning the skills, knowledge and work required to achieve a specific goal. It is also possible that an unrealistic goal is set because the person is highly motivated and refuses to acknowledge the need for downtime or the challenges and natural or external delays likely to occur in the process of working toward a goal. If this is the case, the individual is at risk for burning out before the goal is complete or becoming frustrated with slow progress. While some goals are set prohibitively high, it is important for Case Managers to remind customers that "realistic" is also not a synonym for easy – realistic goals are ones that can be reasonably attained with a reasonable amount of effort.

Tangible

A goal is tangible when it can be experienced through at least one of the senses- taste, touch, smell, sight or hearing.

Consider the following goal that is not Tangible and the changes made to make the goal more effective.

Goal: I will try to have a more positive outlook while at work.

- While this goal is a great one, it does not meet the criteria of a S.M.A.R.T goal because a "positive outlook" is not tangible. There is no way to objectively measure, reference or work toward a positive outlook because it is completely subjective.

Revised Goal: I will eat breakfast every morning, engage with my co-workers and take

my breaks on schedule.

- This goal is tangible – the goal contains real objective behaviors. Working toward this goal will most likely create a more pleasant work environment for the customer and therefore allow the customer to view his time at work in a more positive manner.

Goals that are intangible like personality characteristics or behavior patterns may be necessary in order to make a tangible goal occur but are hard to measure and see. These types of goals may be important but it is more effective to coach the customer to focus the goal statement on the tangible way that the outcome is measured.

Consider the following goals. Each one is exhibiting one or more flaws. Keeping in mind the examples given above, first, answer why the goal does not meet one or more of the S.M.A.R.T. criteria, then rewrite each goal to reflect the S.M.A.R.T method of goal setting.

1. Goal: I will have a job where I make $200,000 by the end of the year.
   Why does this goal not meet the S.M.A.R.T. method?

   _____

   _____

   Rewrite the goal using the S.M.A.R.T. method.

   _____

   _____

2. Goal: Despite my criminal background, I will work as a teacher in 2 years.
   Why does this goal not meet the S.M.A.R.T .method?

   _____

   _____

   Rewrite the goal using the S.M.A.R.T. method.

   _____

   _____

3. Goal: I will develop my interpersonal skills.
   Why does this goal not meet the S.M.A.R.T. method?

   _____

   _____

   Rewrite the goal using the S.M.A.R.T. method.

   _____

   _____

4. Goal: I will work somewhere that pays me a good salary in one week.
   Why does this goal not meet the S.M.A.R.T. method?

   _____

   _____

   Rewrite the goal using the S.M.A.R.T. method.

   _____

   _____

SETTING GOALS TOO LOW

There are several reasons why a customer may be unsure of how to set goals or set goals too low. We will discuss some of them below.

- *Fear of failure:* If a customer is frightened of failure he or she may not take the risks needed for maximum success. This may be especially true throughout the initial stages of change and transition during which a customer may feel ambivalent. As the Case Manager guides the customer through the planning process of goal setting, a customer will be able to see the achievement of smaller goals. This should increase the customer's self-confidence. This will in turn help the Case Manager to facilitate conversations directed toward taking bigger risks. Failure is not completely negative; it exposes areas where the customer can improve his or her skills and performance. The Case Manager should continue to reinforce the successes that the customer has had throughout the process and remind the customer that failure is a learning experience.

- *Taking it too easy:* It is easy to misread the reasons for setting goals too low. If customers are not prepared to stretch themselves they may set goals which are easily achieved but without any sense of accomplishment. If this is the case, a Case Manager should be diligent in asking open-ended questions to help the customer think about what they are actually capable of and set goals relevant to their capabilities. The Case Manager should continue to emphasize the strengths uncovered from previous successes to reinforce that the customer is competent and has skills that will make him or her successful.

MONITORING PROGRESS AND CHECKING IN

The goal setting and planning process is not static. The Case Manager will be required to follow up with customers through periodic Check-Ins to monitor progress and accomplishments.

It may be necessary for the Case Manager to follow up more frequently during the first phase of setting goals and establishing action steps.

When checking in with customers, the Case Manager should always ensure that a customer knows how they should be accomplishing the current action step. A Case Manager must be conscious not to dictate his or her own methods, but should assist customers in articulating this for themselves. If a customer is having difficulty, the Case Manager should acknowledge that change is a difficult process for everyone. Any and all successes, even partial successes, should be praised by the Case Manager to reinforce the expected goal. Case Managers positive reinforcement and praise should be given plentifully and often.

Exercise:
Below you will read two examples of Check-Ins – one is appropriate and one is not. Consider both examples, choosing which you believe is appropriate. Evaluate and explain why each example is correct or incorrect. Integrate all that you have learned up to this point in your answers.

<u>Check- In #1</u>:

Case Manager: Hey Daniel, how is everything going with you? Have you been working on finding out what you need to do to become a police officer?

Customer: Kind of. I have been talking to my friends about it. They keep telling me that it's too much work so I haven't been concentrating on it. Maybe I'll just get another retail job.

Case Manager: Well why don't you sign up for the police exam? And you can call your doctor to get the physical process started. You don't want to get another retail job – you are better than that! I think you should really work on getting your police exam under way.

Customer: Ok, can you find out the information for the police exam for me? I bet you can even make the appointment for me too!

Case Manager: Sure, I really believe in you and you can definitely become a police officer. I will help you.

Is this Check-In appropriate? Why or why not? Take care to reference what you have learned previously about Check-Ins and goal setting when you answer.

_____

_____

_____

_____

Check-In #2:

Case Manager: Good morning Liz, how are you doing today? Tell me what you have been working on this week.

Customer: Well, I started to look in to local wedding planning companies to see if anyone is hiring a planner. Most are not and those that are want someone with a lot of experience that I don't have.

Case Manager: I can see how that would be frustrating but wedding planning companies are not the only companies that organize weddings. Let's think of different ways to become a wedding planner – who else plans weddings?

Customer: Hm, I keep getting hung up on independent wedding companies

	but you're right, not everyone uses them. My cousin just got married at a hotel downtown. I am sure that someone helped her plan it. Maybe I could talk to her.
Case Manager:	That's a great lead! You can talk to your cousin about her hotel wedding. When do you think you can get that information by?
Customer:	I can definitely talk to her by this weekend. Once I get that information, I will call the hotel to find out more about the weddings they plan. I can do that by next Friday.
Case Manager:	Great Liz! After you talk to the hotel, give me a call and we will discuss the next step for you!

Is this Check-In appropriate? Why or why not? Take care to reference what you have learned previously about Check-Ins and goal setting when you answer.

_____

_____

_____

Check-Ins

Case Managers should begin all Check-Ins by asking customers what successes they have had with accomplishing the tasks. It may be necessary for the Case Manager to reinforce the customers' previous successes to ensure that they feel that they are able to continue the process and have the skills necessary to succeed.

Case Managers must avoid criticizing failures; instead they should *redefine failures as partial successes*. For example, if as part of the job search plan a customer plans to complete five applications throughout the week but only completed two, the Case Manager should focus on the tasks that were accomplished. The Case Manager should reinforce that the customer was able to complete some of the task in the time allotted. It should also be stressed that the Case Manager is confident that the customer will be able to complete all five in the next time frame. Praise can never be underestimated.

Positive reinforcement of each step a customer takes towards reaching their goals should be forthcoming from the Case Manager and will result in the customer's continued efforts. It is necessary to praise even the small steps the customer is taking to improve their situation and achieve success.

EVALUATING THE GOALS SET AND THE ACADEMIC AND CAREER PLAN (ACP) EFFECTIVENESS

It is important for the Case Manager to evaluate the plan and individualized goals set with a customer in meetings and Check-Ins. Goal setting should be a continuous process throughout case management. Case Managers must ensure that all goals are revisited and revised according to the customer's ever changing circumstances.

The following questions should be considered when evaluating the effectiveness of the plan:

- Are the short term goals effectively moving the customer toward the long range goal? Should the short term goals be further broken down into smaller steps to increase effectiveness?
- Are the action steps moving the customer toward completing the short term goals identified? Is the customer experiencing enough and frequent success to positively reinforce their behavior?
- Are the time frames appropriate? Are they too long or too short for the identified action steps to be reasonably accomplished?
- Are the responsibilities appropriately shared between the customer and case manager?
- Are there any additional resources that need to be identified by the case manager or customer to make the plan more effective?

MYTH VERSUS REALITY

Myth #1

Myth: It takes too much time to set goals and it's usually difficult.

Reality: Individuals will perform better if they put time into developing a plan for their life and to accomplish concrete goals.

Myth #2

Myth: It's ok to just think of a goal in your head, there is no need to write it down.

Reality: By writing the goals established they are more clear and concrete in the individual's mind. It helps the individual to stay committed to the goal when they are written down.

Myth #3

Myth: Goal setting is best accomplished by just beginning.

Reality: When individuals take action without planning they are more likely to fail. They tend to just react to situations and challenges because they do not have an established plan to guide them. This can contribute to feelings of being out of control, which lead to frustration and may make the individual abandon their goals.

Myth #4

Myth: All you need is to work hard to accomplish your goals.

Reality: It is important to not only work hard but also to work smart. When an individual takes the time to look for new solutions, they are more likely to accomplish goals in less time and with less effort.

Myth #5

Myth: I don't need any help. I can do it on my own.

Reality: Cooperation is the key to success. In order to achieve more, individuals need support and assistance.

References:

EDSI. *Customer Service Manual*

EDSI. *Workforce Strategies*

Ford, B (2002). *Making Case Management Work: Empowering People for Change.* Macon, Ga: ASM Associates

Content Topic:

Time Management

Time Management

VALUE OF TIME

Imagine that there is a bank that credits your account each morning with $86,400. It carries over no balance from day to day. Every evening it deletes whatever part of the balance you failed to use during the day.

What would you do? Draw out every cent of course!!

Each of us has such a bank. Its name is TIME. Every morning it credits you with 86,400 seconds. Every night it writes off, as lost, whatever time you have failed to invest in a good purpose. It carries over no balance. It allows no overdraft. Each day it opens a new account for you. Each night it burns the remains of the day.

If you fail to use the day's deposit, the loss is yours. There is no going back. There is no drawing against "tomorrow". You must live in the present on today's deposits.

Invest it so as to get from it the utmost health, happiness and success. The clock is running. Make the most of it.

To realize the value of one year, ask a student who failed a grade.

To realize the value of one month, ask a mother who gave birth to a premature baby.

To realize the value of one week, ask the editor of a weekly newspaper.

To realize the value of one hour, ask the lovers who are waiting to meet.

To realize the value of one minute, ask the person who just missed the train.

To realize the value of one second, ask the person who just avoided an accident.

To realize the value of one millisecond, ask the person who won a silver medal in the Olympics.

INTRODUCTION

Do you ever look at your packed schedule and think there's just not enough time in the day to accomplish everything you need to get done? Maybe you have said to yourself- "If I only had more time…" Time is the most precious resource we have and it is important to manage it well to maximize our efforts. There are just 24 hours in the day for everyone. We unfortunately cannot manage time- it ticks by despite how hard we wish otherwise. We therefore must start to think about how we manage ourselves and our relationship to time. We need to examine and monitor how we are utilizing the time that we are given so that we can make the best use of our time. We must look for ways to increase our effectiveness and be more efficient with time. This will allow us to accomplish more at work, which will result in less stress and frustration, in turn making the time we spend at home more fulfilling.

Time Management is a set of common sense skills that help you use your time in the most efficient way possible. It is a skill that can be learned and that you will be able to use in all aspects of your life. Effective time management will allow you to accomplish the goals you have set. You will be able to develop tasks from these goals and then prioritize those tasks according to importance and urgency. Once you have set your priorities, you will be able to focus on spending your time on these tasks. You will be able to identify and control distractions that waste the time you should be spending on accomplishing the tasks. Adopting effective time management techniques, you will be more productive and experience less stress.

TIMESTYLE[5]

The TIMESTYLE Concept was developed by James Brewer. It may be helpful if we examine what you personal TIMESTYLE is. This will assist you in developing a time management style that will work for your unique personality and in the context of your roles, values, mission, goals and tasks. It will measure the use of time as it pertains to your interaction between people and tasks. Please answer the questions on the following page to best describe how you most often respond to each of the following situations. Be as honest as possible and don't worry, there are no right or wrong answers.

[5] Brewer, J. (1990). *My TIMESTYLE-BEST Instruments*. San Jose: Career Research & Testing.)

1. I like to… ☐ a. put in overtime to finish a job. ☐ b. not worry about deadlines. ☐ c. work as a team to finish. ☐ d. do what I wish, but get the job done.	9. I reduce wasted time in my work by… ☐ a. getting things done with speed. ☐ b. showing concern for others. ☐ c. leaving others alone. ☐ d. rewarding others for teamwork.
2. I sometimes get upset when others take their time to do a job. ☐ Yes ☐ No	10. I am always early for meetings. ☐ Yes ☐ No
3. I get my work done best with others by… ☐ a. showing great patience. ☐ b. pushing them to their limit. ☐ c. letting them set priorities. ☐ d. setting work goals together.	11. I motivate my fellow workers by… ☐ a. using friendship and friendliness. ☐ b. setting hard and fast deadlines. ☐ c. working as a team. ☐ d. avoiding conflict.
4. I like to help others with their work. ☐ Yes ☐ No	12. Friendship is more important than deadlines. ☐ Yes ☐ No
5. When others come to me, I… ☐ a. like to visit with them. ☐ b. let them solve their own problems. ☐ c. spend a lot of time listening. ☐ d. become impatient.	13. When we fall behind, I feel… ☐ a. a great deal of stress. ☐ b. concern for others. ☐ c. like it's my fellow worker's fault. ☐ d. that we need to solve the problem together.
6. I check every few minutes to see how others are progressing with their work. ☐ Yes ☐ No	14. I plan my work far ahead of the deadline ☐ Yes ☐ No
7. When I am delegated work, I most often like to… ☐ a. be delegated all the responsibility. ☐ b. set early deadlines. ☐ c. plan the work with others. ☐ d. be patient.	15. I build production in my job by… ☐ a. developing interpersonal relations with others. ☐ b. developing a relaxed atmosphere. ☐ c. using the team approach. ☐ d. stressing growth to my co-workers.
8. I like others to take charge ☐ Yes ☐ No	16. I always thank others for meeting deadlines ☐ Yes ☐ No

TIMESTYLE SCORE SHEET

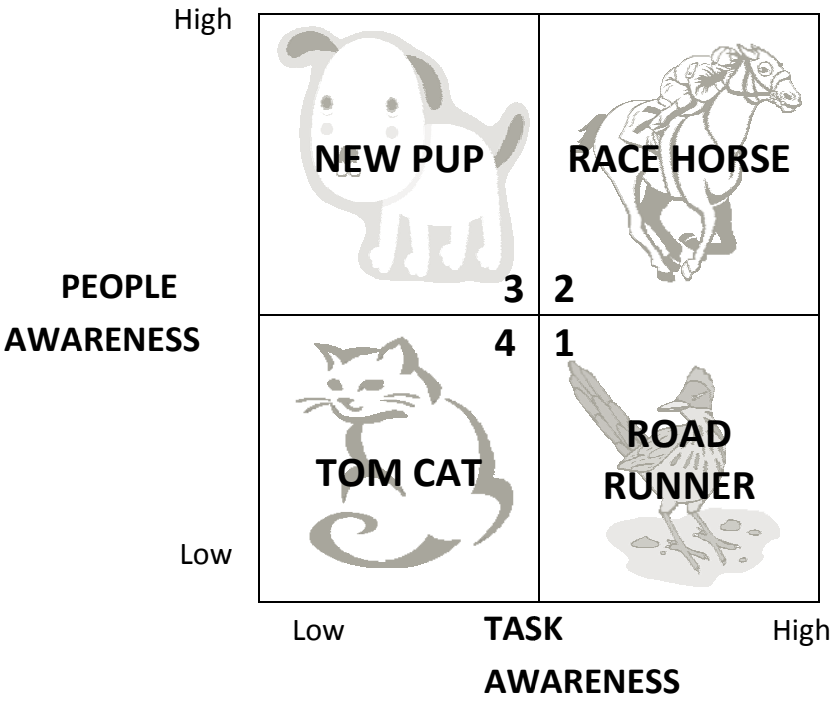
Transfer your answers from the previous page to the scoring form below. An answer to a "yes" or "no" question may appear more than once, in which case it should be circled in both columns. Total the number of answers at the bottom of each column on the form. Of course, there is no right or wrong answer. The answers you gave in this exercise simply reflect how you interact between people and tasks.

	1	2	3	4
1	a	c	b	d
2	yes	no	no	
3	b	c	a	d
4		yes	yes	no
5	d	c	a	b
6	yes	no		no
7	b	c	d	a
8		no	no	yes
9	a	d	b	c
10	yes			no
11	b	c	a	d
12	no		yes	
13	a	d	b	c
14	yes			no
15	d	c	a	B
16		yes	yes	
TOTAL				

TIMESTYLE INTERPRETATION

TIMESTYLE measures your use of time as it pertains to your interaction between people and tasks. That is, some individuals are very task oriented and show little outward concern for people and their needs, reactions and perspectives. Others show little concern for accomplishing a task and more concern for people. How you use your time is reflected in the two dimensions of people awareness and task awareness.

In the interpretation below, you will be given information about each of the TIMESTYLES. Your TIMESTYLE will be in the column in which you received the most responses on the previous page.



Column 1-ROAD RUNNER (HIGH TASK AWARENESS/ LOW PEOPLE AWARENESS)

You like to get the task done in a hurry. You have little time to talk to others and you have a high awareness of time and getting the task done. The bottom line is important to you even if you have to run over others to get it accomplished. You may have a tendency to try and do the task by yourself. Your time management can sometimes turn into a crisis.

Column 2- RACE HORSE (HIGH TASK AWARENESS/HIGH PEOPLE AWARENESS)

You like to get the task done in a hurry and you ask others to help. Teamwork is important to you. You are concerned that others be part of the team and pull their weight. You like the sense of accomplishment you get when working with others. You use people and tasks to meet deadlines.

Column 3- NEW PUP (HIGH PEOPLE AWARENESS/ LOW TASK AWARENESS)

You like people and your time is measured by being with others. Your need to be with people sometimes overshadows the task. At times, you meet with people in order to be with them rather than to accomplish a task. Pleasing people is the first order of business rather than spending time on tasks.

Column 4- TOM CAT (LOW TASK AWARENESS/LOW PEOPLE AWARENESS)

You like to be left alone and set your own time frame for getting a task accomplished. You are independent. You have little awareness of time or other people. You may find that others set time limits for you. Your use of time will reflect your low awareness of tasks and low awareness of people.

(TIMESTYLE ACTIVITY: Brewer, J. (1990). *My TIMESTYLE-BEST Instruments*. San Jose: Career Research & Testing.)

Reflection*:*

Do you feel that your result accurately reflects your true time style? In your experience, what are some of the benefits of using that TIMESTYLE? What are some of the drawbacks?

_____

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Using your current system, are you able to accomplish all of the tasks required of you? What are some of the tasks you regularly struggle with?

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How might one or more of the other TIMESTYLES help you with addressing the drawbacks to your TIMESTYLE or time management challenges you struggle with?

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BARRIERS TO TIME MANAGEMENT

There are actions, behaviors and potential time management "pitfalls" where you are likely to lose efficiency that can result in loss of productivity, missed deadlines, and increased stress and frustration. Some of the major barriers to time management are not having alternative plans, having unclear planning or priorities, lack of flexibility, procrastination and interruptions.

- ***No Alternative Plans*** - It is necessary to plan for unexpected challenges such as a late bus, an emergency, crisis situation or possible computer issues. By factoring in the possibility of an emergency you will be able to better manage your time consequently ensuring that you adhere to deadlines and successfully complete projects. Planning ahead is always more effective than trying to react when emergencies come up. Always have a backup plan!

- ***Unclear Planning or Priorities*** - It is important to have a clear plan, including a to-do list and timeline, when working on a project. It is possible that you will be wasting time throughout the process if you have to constantly stop to reassess and clarify upcoming steps, parts of the process or responsibilities. You may also miss steps, do double work or just lose efficiency.

- ***Lack of flexibility*** – It is important to be able to adapt as new information becomes available or as projects evolve. This is especially important when working as part of a team or in an environment where there may be a lot of changes to policy and procedure.

- ***Too Many Customers/Large Caseload*** - The bigger your caseload, the more people are in need of your time and the more your time is at a premium. It may seem like there is an endless line of customers waiting to speak with you and co-workers that need information. It becomes very important to develop systems to be as efficient as possible. It may be necessary to case note while you sit with a customer or directly after they leave to ensure those case notes are completed. You may be able to meet with customers in groups or schedule appointments using your Outlook Calendar and appointment reminders. It will also be important to stay focused and on task while meeting with customers. Remember of course, efficiency doesn't mean being abrupt, terse or cutting short meetings and interactions, but simply working on ways to improve their efficiency and avoid unproductive time.

- ***Procrastination*** - Putting off unpleasant, routine or difficult tasks until the last possible minute may cause you to miss important deadlines. Procrastination of tedious tasks may result in unneeded stress and frustration. It may be compounded if there is an emergency or crisis situation which will then further interfere with successfully completing a project or meeting a deadline. Your procrastination will also interfere with others who are working on the same project or that rely on your work to complete their own. If you discipline yourself to take on tasks that you dislike you will gain self-confidence as well as make better use of your time.

- ***Interruptions*** - These can come in the form of phone calls, unexpected or drop in visitors or competing requests for your time. Another huge time management pitfall is spending time chatting or gossiping with co-workers. It is important that we limit the number of interruptions we entertain and keep those that are necessary as short as possible. It is effective to track interruptions and begin systematically to eliminate them. Learning to say "no" politely and professionally may be necessary. A way to do this is to explain that you are currently working on many important tasks at the moment and request to reschedule for a better, more convenient time.

- ***Inability to Say No -*** Agreeing to take on tasks that you have little time for because you want to help others, feel guilty for saying "no," feel obligated by a superior or misjudge the time you have available can create inefficiency in the long run. Saying "yes" to the individuals making the request does feel good; however, not having the time to accomplish these tasks can often be a bigger let down to the individual and your organization than saying "no" from the start.

TIME MANAGEMENT STRATEGIES

- ***Plan for 1 minute. This will save you 4-5 minutes in the long run when completing tasks.***
  Set aside time at the beginning and end of every workday to review your tasks and to-do lists. Be realistic in scheduling. Divide all larger projects into smaller short term goals and manageable daily tasks. This will help you track your progress.

- ***Identify and organize project goals, tasks and deadlines.***
  It may be helpful to group similar work together whenever possible for maximum efficiency. This can easily be visualized when using the color-coded format for appointments in your Outlook Calendar. Effectively team up, delegate tasks and follow-up when appropriate.

- ***Identify priorities and spend your time according to those priorities.***
  Organize your goals based on two criteria- urgency and importance. Be sure that you are planning and using your time proactively on tasks according to deadlines and project assignments.

- ***Use the tools you have.***
  Use Outlook to effectively and efficiently track customers whom you must follow up with, tasks you must accomplish and paperwork deadlines. Use the automatic reminders to help you manage your time throughout the day.

- ***Log your activities.***
  Track where time is being spent - including the amount of time spent on interruptions and when you are most productive. This will give you a sense of how you work and what flow works best for you. You will see places where you can improve efficiency by identifying and eliminating time wasters. You will also be able to schedule your tasks for your own "peak performance times." That is the time of day that you are able to be most productive and able to get the most work done.

- ***Limit interruptions.***
  Remember to handle interruptions, whether they are drop-in visitors, phone calls, junk emails or other time wasters based on your daily priorities. Minimize drop-ins and make an effort to not be a drop-in for co workers. Be honest when someone asks, "Do you have a minute?" You may need to learn when and how to say "not right now." Whenever possible, defer interruptions to a more convenient time for you. Try to keep interruptions short. Learn the difference between necessary and unnecessary interruptions. By tracking the interruptions you are facing you may also begin to eliminate them and become more productive.

- ***Plan for the unpredictable.***
  Always try to include in your schedule for unpredictable items and situations. Ensure you have a backup plan and remain as flexible as possible.

- ***Find your individual motivation and focus.***
  Concentrate on one goal at a time. Break the goal into manageable tasks and track your progress. Try to handle one piece of paper only once. This will encourage you to take action in the moment rather than returning twice to the same spot and shuffling papers without getting any actual work accomplished. In order to get through tasks that may be boring and tedious, it is important to remind yourself of the bigger picture and to stay motivated. Think of the advantages when you finish or the feeling of satisfaction you will have when you complete the obligation or successfully accomplish your objective.

Reflection

Which of the time management strategies listed above do you currently use successfully? How has this helped you?

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What time management suggestions would you give a co-worker who might be struggling with getting all assigned tasks assigned completed?

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What time management barriers do you struggle with most? What are some of the ways that you can use the strategies discussed to become more efficient and effective as a Case Manager?

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DEVELOPING AN EFFECTIVE TIME MANAGEMENT SYSTEM

H.U.G. PRINCIPLE[6]

It is important to develop an effective time management system that will help you in maintaining control of your busy schedule. Whether working with a paper planner or using an electronic device, like a cellular phone or electronic organizer, it is important that your system be organized and allows you to stay connected with your project planner, to-do lists, contacts and calendar.

Having a system that adheres to the **H.U.G. principle -Handy, Usable, and Garbage Free, ensures *that you are well on your way to managing your time effectively*.** Linda Stark, the president of The Productivity Pro an international consulting firm specializing in productivity improvement in high stress organizations, developed this principle[7].

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[6] Stark, L (2011). *Developing an effective time management system*. Retrieved from:

http://office.microsoft.com/en-us/outlook-help/developing-an-effective-time-management-system-HA001205390.aspx?CTT=1

[7] Stark, L (2011). *Developing an effective time management system*. Retrieved from:

http://office.microsoft.com/en-us/outlook-help/developing-an-effective-time-management-system-HA001205390.aspx?CTT=1

***Whatever system you are using needs to be* Handy**. This is important because the need to schedule meetings or check deadlines and project assignments can come when we are least expecting it and in the oddest places. If you do not have your system ready and handy you may be tempted to use scraps of paper or sticky notes to record the needed information. These can be easily lost or forgotten and can cause a cluttered workspace. If your system is not easily transported you may want to switch to a smaller more transportable system.

***An effective time management system is also* Usable.** A usable system combines both personal and professional lives. This proactively avoids conflicts. It also ensures that you carry your schedule and time management system with you. Once you are in the habit of carrying your *Handy and Usable* system, remember to consider regularly backing it up to another location if possible (synching with your computer, for instance for some devices) and ensure all of your contact information is somewhere obvious so it can be returned if it is accidentally left somewhere.

***Lastly, a good time management system is* Garbage Free**. If you are using a paper planner, you should be able to shake the planner without bits of paper falling out. All of those bits of paper add to the clutter and are likely to be lost. All necessary information should be transferred to a safe place inside your planner. Electronic systems are the easiest to maintain.

Whatever system you use, personalize and tailor your system to your own needs. By tailoring your system, you will be more apt to use it consistently. Developing a system may take some trial and error as well as discipline. Stick with the system you choose and try to make improvements on it as necessary. The most important part of any system is that it is used constantly and consistently.

IMPORTANT ELEMENTS OF AN EFFECTIVE TIME MANAGEMENT SYSTEM

There are several tools that every effective time management system will incorporate.

- **Calendar**- You may wish to use a daily or weekly calendar if you have many meetings, appointments or obligations. A monthly calendar may be appropriate if you only have a few meetings during the month. Using Outlook is an effective means to track your calendar because you can switch between views as necessary. Outlook will also give you automatic reminders so it is more difficult to miss an important appointment. It is important to check your schedule daily to ensure you are prepared for any upcoming obligations.

- **Project Planner-** It is important to have a system to track any and all projects you might be working on. It is helpful to keep a separate section in your organizational system for each project. You will be able to track updates, deadlines and any other crucial information.
  When using Outlook, you can keep a separate notes page for each project. You can also create tasks with a start and due date to ensure proper progress. These due dates can be integrated into your calendar to ensure you are systematically working toward the successful completion of the project.

- **To Do List-** A To-Do List keeps track of your action items. It is helpful to keep a master to do list in addition to a daily task list. The daily to-do list should be the first thing that you see when you arrive in the morning and the last thing you prepare before leaving in the evening. This is an effective means to help you stay focused on the things that need to be accomplished. Your master to-do list should be an ongoing list that you use to keep track of things that you need to do in the future but have not yet been added to your daily to-do task lists.
  Lists help to reduce clutter in your mind. You are able to write down what you need to remember and you can be confident that it will remain on your radar. You can move on to other topics while being assured that your goals and tasks have been made concrete. Outlook has a helpful notes section as well as a place to list and prioritize your tasks. By checking off what you accomplished on your to do lists, you are able to track your progress which in turn may give you motivation to accomplish even more.

- **A-Z tabs-** This is a great way to track important contacts. This is especially easy using an electronic device. Outlook is able to house many contacts and quickly and easily access them. It is also quite easy to build distribution lists as well.

PAPER VS ELECTRONIC SYSTEMS

It is important to decide which time management system will work best for your personality and how you work. People who are more inclined to use a paper method who are forced to use a mobile or electronic device may get frustrated, leading them to not use the system at all. Those people more inclined to use an electronic method who are forced to use a paper planner will often find that method bulky, cumbersome and antiquated.

ADVANTAGES OF A PAPER ORGANZING SYSTEM	DISADVANTAGES OF A PAPER ORGANZING SYSTEM
o You can take notes right into the planner as needed	o You can lose your planner and there is no backup system
o The paper planner never runs out of batteries or need an IT person to repair it	o You can run out of room in the A-Z tabs making contacts more difficult to collect and locate quickly
o You may be able to write more quickly than you can type into a mobile device	o Pages can be messy. It often can collect bits of paper and become quickly cluttered making it difficult to access information
o It is inexpensive to maintain	o There is no security or password required, so others can easily access your information by just flipping the planner open
	o It can become large and bulky. Smaller versions often don't have enough room to write what is needed

ADVANTAGES OF AN ELECTRONIC ORGANZING SYSTEM	DISADVANTAGES OF AN ELECTRONIC ORGANZING SYSTEM
o Electronic devices are lightweight, small and portable making them quite handy especially for frequent travelers	o You may need to navigate between screens to see different calendar views-monthly, weekly, daily
o A mobile device can handle a large amount of data, including thousands of contacts that will be easily accessible	o Note taking can be tedious and time consuming if you are not used to using an electronic devices smaller keyboard
o It will always be current when synched with your Outlook	o You risk crashes, data wipeouts and dead batteries. If and when this happens you may be without your calendar
o You may be able to also access email while away from your desk ensuring you are efficiently managing tasks	o You can't carry papers and notes in it for a meeting
o You have plenty of space to list to-do lists	o You may need to data enter notes into your home computer which would require dual entry to keep systems up to date

It is possible to use a combination of both systems. You may decide, even if you are a paper person, to use Outlook because this is a system shared within the workplace. This system also allows others to view your schedule and efficiently schedule meetings with you. You can easily transcribe any information needed or, alternatively, print your Outlook calendar to insert into your paper planner. You may prefer the visual style of one system over another.

A time management system is only as strong as the commitment to use it. It is important that once you decide on the right system for you, that you use it constantly and are diligent in keeping it current and helpful. While we can't add more hours to the day or days to the week; a well thought out and organized time management system will help you organize your schedule, complete tasks and will allow you to be more productive.

SETTING PRIORITIES

One of the most important aspects of time management is determining which projects and tasks are actually important and which can be dropped. **Prioritizing means ranking the list of objectives in the order of importance.** In order to do this, you will need to create a list of all the things you *want* to accomplish. Once this is complete, you will need to identify all the things on the list that *must* be accomplished.

Using this method, you will be able to effectively rank the objectives in order of importance. This ranking should take into consideration the assessment of what must be done on a given day and determine the effects on your life and the workflow of others. Priorities will change and evolve as they relate to what's important given the current circumstances.

How are you going to identify what your priorities are and where they rate on your own list?

- Assess what you do in a specific day including daily workplace tasks, your interactions with the world and your personal life.
- Determine what affects your life and livelihood most significantly at a particular time.

Please make a list of everything that you know you must accomplish. Include everything that comes to your mind, including large projects you might be working on and daily tasks you are responsible for. Include as much as possible from both your professional and personal life. Don't worry about listing the most important first. It is more important that we have a complete list at this time.

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Now, using the list you created, determine your priorities by using the Priority Matrix that follows. **The intersection of value (importance) and deadline (urgency) will determine the priority of your tasks.**

Insert each task into the correct quadrant for you at this time. The top left hand quadrant (1) is reserved for anything that is high value and has a strict deadline. The top right hand quadrant (3) are things that are of low value but have a deadline. The lower left hand quadrant (2) has high value but no deadline or has a deadline sometime in the future. The lower right hand quadrant (4) has low value and no deadline or urgency.

QUADRANT 1: HIGH VALUE /URGENT **"Do it now."** Examples: Customer interruptions, crisis, deadline driven projects, pressing problems.	**QUADRANT 3: LOW VALUE/ URGENT** **"Gotta minute?"** Examples: Unnecessary reports, time wasters, drop- in visitors, some mail or phone calls, other people's pressing matters
QUADRANT 2: HIGH VALUE/ NOT URGENT **"I really should…"** Examples: Long term planning, customer needs assessment, new opportunities, training	**QUADRANT 4: LOW VALUE/ NOT URGENT** **"I really shouldn't…"** Examples: Busywork, trivial assignments, time wasters, phone calls, surfing the net

At times, we find ourselves spending a great deal of time in the 3rd quadrant of Low Value/ Urgent and assume that we are in the 1st quadrant of High Value and Urgent. In reality, it is usually the urgency of others or our own procrastination that keeps us there. Too much time spent in Quadrant 3 will result in short term focus and crisis management. We may begin to see goals and plans as worthless and wind up feeling victimized and out of control.

If left undone, tasks in the 2nd quadrant of High Value/ Not Urgent will inevitably turn into crisis and wind up in Quadrant 1, High Value and Urgent. Too much time spent in Quadrant 1 may result in stress and burnout. It may feel like you spend all of your time managing crises and putting out fires instead of actually accomplishing the tasks that must be tackled.

Time is best spent working in the High Value/ Not Urgent quadrant (2). By spending time on these tasks, you are concentrating more on prevention and preparation. You will find that more time spent here will shrink the time you must spend in the high stress world of Quadrant 1.

If you are going to start concentrating on spending time on tasks that are of High Value and Not Urgent, you may need to pull time currently spent working in Quadrants 3 and 4. Quadrant 3 items are largely time wasters and must be managed and controlled more efficiently. Quadrant 4 items can virtually disappear through self discipline. If you are going to continue to spend the majority of your time in the High Value/ Not Urgent quadrant you will have to be proactive in sometimes saying “no” to yourself, and saying “yes” to the task at hand.

By examining and organizing our priorities, we can start planning where we are going to concentrate the majority of our time proactively. The result will be a greater sense of balance, discipline, control and fewer crises. This is why it is important to have your own personal mission that focuses on what is most important, while taking in to account what is considered “urgent.”

Maintain a balance - a congruity between your vision, roles in life, goals and priorities, and your plans as well as your desires and understanding of self-discipline.

As a Case Manager, large caseloads with high numbers of customers are frequently a challenge. Managing your time well is critical to accurately and efficiently handling your case load and providing quality service to the customer in his or her professional development.

Some proven techniques for effective caseload management can be found using Microsoft Outlook (we will discuss this further in this lesson). Using the calendar and appointment scheduling functions are a valuable asset in organization. It allows the Case Manager to create appointments, schedule customer appointments, schedule meetings, as well as create job related tasks with timelines and level of importance for better efficiency. Time Management is also important when servicing customers. Scheduling customer appointments allows for a high level of customer service. Appointments are an effective way for the case manager to service the client's needs, obtain all necessary information and manage customer flow. Scheduling appointments is also an effective way to gauge the time spent with each customer. It is important to service the customer to the highest level; however, be cautious to limit the time to no more than one hour per customer. Case Managers should focus on issues directly related to the customer's goals of training, employment, and job retention. Focusing conversation and limiting this time will give the Case Manager time to produce sufficient case notes and allow for any additional phone calls or emails between customer appointments.

Being able to multi-task is another skill valuable to a Case Manager; however, differentiating and prioritizing tasks can be a challenge. We have previously discussed the Priority Matrix. This matrix allows for the Case Manager to designate competing tasks with their appropriate level of importance.

Examples of Case Manager's prioritized task list:

- ***Urgent and Important***
  - Working with immediate deadlines
  - Emails or phone calls with immediate responses needed
  - Already scheduled meetings and appointments
  - Requests or demands from supervisory staff or customers
  - Emergency issues

- ***Important but Not Urgent***
  - Phone calls and answering emails
  - Maintaining customer appointments

- ***Important but with No Time Restrictions***
  - Updating case notes
  - Scheduling customer appointments
  - Daily administrative tasks

USING MICROSOFT OUTLOOK AS AN EFFECTIVE TIME MANAGEMENT TOOL

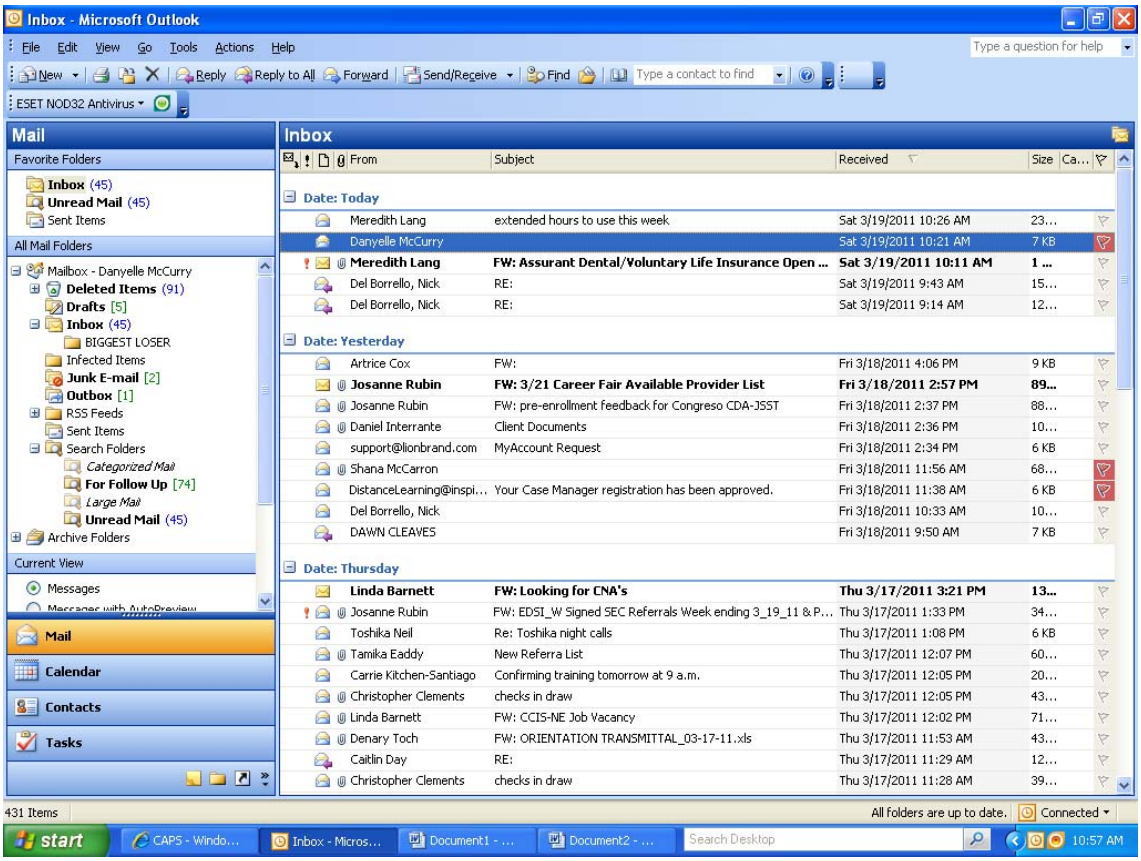
Microsoft Outlook provides a way to manage much of the information you work with on a daily basis. It is an effective way to track and manage tasks, projects, goals and deadlines in a very succinct and effective way. Using Microsoft Outlook provides a way to stay connected as well as organize information thusly ensuring access to the key features of your time management system. Using this system, you can keep your schedule synced and at your fingertips ensuring that you are managing your time effectively.

Depending on the Microsoft Office Version you are currently using, the screen shots may vary from those included in the manual. It is important to note, all functuality is compatible across Outlook versions.

Some of the key features of Microsoft Outlook include Email, Calendar, Contacts, Tasks and Journal.

- **Email**

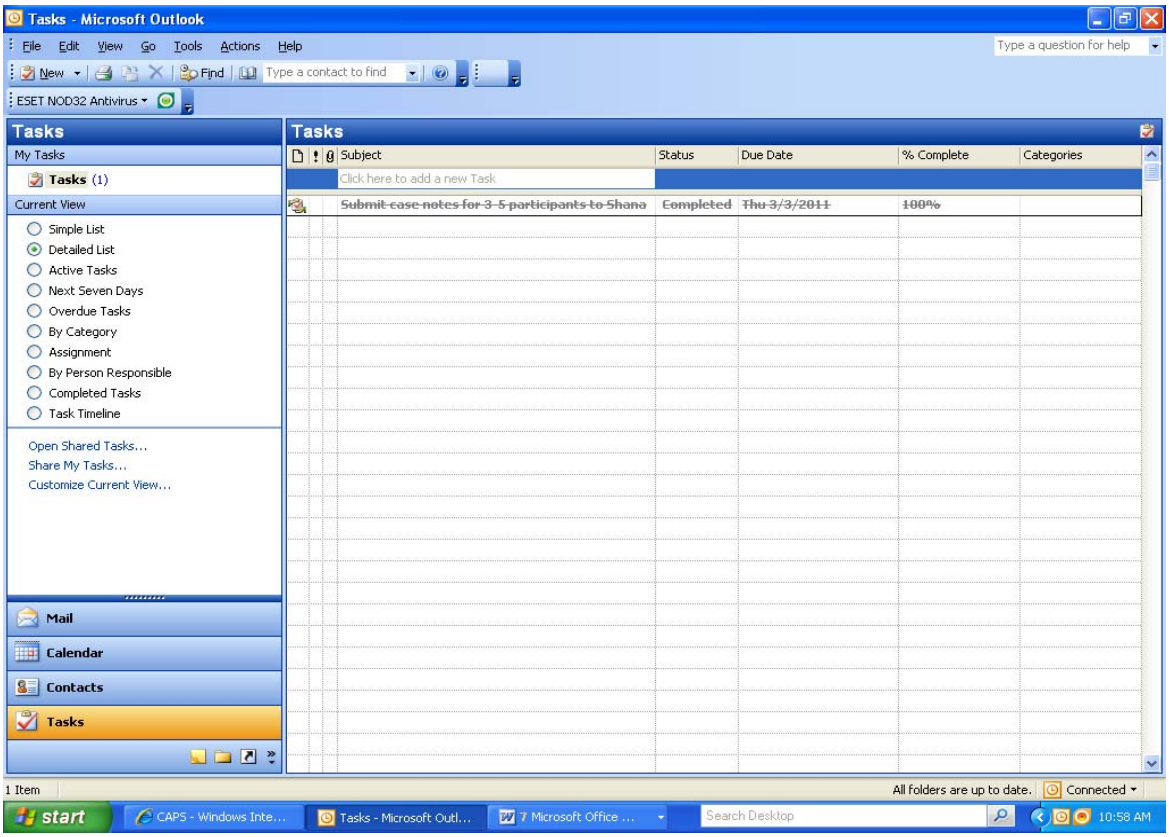
Managing your email effectively can mean the difference between being productive and drowning in junk mail, losing important information and missing assignments. Outlook provides a way to create folders to help organize messages. Creating folders is an easy and logical way to organize the important messages you can't delete. For example, you can create a folder for each project that you're working on and use these folders to separate messages from your different customers.



Outlook also provides a way to search your email folders for specific information according to date, person sending the email, subject or priority. Search folders can display messages from multiple locations in your mailbox in a single virtual folder. This is a powerful tool for visually organizing your messages.

Tasks and assignments will often arrive in the form of email messages from your coworkers, supervisors or customers. Outlook includes the tasks folder and other features to help manage your to-do list. Converting those email messages to “tasks” is easy. You can just drag a message to the tasks icon in the Navigation Pane and Outlook instantly creates a task from the message. You can then set a reminder and add a deadline or other information to these tasks as necessary.

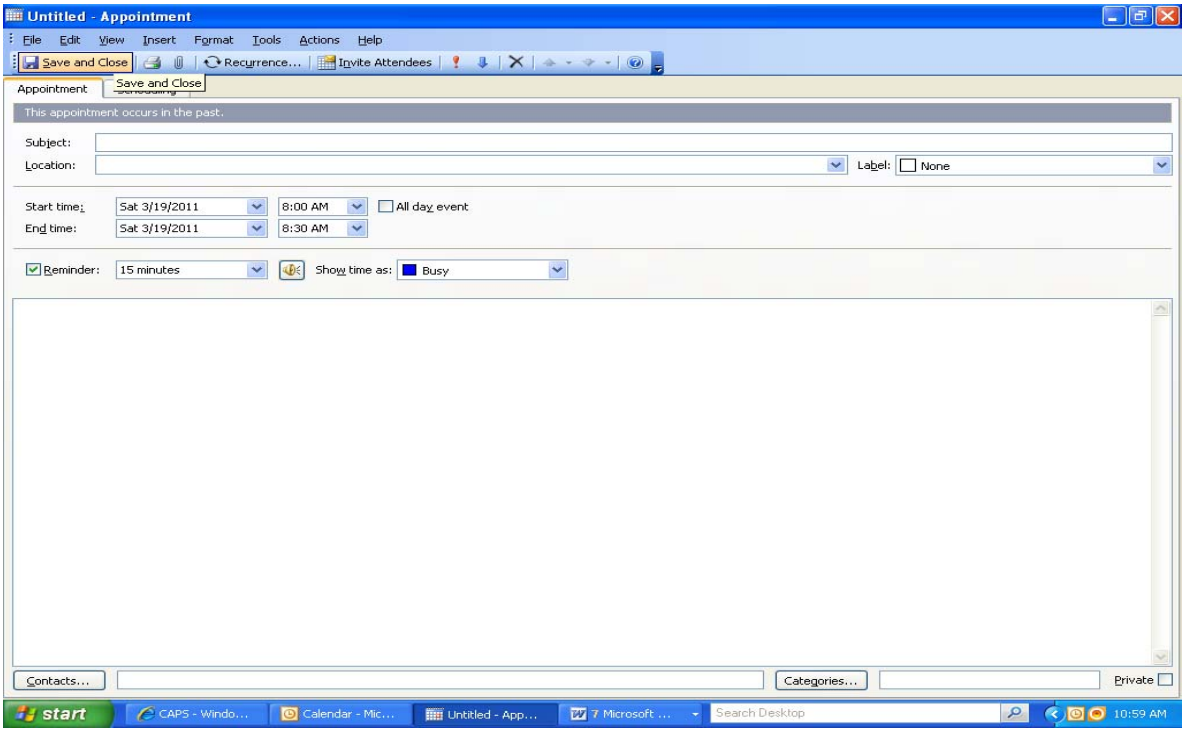
It is important to not let your email messages pile up; try to clear your Inbox by the end of every workday.



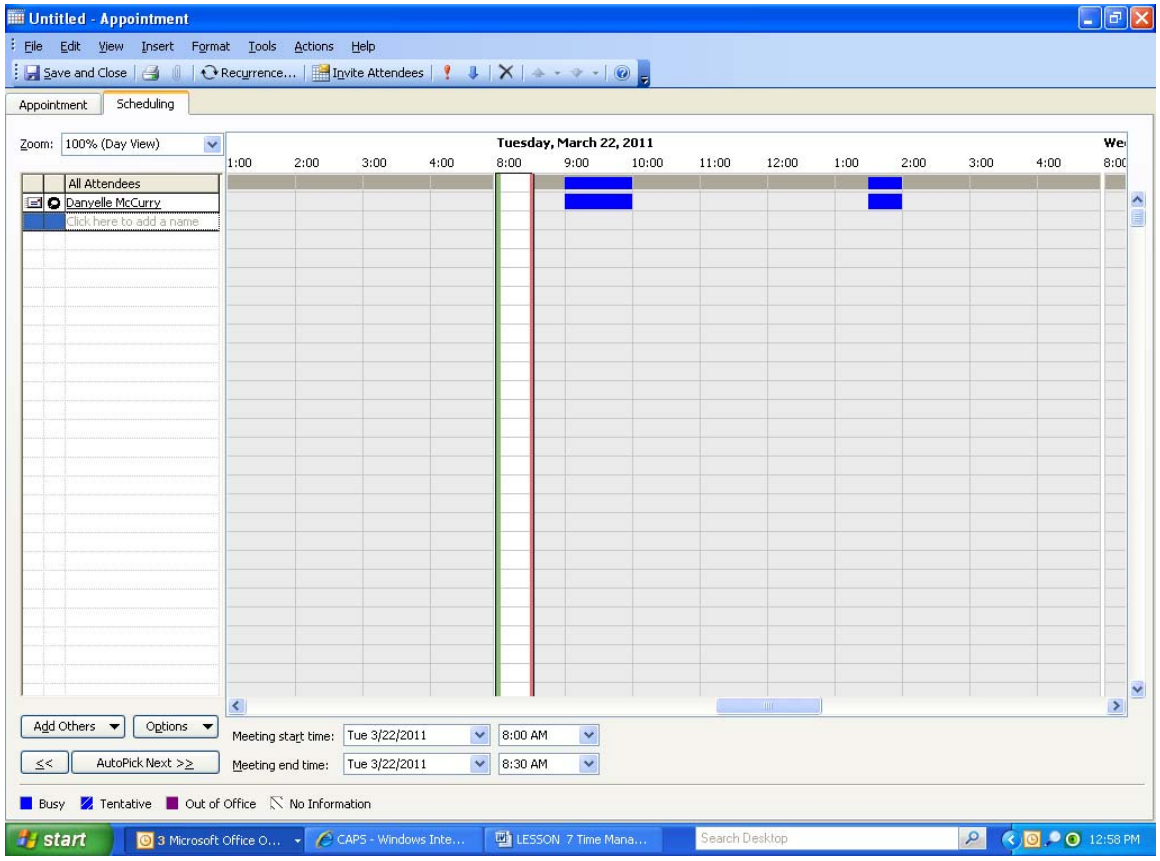
➢ Calendar

The Calendar and schedule management component of Outlook will allow you to manage all of your appointments, meetings, tasks and deadlines.

You can quickly add appointments to your calendar folder by just clicking the day and time slot and then typing a name for the appointment. You can then double click the appointment to add a time, set a reminder or add any other information pertinent for the appointment.



You are also able to schedule meetings with others by adding attendees. The people invited to the meeting will then get an Outlook invitation. You will be notified when they accept the meeting and the meeting will then be automatically entered into their Outlook calendar. You can also save time by sharing your calendar with co-workers. By doing this you will be able to see the times that they are available and schedule meetings accordingly. Other staff members that have access to your calendar will also be able to schedule customer meetings and appointments for you at a time that you are free. This is an effective means to ensure you are not double booked and that you have time for the scheduled appointment. It is important when using the shared calendar that you keep your schedule up to date and detail any times that you are planning to be unavailable. There are also methods to view whether a colleague is busy as opposed to what each appointment is, if privacy is a concern.


Untitled - Appointment
File Edit View Insert Format Tools Actions Help
Save and Close
Recurrence...
Invite Attendees
Appointment
Scheduling
Zoom: 100% (Day View)
Tuesday, March 22, 2011
All Attendees
Danyelle McCurry
Click here to add a name
Add Others
Options
Meeting start time: Tue 3/22/2011 8:00 AM
<<
AutoPick Next >>
Meeting end time: Tue 3/22/2011 8:30 AM
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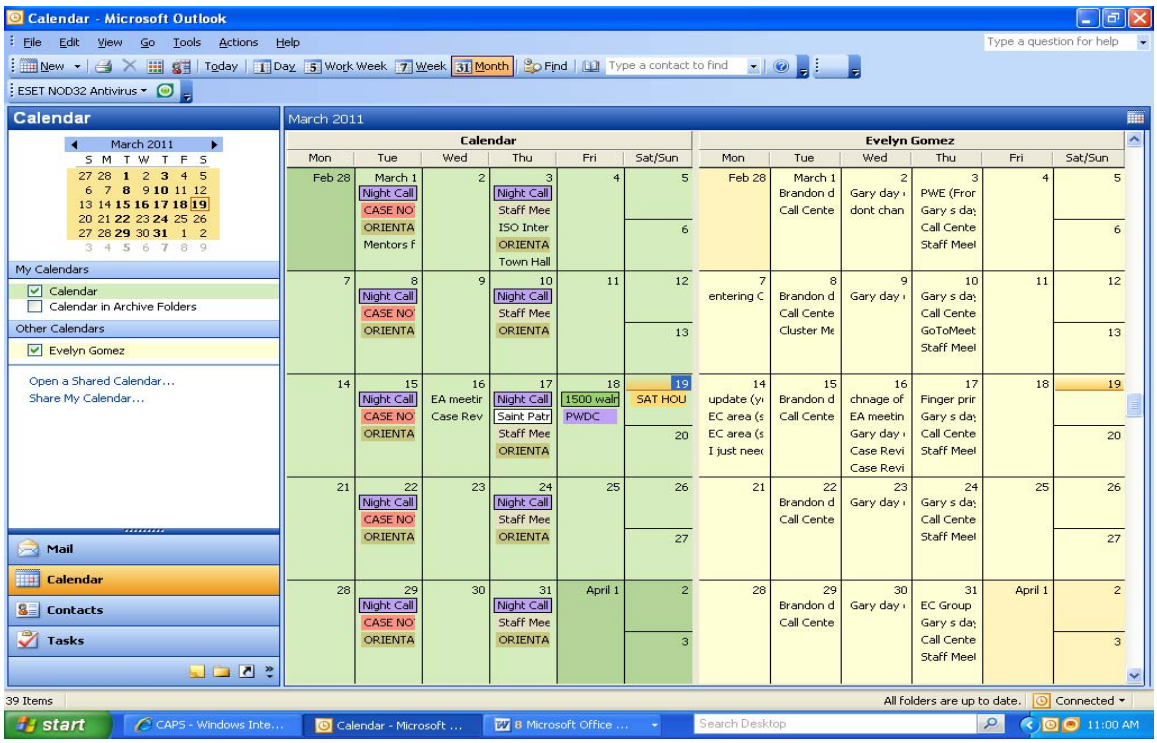
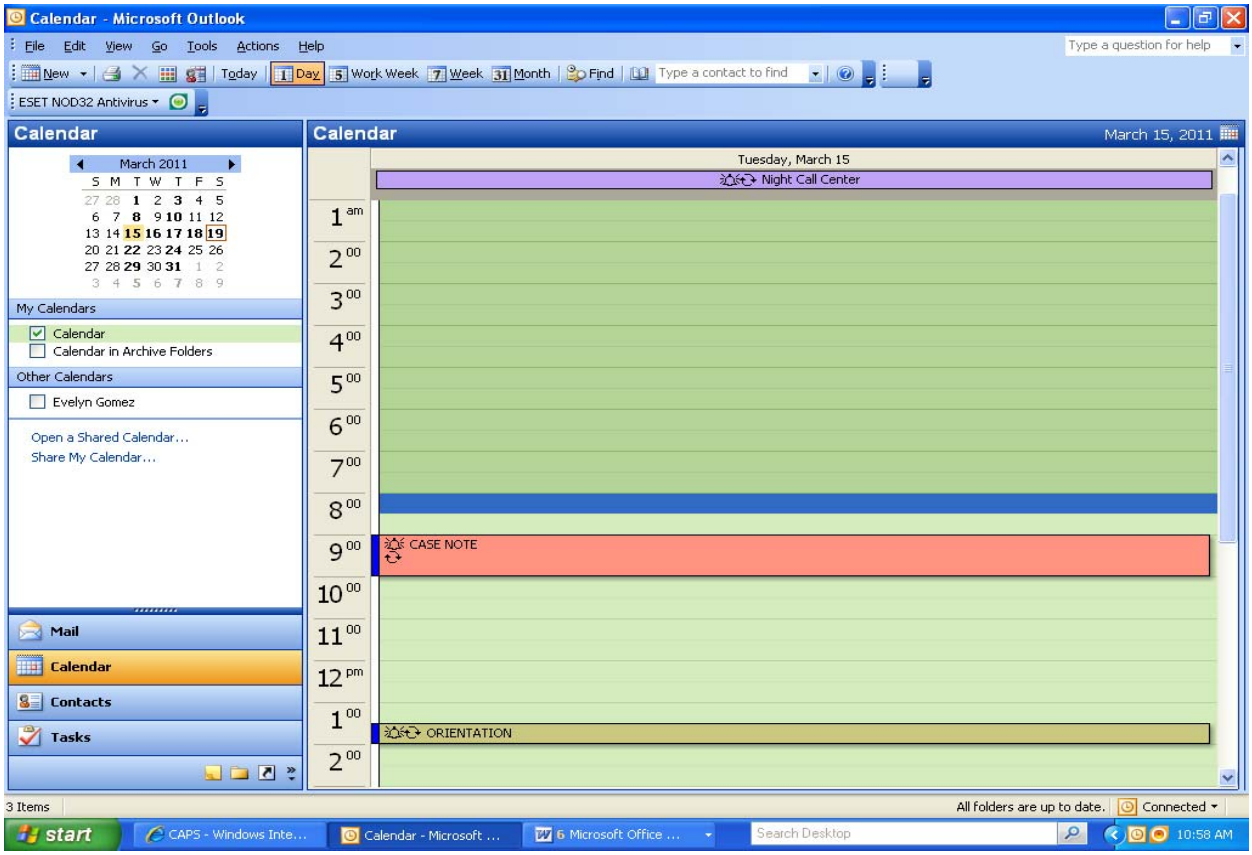
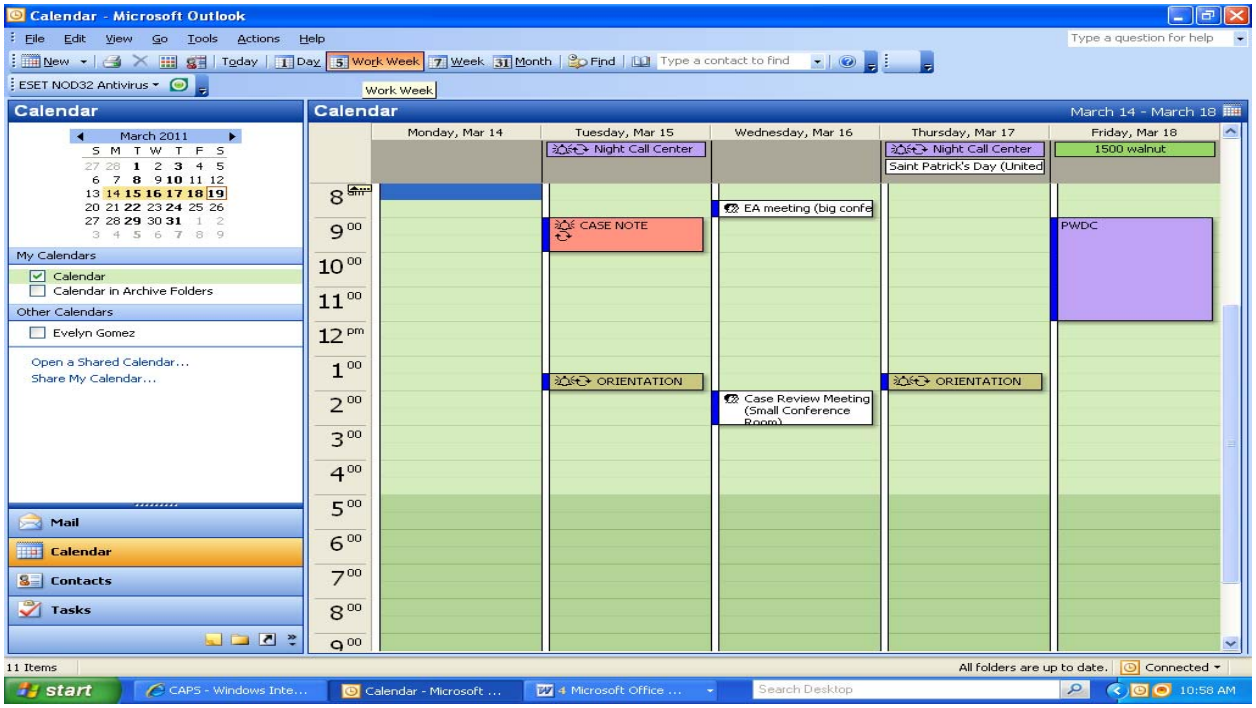

Calendar - Microsoft Outlook
File Edit View Go Tools Actions Help
Type a question for help
New
Today
Day
Work Week
Week
Month
Find
Type a contact to find
ESET NOD32 Antivirus
Calendar
March 2011
My Calendars
Calendar
Calendar in Archive Folders
Other Calendars
Evelyn Gomez
Open a Shared Calendar...
Share My Calendar...
Mail
Calendar
Contacts
Tasks
Evelyn Gomez
39 Items
All folders are up to date.
Connected
start
CAPS - Windows Inte...
Calendar - Microsoft ...
8 Microsoft Office ...
Search Desktop
11:00 AM

You may also choose to use automatic formatting to color code your appointments according to project or task category. This will help you see at a glance what the appointment is in reference to and how you will be spending your time for the majority of the day or week.




Calendar - Microsoft Outlook
File Edit View Go Tools Actions Help
Type a question for help
New Today Day Work Week Week Month Find Type a contact to find
ESET NOD32 Antivirus
Work Week
Calendar
March 2011
My Calendars
Calendar
Calendar in Archive Folders
Other Calendars
Evelyn Gomez
Open a Shared Calendar...
Share My Calendar...
Mail
Calendar
Contacts
Tasks
Calendar
March 14 - March 18
Monday, Mar 14
Tuesday, Mar 15
Wednesday, Mar 16
Thursday, Mar 17
Friday, Mar 18
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ORIENTATION
Case Review Meeting (Small Conference Room)
11 Items
All folders are up to date.
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Calendar - Microsoft ...
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Search Desktop
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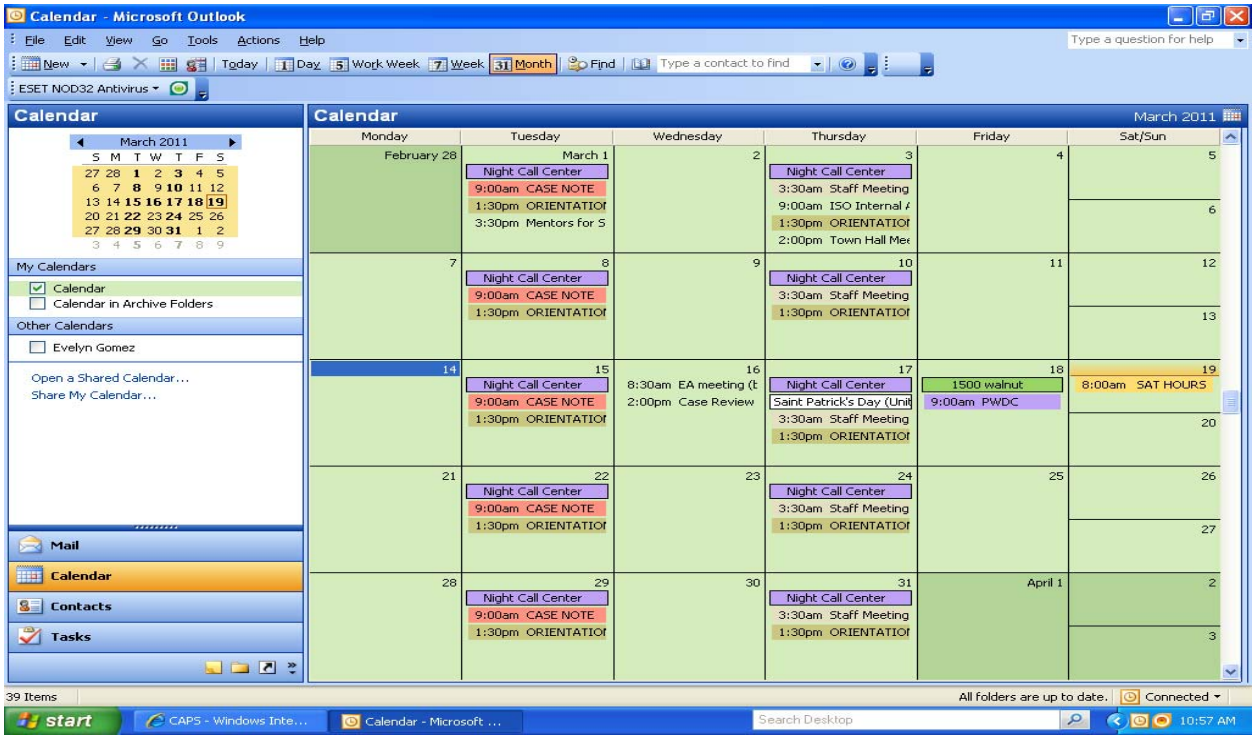
Calendar - Microsoft Outlook
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Type a question for help
New Today Day Work Week Week Month Find Type a contact to find
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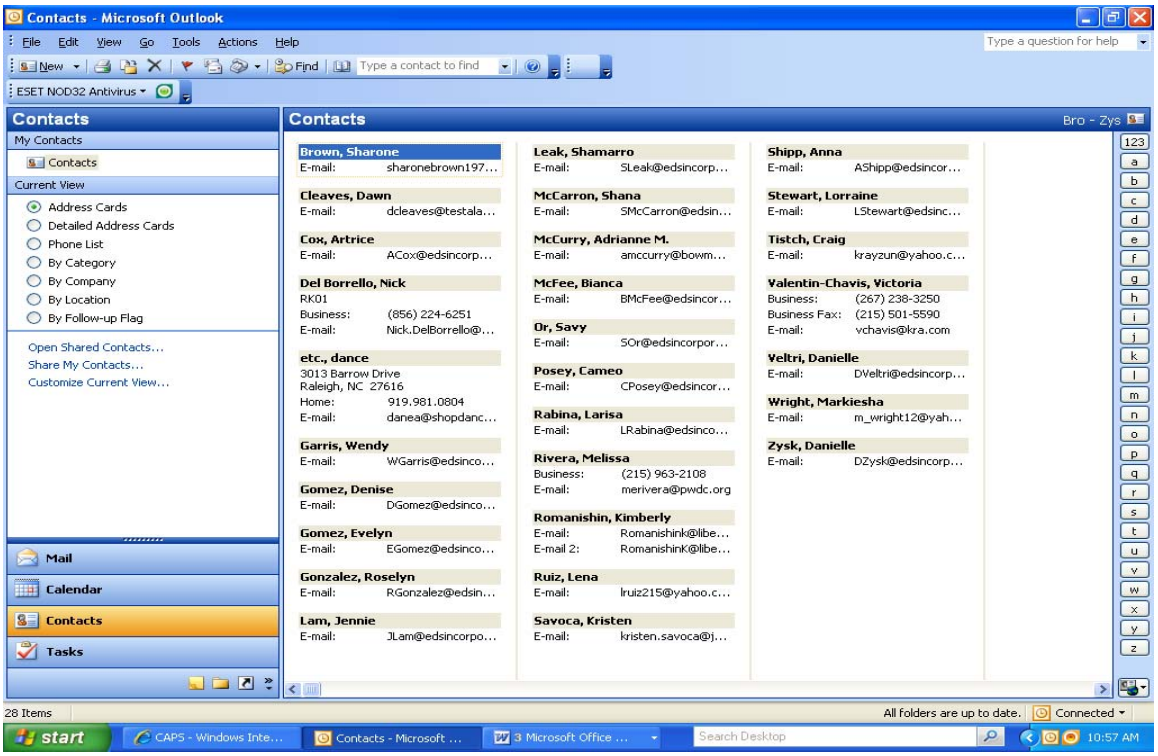
Calendar
March 2011
My Calendars
Calendar
Calendar in Archive Folders
Other Calendars
Evelyn Gomez
Open a Shared Calendar...
Share My Calendar...
Mail
Calendar
Contacts
Tasks
Calendar
March 2011
Monday
Tuesday
Wednesday
Thursday
Friday
Sat/Sun
Night Call Center
9:00am CASE NOTE
1:30pm ORIENTATIOI
3:30pm Mentors for S
3:30am Staff Meeting
9:00am ISO Internal A
2:00pm Town Hall Mee
8:30am EA meeting (t
2:00pm Case Review
Saint Patrick's Day (Unit
1500 walnut
9:00am PWDC
8:00am SAT HOURS
39 Items
All folders are up to date.
Connected
start
CAPS - Windows Inte...
Calendar - Microsoft ...
Search Desktop
10:57 AM

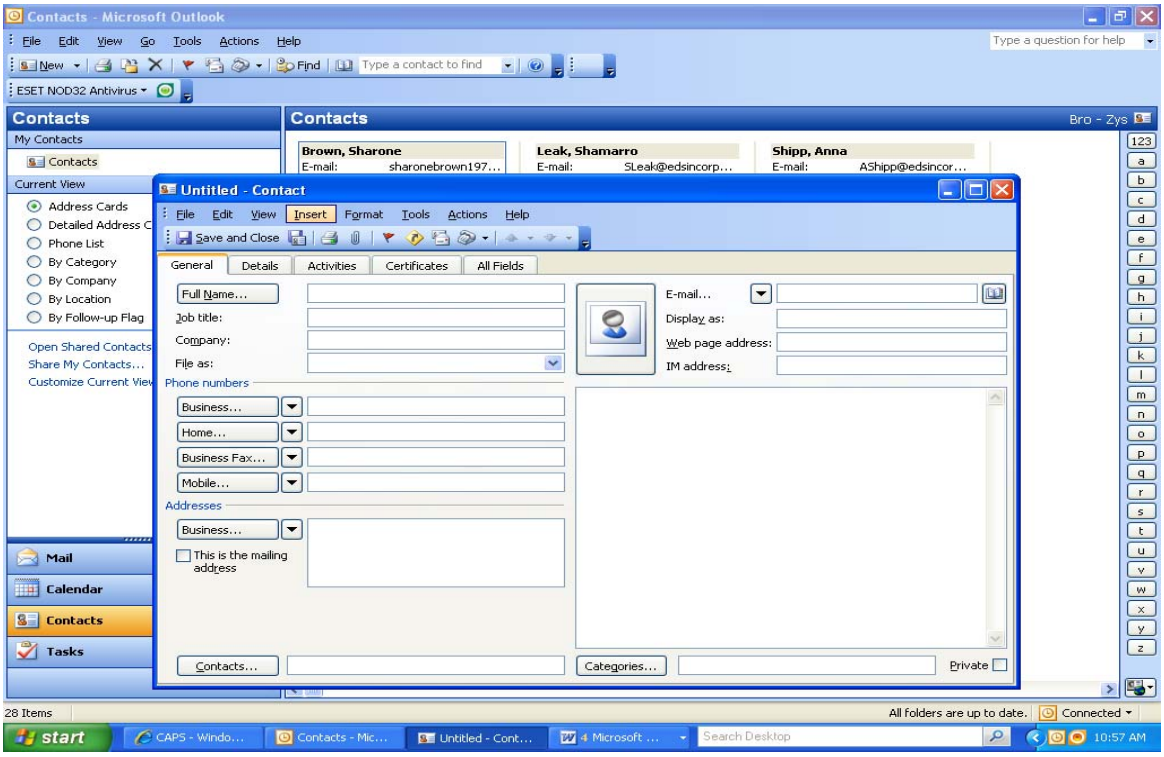
There are several different views available for your Calendar. You should choose the one that best suits your work flow. You will be able to navigate between views as you need to as well.

- **Contacts**

Outlook also provides a method for storing a broad range of contact information including individuals and companies.



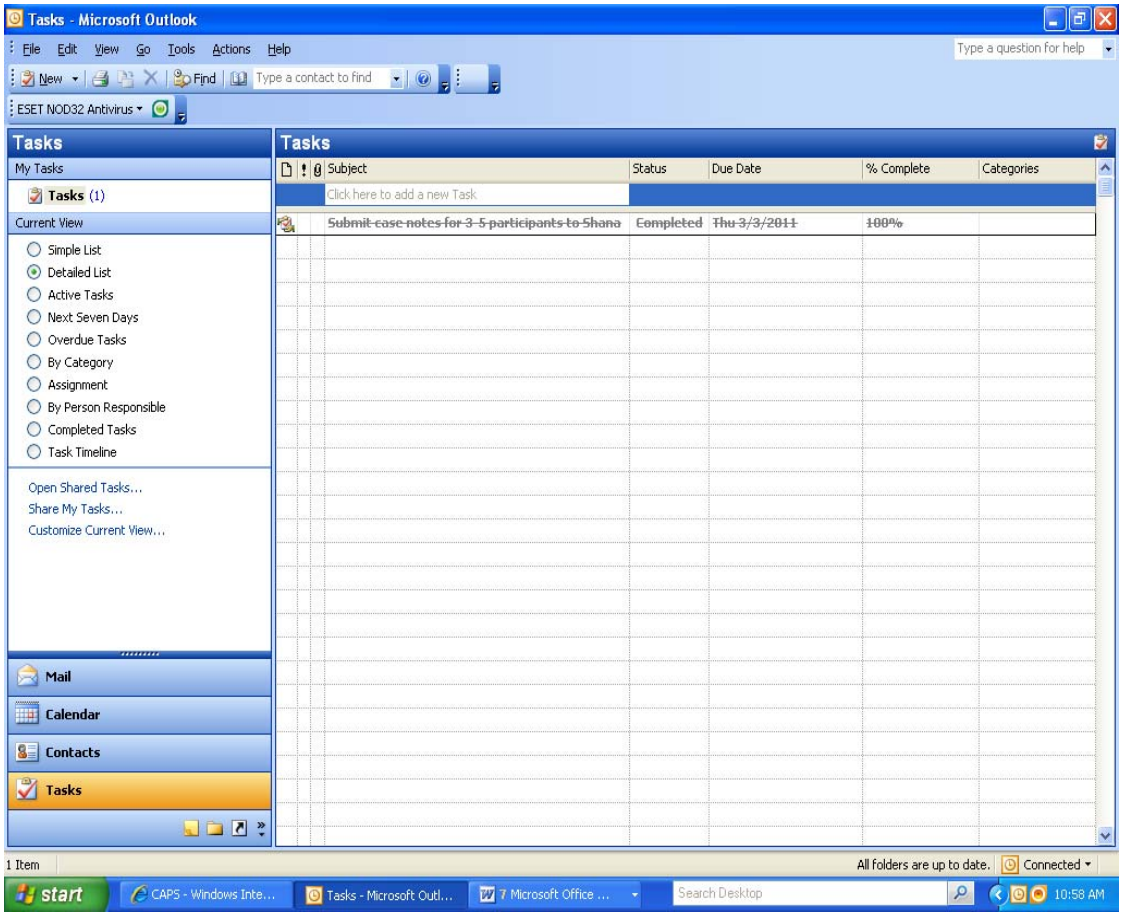
Using the Contact manager in Outlook you can access needed information quickly and efficiently. You will be able to easily create an email or mailing list without spending time searching for the recipients' contact information.



➢ Tasks

Every day we focus on getting tasks accomplished. Whether it's working on a report, meeting with a customer or completing administrative work, we are focused on getting things done. The Tasks folder and task management features in Outlook will help you organize your tasks, prioritize them and complete them on time.

The tasks folder lists all of your tasks by default. However, you can use other folder views to focus on specific types of tasks in the tasks folder; for example, showing only tasks with a high priority.



The task pad optionally appears in your calendar folder, giving you another way to view and work with your tasks. You can show only tasks due today, overdue tasks or tasks for the next seven days. When you complete a task, just select the completed check box to mark it as complete. Outlook uses a strikethrough font style by default to identify those tasks that are completed. You can then either delete the completed tasks or use a filter to hide them.

It is important to choose a system and stick with it. Spend the first part of each day reviewing and prioritizing your tasks for the day. Prioritize the tasks you have listed. Sort your tasks by priority to help you target your time more efficiently. Focus on the high priority tasks to complete first. Break up tasks into manageable chunks - subtasks that can be accomplished during a typical day. Spread these mini-tasks across the time required for the overall project.

- **Journal**

Effective time management includes tracking how you spend your time, not just how you plan your day. The Journal folder in Outlook gives you the means to track the time that you spend on documents, phone calls, meetings and many other types of events. This can be a handy way to analyze and understand where all of the hours in your day actually go. You can then look at ways to make your time more efficient and cut out time that is wasted on tasks that have low value.

- **Notes**

The notes section in Outlook can be an effective way to brainstorm about upcoming projects and tasks. It is easily accessible in Outlook.

This lesson has introduced a number of creative time management tools. There are of course a variety of other software, day planners and methods besides the ones introduced here. Individuals may find different platforms valuable and develop their own strategies for keeping track of time, projects, activities and deadlines. What is important is that you use time management tools that meet your needs and provide as much functionality as possible. Whatever tool you use, it must be used diligently and consistently.

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Content Topic:

Case Notes

Effective Case Note Management

INTRODUCTION

Case notes are the primary means a Case Manager has to track customers' activities and the engagement with the program. Notes should include the Case Manager's observations, concerns, customer barriers, plans for resolution, referrals and follow-up. They provide a timely and detailed account of a customer's long term and short term goals, as well as tracking action steps taken toward accomplishing those goals. Case notes are an effective way for the Case Manager to track what has happened and what should happen next with the customer that they are working with. They are a means to ensure that consistent quality service is being provided to customers if the case is reassigned to another Case Manager.

CASE NOTING - What is it? Who writes it? When and Where is it used? Why do we do it?

What is Case Noting?

Case notes are organized, written journals that document customer and case management activities from enrollment through the customer's exit from the program. Case notes detail any work done by the Case Manager or customer toward implementing or monitoring the customer's movement towards his or her goals.

One of the main purposes of case noting is to create a paper trail that tracks all work being done by the Case Manager and the agency. While this tracking is extremely important, case noting should be more than a mere document listing activities. A complete and effective case note will also serve as a reminder to the Case Manager to stay focused and actively work towards the primary goals of the customer.

Case notes document the roadmap created by the Academic and Career Plan (ACP) to help the customer reach his or her short term goals on the way to the long term goal of obtaining and retaining employment. Case notes must be a daily priority as this documentation is of extreme importance to the agency as well as vital to delivering excellent customer service. Case notes should always be written in a style that is factual, unbiased, specific, clear and to the point.

REQUIRED FIELDS

All case notes should contain:

- **Date of contact**
- **Type of contact with customer**
- **Place of contact**
- **Purpose of contact**
- **Outcome of the contact**
- **Next step**
- **Full name of the staff person who wrote the case notes**

Example:

10/9/10 ***<DATE OF CONTACT>***

Customer reported to the WorkOne Center ***<PLACE OF CONTACT>*** for a scheduled face to face follow up Check-In. <***PLACE OF CONTACT/ PURPOSE OF CONTACT***> The customer is attending Adult Education classes in preparation to take the entrance exam to enter the X-Ray Technician program at the community college. She stated that the classes are going extremely well. She stated that she has been studying very hard and feels confident that she will be able to re-take the TABE assessment in the next 3 weeks. ***<OUTCOME OF CONTACT>*** She must score an 11th grade level in order to qualify to take the placement exam. The customer stated that her instructor told her that she should do very well on both the TABE and placement exam.

The customer stated that her family is doing well and that there are no issues going on. Her housing situation is still currently stable. She relies on public transportation to attend the Adult Education classes. She stated that her sister and cousin are both able to provide backup transportation and childcare if there is an emergency.

NEXT STEP: Customer will report to Case Manager after taking the TABE test by 10/30/10. At this time, she will be referred to the Academic and Career Counselor (ACC) for the proper training referral. She will then be scheduled to take the required placement exam for the X-Ray Technician program. Academic and Career Plan (ACP) will be updated. ***<NEXT STEPS>***

Francis R. Dunn (Case Manager) ***<NAME OF STAFF>***

A well written comprehensive case note should be brief yet informative. All information included should be useful, appropriate and address the agency's primary goals - employment, training and retention. The case notes should document all key issues or barriers that may impact the customer's work toward reaching the goals that he or she has cooperatively developed in the Action and Career Plan.

KEY ISSUES

The specific key issues that should be included in all case notes are:

- **Work**
- **Transportation**
- **Family**
- **Health**
- **Childcare**
- **Education**
- **Housing**
- **Supportive Services.**

If the customer shares details of his or her life that do not directly relate or impact his or her ability to obtain or retain employment or fully engage in training, they should be omitted from the case notes.

Effectively Addressing Key Issues

Marcus, a 50 year old displaced worker customer, came in to the WorkOne Center today to speak with his Case Manager. He was a mechanic for 15 years with a plant that reduced their operations. Marcus expressed to staff in the past that he is not interested in pursuing education or training at this time. He was very firm that he felt he wanted to obtain employment as soon as possible. He has been attending workshops to update his resume and practice interviewing skills.

EXAMPLE- INITIAL INFORMATIONAL INTERVIEW

4/2/2011

Customer is a 50 year old displaced worker in the WIA Adult program. He met with the Case Manager in the WorkOne Center for enrollment and the initial information interview.

Customer stated he worked as a mechanic for 15 years until the organization he was employed with reduced their operations. At this time, the customer was laid off. The customer stated that he is not interested in pursuing training or education at this time. He stated that he is interested in obtaining employment so he is on the Job-to-Job track. He stated he would like to work in a garage, ideally in a job that he could work the day shift. He stated he is in good health and has no physical limitations. He also stated he can pass a drug test, criminal background and child abuse clearance if needed.

The customer stated that he primarily relies on driving for transportation. He owns a car that is in good working condition. He said that he is able to use the public transportation system as a backup if needed. He currently has stable housing. The customer stated he has been staying with his sister and her family since he has been laid off. One of his primary goals is to be able to move out and into his own space. The customer is divorced and his ex-wife currently has custody of his 2 daughters. He stated he would like to have partial custody of his daughters but knows in order to do this he must get a job and obtain his own home.

The customer stated he has his high school diploma and attended a trade school about 16 years ago for auto mechanic training. He has worked in this field for 15 years and learned most of the skills through hands on experience.

The customer stated he would like to obtain a mechanic position within 6 weeks. He stated he has been applying and networking since he was laid off. The Case Manager and customer looked at the workshop schedule and decided that the customer would benefit from attending the resume workshop and interviewing workshop. The customer was also referred to take the Indiana Career Explorer (ICE) assessments.

NEXT STEP: Customer will meet with the Case Manager in 2 weeks to discuss the workshops and ICE assessment results. At this time the case manager will also review the customer's resume and discuss possible employment opportunities.

Samantha McKorey (Case Manager)

**This initial case note contains information discussed in the initial informational interview. It details information about all key issues including work, transportation, family, health, childcare, education, housing and supportive services. The case note also details the goals and action steps that the Case Manager discussed with the customer. The next step includes the plan for the next customer meeting. This is important if the customer is serviced by another staff member for any reason. They will know what has been discussed as well as what should be accomplished in the next meeting with the customer.*

****

Marcus has been a customer of the WorkOne Centers on the Job-to- Job track for 5 weeks. He comes to the WorkOne Center to meet with his Case Manager.

<u>EXAMPLE- CASE NOTE CONTAINING UNNEEDED ISSUES</u>

5/15/2011

The customer and Case Manager met in a private conference room. The customer was visibly upset. He said that he has been staying with his sister and her husband. They have five children ages 4, 10, 13, and 17. The 17 year old girl recently found out that she was pregnant. The customer's sister and her daughter have been having a lot of arguments since the news was shared. The customer stated two days ago his niece took his car after one of the arguments without his permission. After about 12 hours, the customer stated that he called the police to report the car stolen. The police found the car and arrested his niece. The car was impounded after the customer could not produce his valid proof of insurance. His niece was transported to the juvenile detention center. The customer's sister became very upset with the customer

because her daughter was being detained. She now will be required to go to court and the Department of Youth Services are investigating the home. The customer stated that his sister demanded this morning that he leave. She wants him out of the home by the evening; the customer stated that he does not know what to do. He has spent all of his savings and is still looking for employment. He stated that he does not have reliable transportation because he cannot afford to get his car out of impound. He also does not have a place to stay.

Samantha McKorey(Case Manager)

**This case note contains too many unneeded details about the customer's family issues. It is not necessary for the Case Manager to record all of the intimate details about the customer's life. A more appropriate and effective case note would briefly describe the situation and focus on the resources and resolution to the challenges. It is important to keep the case notes focused on the goal of training, employment and job retention.*

EXAMPLE- CASE NOTE EFFECTIVELY ADDRESSING KEY ISSUES

5/15/2011

Customer reported to the WorkOne Center to speak with his Case Manager. The customer and Case Manager met in a private conference room on the customer's request. The customer stated that he has been having family issues. He stated that he has been staying with his sister and her family but due to family disagreements he has been forced to move. He also stated that his car was impounded. The customer was visibly upset and emotional. He spoke in a very quiet voice and had red eyes.

The Case Manager and customer discussed the situation at length. The customer's main challenge is to find somewhere to stay. The Case Manager first discussed the resources available to the customer in his personal support network. The customer stated that he felt he may be able to contact a friend about staying in a guest room but he did not think this was a long term solution. The Case Manager was able to assist with a list of emergency shelters available. The customer contacted each organization and found the Salvation Army shelter had space available. The customer stated that he was going go to the shelter today to complete the paperwork needed. The customer stated that he needed assistance with transportation until he is able to pay to get his car out of impound. The Case Manager was able to assist the customer with a weekly bus pass.

The customer stated that he would report to the Center tomorrow to update the Case Manager. He also stated that it is now very important for him to start working as soon as possible. The Case Manager stated that she would speak with the ACC and Business Service Representatives (BSR) about immediate employment opportunities.

NEXT STEP: Meet with ACC and BSR about employment opportunities. Meet with customer on 5/16 to discuss housing situation and employment opportunities.

Samantha McKorey (Case Manager)

**It is not important to focus on the details of the customer's family situation, but instead to focus on the impact of the situation of the customer's training, job search or job retention. Also, all steps taken by the customer and Case Manager to resolve the challenge should be documented. It is extremely important to document the work being done by the customer. This way if the customer is seen at the next visit by another staff person the Case Manager will know the most recent action steps and what the next steps should be with the customer.*

Case notes must indicate clear and actionable steps taken toward reaching short and long term goals. They should also address any issue in the ACP that needs follow-up. Case notes should always include a *next step* to ensure that there is a plan for moving forward. ***Next steps* serve to hold both customers and the Case Manager accountable and emphasize and strengthens the partnership.**

4/12/2011

Customer reported on time for the follow-up meeting with the ACC regarding the assessment results of the Kuder Career Search With Person Match. The customer's 3 highest career clusters according to this assessment were: Marketing, Health Science and Human Services. The customer stated that she does have interest in finding out more about all 3 fields. She stated that she has always been a people person and in the past has done a lot of volunteer work through her church and local food bank. She stated that her jobs have always been in customer service which she likes but often feels unfulfilled and unsatisfied. The ACC recommended that she research the fields using the O*Net information and People Match Career Profiles contained in ICE. The ACC asked the customer to research at least 5 job titles for each of her high scoring

career clusters.

NEXT STEP: Meet with the customer on 4/15/2011 to review the research completed by the customer in ICE. All positions will be reviewed in the customer's portfolio. Customer was also referred to take the Skills Assessment in ICE. ACC will review the results with the customer and discuss possible training and employment opportunities using the ICE results.

Jack Gough(ACC)

It is important to ensure that a customer's positive behavior and successes are documented. This includes any information about the customer's engagement in workshops, training, progress in his or her job search, or action steps taken toward reaching his or her goals.

6/7/2011

Youth customer attended workshop at the WorkOne Center to track academic plans and update her portfolio in the ICE. After attending the workshop the customer met with her Case Manager to discuss her progress in DFT Technological training program. The customer stated that she received high grades on all of her mid terms. The Case Manager also congratulated the customer on her perfect attendance record.

NEXT STEP: Meet with customer after next workshop attended.

Rita Ember(Case Manager)

*Case notes should reflect a clear, effective plan for job development which includes pertinent information regarding specific employment opportunities.

Documentation of Goal Setting and Action Steps in Case Notes:

- Short and long term plans are cooperatively discussed and set by the customer and Case Manager during the initial informational interview meeting.

- Case notes contain step by step actions, assignments and *next steps* towards achieving customer goals. This information will be contained in the Academic and Career Plan.
- There should be clear statements indicating which tasks the customer is responsible for and which tasks the Case Manager is responsible for as well as a specific timetable for the completion of each task.
- Any issues preventing the customer from moving forward with the cooperative plan should be listed. There should be clear statements identifying how each issue will be addressed and resolved.
- All *next steps* for moving forward with the plan should be explicitly documented.
- There should be a date for the next meeting or follow-up identified in all case notes.
- The focus of case notes should always remain on planning, completion of training, employment, and retention.

5/6/2011

The customer met with the ACC to discuss her training options. She took all of the ICE assessments. Her top 3 career clusters were Information Technology, Business Management and Administration and Finance. The customer stated that she was working with Solomon Bank until her department was cut. The customer has a high school diploma and some college. She moved into her position with Solomon Bank through a series of internal promotions. She was handling high investment and complicated customers. She stated that she liked the position. She stated her favorite duties were those that involved building databases and analyzing data. She stated that her least favorite duties were interacting with the public while on the bank floor.

The customer stated that she is interested in updating her skills in the Information Technology field. She stated that although other departments were being drastically cut in her previous job, the IT department seemed like it was growing. The ACC confirmed that according to regional data this is the trend. In addition, qualified candidates in the IT field have been recruited through higher salaries and other company perks.

The ACC and the customer discussed the customer's long term goal to re-enter banking finance via the Information Technology field. In order to qualify for these positions, the customer must update her current skills and experience. After researching, the customer decided that she is going to apply to several local colleges.

The customer stated that while she is applying to college, she will also apply for service positions at other banks and local call centers. She stated that she would like to obtain employment and plans to retain the position while she attends college.

NEXT STEP: The customer will complete the college applications. The ACC provided information on possible scholarships. The customer will do further research on the requirements for each scholarship. The ACC and customer will meet in 2 weeks to review the college applications and scholarship applications. At this time they will also complete the financial aid information.

The customer stated that she would update her current resume and submit it to 10 employers each week for the next 2 weeks using ICC. She stated she would also speak with the BSR to find out possible employment opportunities. The ACC and customer will review these results at the next meeting. FR (ACC)

Staff should always ask themselves if there is a clear link between the topic to be case noted and its impact on training and/or employment. Case notes clearly provide useful information and important *next steps*. Information gathering should be comprehensive and perceived as a step in the case management process. Case Managers should collect as much relevant information as possible during the initial informational interviews, assessments and subsequent Check Ins by asking open-ended questions. It is necessary for case notes to be brief, timely and specific. Any information that is deemed useful for future case management meetings or goal setting should be contained in the case notes.

Case notes should be written from an objective point of view. ***Objective writing is "undistorted by emotion or personal bias." It is important that opinions, feelings or direct input from staff is avoided.***

Opinions usually start with phases such as "I feel…", "I think…"or "Customer should have…." This also includes avoiding the use of all subjective language like "good", "bad", "lazy", "rude" and "pleasant". This type of language leaves too much room for individual interpretation. Instead, use language about the customer's actual objective behaviors. When writing a case note, a staff member should ask themselves-what are the actual behaviors displayed by the customer that led to making the judgment that he or she is "good", "bad", "lazy", "rude" or "pleasant."

OPINION:

Customer had a very bad attitude. I feel that she will not be able to pass the entrance interview for training.

BEHAVIOR BASED:

The customer refused to make eye contact. She banged the pen down on the desk when asked to sign the paperwork. She then rolled her eyes and stated that she did not understand why she needed to complete so many forms.

OPINION:

Customer was pleasant. I think she should be able to get a job quickly.

BEHAVIOR BASED:

Customer used professional manners throughout the informational interview. She maintained good eye contact and made a point to answer all questions thoroughly and thoughtfully.

OPINION:

Customer is lazy. He is not interested in getting a job.

BEHAVIOR BASED:

Customer stated at the last meeting that he was going to complete at least 5 applications for possible employers. He also stated that he was going to attend 3 workshops at the WorkOne Center including the workshop to update his existing resume. The customer completed 2 applications and did not attend the scheduled meetings.

*It is integral that Case Mangers and Academic Career Counselors use language that is respectful and non-judgmental.

Please read the following case notes and answer the following questions:

1. 3/7/2011

   Talked to Sue. She said things are going well.

Is the case note complete and appropriate? Why or Why Not?

_____

_____

_____

What issues should be followed up on?

_____

_____

_____

2. 3/7/2011

   Received phone call from customer. He stated that he would be unable to report for his scheduled meeting because he was sick. He stated that he would call by the end of the week to reschedule the meeting. NEXT STEP: Follow up with customer at rescheduled meeting about training options for Adult Education.

Is the case note complete and appropriate? Why or Why Not?

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What issues should be followed up on?

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3. 7/9/11

   Spoke with customer. She said that things are going really well. She said that her son and his family visited over the weekend and had a great time. She said that they are thinking of planning a joint vacation in the future. NEXT STEP: Follow up with customer.

Is the case note complete and appropriate? Why or Why Not?

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_____

What issues should be followed up on?

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_____

4. 7/9/2011
   Customer reported to the WorkOne Center. She has depression and looked really down. I gave her information about the local community health center.

Is the case note complete and appropriate? Why or Why Not?

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_____

What issues should be followed up on?

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_____

_____

5. 5/4/2011
   Sent letter to customer to inform her of appointment scheduled for 5/16/2011. The appointment was scheduled to discuss progress in Adult Education and possible next steps. NEXT STEP: Follow up to confirm appointment with a phone call on 5/10/2011.

Is the case note complete and appropriate? Why or Why Not?

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What issues should be followed up on?

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Who Writes a Case Note?

Case notes are updated by the Case Manager and the Academic and Career Counselor. They will document the customer's activity and engagement. They should also include documentation of the actions and work done by the Case Management and Counseling staff. Case notes are not only a record for the staff member writing the case note, but they also provide a cohesive narrative of the customer's participation for co-workers, agency staff, supervisors and funding agency.

Case notes should be written for this intended audience in mind. Up to date, detailed, thorough case notes that contain appropriate *next steps* will allow the customer to be effectively and efficiently assisted if his or her primary Case Manager is unavailable.

When and Where Are Case Notes Written and Used?

Case notes should be written and entered at every point of contact with the customer. This includes telephone contact, letters, emails or face to face visits, as well as all attempts made to contact the customer.

The minimum frequency of contact required is dictated by the customer flow and Indiana Department of Workforce Development (IDWD) policy* and the individual region. Ideally, the case notes are composed while sitting with the customer or immediately after the contact. Case notes should always be entered into the case management system no more than 24 hours after the contact occurs.

Case notes should only be entered into the Case Management System (CMS). This means it is not standard practice to keep word documents of case notes on your computer. The case notes should be printed for customer case file.

*Required Case Management Check-Ins are a means by which a Case Manager can both keep a customer engaged in the process as well as ascertain how a customer is progressing toward his or her goals. Check-Ins are required to be reciprocal communication via phone, email or in person.

Job-to-Job (Reemployment Track)-Check-Ins must occur at least every 60 days.

Job-to-Education-to-Job (Education Track) - Check-Ins must occur at least every 45 days.

It will be helpful to use Outlook to track customer appointments and ensure all Check-Ins occur within the required timeframe.

Top 5 Reasons to Keep Case Notes Up to Date

#5- It saves time and energy…not to mention it's boring to do hours of case notes after the event or contact has happened. It's easier to do case notes when a customer is seen than to transcribe written notes later.

#4- Peace of Mind. It helps coworkers better service your customers when you, his or her primary case manager, is out of the office ensuring nothing is missed and the customer remains on target.

#3- It ensures that you are having appropriate, goal driven conversations and allows you to effectively track a customer's progress to further motivate them and gives you a strong basis to cooperatively develop appropriate next steps.

#2- You'll be prepared for audits, therefore eliminating stress. Case notes also can provide documentation if needed to prove a customer is participating or not in the program allowing you to take appropriate action if needed.

#1- If it's not case noted it didn't happen. A Case Manager works too hard every day to not have this work recognized and acknowledged!!

Why Do We Take Case Notes?

Case notes document all work being done with the customer and on the customer's behalf, including all aspects of customer engagement and all services rendered to the customer. Case notes will often be referenced by a supervisor or manager to ensure the Case Manager is performing according to expectations. They may also be required in audits as a means to ensure that the agency is performing the services according to contract. If it's not contained in the case notes, it did not happen. It is important to document, document, document.

Case notes are an important legal document. It is possible for case notes, as well as email correspondences with customers to be formally subpoenaed.

PROPER CASE NOTE PROCEDURES AND STANDARDS

- ***Case notes must include all customer participation, activities and events.*** They should include any barriers identified (excluding discussion of personal or sensitive items), resources or supportive services offered and resolutions. They should also include long term and short term goals set in the ACP, as well as all action steps and updates to the plan. All support offered by agency staff to assist customers with accomplishing his or her goals should also be identified and contained in case notes. Any assessment results, including TABE scores, Indiana Career Explorer and Work Keys should be recorded in case notes.
- ***All observations contained in case notes should be objective and behavior-based.***
- ***All barriers, goals and action steps should be explained so that any audience can read and understand them.*** It is important to avoid excessive acronyms and agency jargon. A position title should be used when staff members are referenced within case notes when necessary. This will add clarity and avoid confusion in the event of two staff members having the same initials or staff turnover.
- ***All administrative steps taken on a customer's behalf should also be documented in case notes.***
- ***Case notes must be updated within 24 hours of contact.*** Case notes should be maintained and updated for accuracy, completeness and changes in customer progress in a timely manner. They should be recorded in the CMS with each contact. Date and type of contact should always be included. It is important to ensure case notes are updated according to policy mandated contact frequency.
- ***The staff member writing the case note should include an explicit Next Step, as well as their initials at the end of each note.*** If a barrier is identified in case notes there should

always be documented recommendations or referrals for mediation and case notes should contain appropriate follow-up until the barrier is resolved.

- ***Case notes should only be accessible to essential staff that may be servicing the customer.***
- ***Case notes should be written in full sentences and use proper grammar.*** Please be aware of typos and misspellings. Do not use abbreviations. Be sure to proofread case notes before saving them. Case notes should be kept in the CMS and printed for customer file.

Please read the following case notes and correct the mistakes. Write a new case note that is appropriate and complete.

1. Made a phone call to customer. She said things were going pretty good. She said her oldest daughter visited her at home this afternoon. She said she really enjoyed seeing her 3 grandchildren. She said that she is feeling tired. She stated that she is planning a big holiday meal and is planning on starting to prepare next week.
   She said that she likes her Adult Education teacher and that the classes have been going well. She said that the homework is sort of boring but she feels overall she is learning a lot. She said she would call back in a week or so to schedule a face to face follow-up.

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2. Customer was in the WorkOne Center today. She looked extremely dirty. Her clothes were wrinkled and stained. She smelled extremely bad. Her hair was all over the place. The customer said she wasn't feeling well. Case Manager gave her the phone numbers of 3 medical clinics. Case Manager let customer know she has to be professionally groomed and dressed when she comes in.

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3. Customer met with ACC. She expressed that she is interested in becoming a nurse. Customer does not have high school diploma/GED. Also Health Science was not in customer's top career clusters. Told customer that she should look for retail positions instead because this is more realistic for her. ACC recommended that the customer get a job at the local supermarket because they are hiring.

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RIGHT TO CONFIDENTIALITY AND PRIVACY

The agency must be diligent in protecting the customers' right to privacy and confidentiality. Case notes should be restricted to the CMS and the customer's file. They should not be kept on personal computers. All of a customer's personal and identifying information should be protected and kept confidential. This information includes customer address, phone numbers, date of birth, Social Security information, legal next of kin and insurance information. Case notes and customer files should never include another customer's information. If case notes or participation information are being shared with another agency, there should be a specific reason and there should be an exchange of information release forms between the agencies. Staff should avoid sending case notes via unsecured email or fax. If it is necessary to fax a customer's confidential information, staff should always confirm the information was safely received. In addition, staff should be conscious to avoid discussing customer information in public areas, including but limited to the office floor, hallways, restrooms, elevators or lobbies.

Case Noting Sensitive Issues

It may be necessary to take greater care to protect a customer's information if he or she discloses a sensitive medical or behavioral health issue. These issues may include a specific medical diagnosis, behavioral health issues (including mental health diagnosis, eating disorders, substance abuse), domestic violence situations or customer incidents. This will depend on the access to customer case notes in the Case Management System. If the system and case notes are available for review to a large number of staff, there should be a policy concerning proper documentation of any sensitive issues a customer discloses to further protect the customer's confidentiality. It may be necessary to keep a paper case note in the customer's secure file or create a separate filing system to house these kinds of case notes.

Possible issues that may require increased confidentiality:

- Medical Diagnosis - Customer disclosure about specific medical conditions or diseases
- Mental Health Diagnosis - Customer disclosure about specific mental health conditions or diagnosis
- Family Violence
- Behavioral Health Issues- Customer disclosure about substance abuse, eating disorders, etc
- Extensive legal issues or situations
- Customer incidents and physical confrontations

It is important when documenting these issues to refer directly to what the customer discloses using "Customer stated…" Staff should take great care to ensure they are not making diagnoses, generalizations or assumptions within the case note.

**At no time should agency staff make specific medical or mental health diagnoses. By using the language "Customer stated" and quoting what the customer disclosed, case management staff can avoid making a direct medical claim or diagnosis.

8/3/2011

Customer has a serious medical condition that will affect his ability to work in a position that requires them to stand for long periods of time.

**This implies that that the staff person is diagnosing the customer with the medical condition and limiting the kinds of physical activity that the customer can do.*

8/3/2011

<u>Customer stated that</u> he has a serious medical condition that will affect his ability to work in a position that requires him to stand for long periods of time

**This implies that the customer communicated with the staff person a prior medical diagnosis. The staff is not making a judgment whether the medical claim or limitation is correct or valid. In this example the staff person is merely documenting what the customer has said. This can be a crucial point especially if the case notes are called in a legal issue.*

Write a clear and effective case note for each of the following scenarios:

1. Customer Danielle is a WorkOne customer currently enrolled in the WIA Adult program and attending Adult Basic Education classes. She is meeting with her Case Manager face to face for a scheduled Check- In.

Case Manager:	How are your classes going?
Danielle:	Ugggh. Not really that good…
Case Manager:	What is going on?
Danielle:	Well, you know my sister said that she would watch my daughter while I went to school. Now, she keeps saying that she can't watch her because this or that. I can't take her with me so I have been missing classes. The teacher told me yesterday if I miss many more classes I'm going to get dropped from the role.
Case Manager:	That sounds like a very frustrating situation.
Danielle:	It is. I need to pass these classes to get into the Certified Nurse Assistant classes. That is really what I want to do and it just seems like things keep getting in the way.
Case Manager:	What are some of the things that you have done to resolve the situation….to get more stable childcare so you can attend the classes.
Danielle:	I haven't done anything so far…
Case Manager:	Can you think of some steps you can take?
Danielle:	I need to find a childcare center because depending on family doesn't seem to work.
Case Manager:	Finding a childcare center at this time is a really great idea. It would be great to do this now before you start those CNA classes! Where would you start finding a suitable daycare center?

_____

_____

2. Neil is a dislocated worker and currently reporting to the WorkOne Center to look for employment. He reported to Work One to meet with his Case Manager.

Case Manager:	How have things been going?
Neil:	Not so good. I am so frustrated right now.
Case Manager:	Oh. I am sorry to hear that. Tell me about some of the things you have been doing to find employment.
Neil:	Well, I applied to 7 warehouses in the last 2 weeks.
Case Manager:	That is a great step. What is making you frustrated?
Neil:	Well, I haven't heard back from anyone yet. I need a job like yesterday! I know people aren't calling me because of my criminal background. Every application asks about it.

Case Manager: Waiting for an employer to call back can be really frustrating. What are some things you think you could do to follow up on the applications that you submitted?

Neil: Hmmm. I guess I could call?

Case Manager: That seems like a good idea. Maybe you can do that this week?

Neil: Yeah. I will have to look up the numbers in the phone book.

Case Manager: Definitely, It would be a great idea if you got a business card from the places you apply to in the future. That would mean you save some time looking up the information.

Neil: Yeah you're right. I could also get the managers name!

Case Manager: Good thinking! What else is going on?

Neil: My car has been broken. I have to rely on my nephew to help me out with rides. He is so irresponsible.

Case Manager: How do you mean?

Neil: He is always late. He made me late for the last 2 interviews I have been on! I just don't understand.

Case Manager: Can you think of any other backup transportation options? Definitely lateness is a red flag for any potential employers.

3. Evelyn is currently enrolled in Harrison Business School for Business Administration.

Evelyn:	Classes are going great!! I haven't missed any days! I love the classes I am taking. I never knew that there was so much stuff involved with learning about business. I can't wait to get out there and start actually using the information I have been learning!
Case Manager:	That is wonderful, congratulations! You should be very proud of yourself. That is not an easy task.
Evelyn:	And I got As on my last 3 exams. I really have been working pretty hard.
Case Manager:	Evelyn, that is so impressive. Have you started to look into possible internships? I know graduation is coming up pretty quickly.
Evelyn:	Well, actually I started talking to my advisor. It seems a lot of employers are requiring drug tests.
Case Manager:	That is true. A lot of them are.
Evelyn:	Well, I didn't tell the advisor but I don't think I can pass a drug test. I am nervous that I won't be able to get a good internship and will miss out on opportunities.
Case Manager:	So it sounds like you think your drug use is becoming a problem?
Evelyn:	Well, I only do drugs on the weekend. But I have been hanging out with a couple friends who seem like they are always partying. It is really hard for me to say no when I am around it.
Case Manager:	Do you think you need help stopping?

Evelyn: <quietly, looking down> Yeah, I think I might.

Case Manager: Let's work together to get a list of places that might be able to offer you some help stopping. It is really brave of you to ask for help. It shows just how dedicated you are to reaching those goals.

Case Note DOs

- Case note every interaction with a customer including; face to face visits, emails, telephone contact and letters
- Document all contact attempts
- Be thorough yet concise
- Use objective behavior based observations
- Include action steps and appropriate next steps
- Ensure all mandated Check-Ins are properly documented
- Include date, type of contact and full name for every case note
- Proofread for proper grammar, spelling, capitalization and content
- Remember the audience that case notes are written for: peers, supervisors and the funding agency
- Case note all assessment results, outcomes and changes made to the Academic and Career Plan
- Protect the customer's rights to confidentiality and privacy
- Ensure all case notes are properly documented in the Case Management System
- Take pride in a job well done

Case Note DON'Ts

- Do not use subjective or judgmental language
- Do not use proper names and statements such as "My supervisor told me to…"
- Do not criticize customers, agencies or staff in case notes. Do not use case notes to vent frustrations toward customer, other staff or the organization
- Do not case note specific diagnosis or mental health conditions
- Clinical descriptions are not necessary for workforce development case notes Addressing key issues is adequate
- Don't leave extended gaps between mandated Check-In parameters
- Don't falsify records for any reason
- Do not use excessive acronyms
- Do not type in all capitals or all lower case letters
- Do not include long strings of emails or email strings that include inappropriate or unnecessary topics

References:

Cygnet Associates. (2010) *2010-2011 Pa Master Guidelines*. Pennsylvania Department of Employment and Training Programs.

EDSI. *EDSI Way- EC essential skills*

PWDC .(2005) *Proper Case noting Techniques* [training workshop]

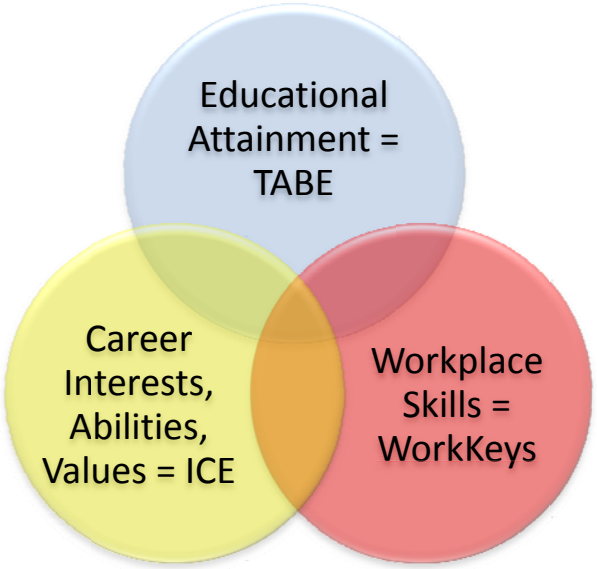
Content Topic:

Assessments

Assessment Types and Determining Assessment Needs

INTRODUCTION

Case Managers, especially within workforce development, rely on assessments to provide effective case management, help focus customer efforts and develop goals and action plans. In addition to the "Initial Informational Interview" which provides the Case Manager an opportunity to assess customers, there are three formal assessments authorized for use in the WorkOne Centers. They are WorkKeys, Indiana Career Explorer (ICE) and the Test of Adult Basic Education (TABE).



<u>WorkKeys</u> is used primarily to assess customers' <u>workplace skills</u> and is particularly useful matching customers' skill levels to the skill levels needed for specific employers or jobs.

<u>Indiana Career Explorer (ICE)</u> contains assessments focused on <u>customers' career interests, abilities and values.</u>

<u>Test of Adult Basic Education</u> (TABE) assesses <u>educational attainment.</u>

The assessments authorized for use in the WorkOne Centers were selected for their high *validity and reliability.* The *validity* of an assessment reflects the confidence that the assessment is truly measuring the thing it claims to measure and will predict capability or ability in the given field or activity. *Reliability* refers to the confidence that the test or assessment will give the same results if taken by the same person multiple times. Any other assessments must be approved for use by IDWD before being used in the WorkOne Centers.

Case Managers must have a good working knowledge of each assessment, including which assessments are appropriate for each customer, how to interpret the assessment results and how to use these assessments as tools to guide customers in reaching their goals.

Initial Informational Interview

All case management relationships at the WorkOne Centers will begin with an assessment- the initial informational interview. This informal assessment is the starting point for case management and relationship building. It also provides an opportunity for the Case Manager to assess the customer's general needs and intentions. This assessment is designed to capture general information and determine what staff-assisted services the customer may be eligible for and benefit from. The informational interview serves as a comprehensive customer assessment that should examine the individual's:

- Education (including highest level attained)
- Basic skills and abilities
- Occupational skills
- Prior work experience (including current or most recent wage level earned)
- Interests
- Career goals
- Employability
- Aptitudes (including interests and aptitudes for nontraditional jobs)
- Supportive Service needs
- Developmental needs

A Case Manager should employ engagement and effective communication skills throughout the Initial Informational process to identify customers' skills, strengths and resources. It is also through this assessment process that the Case Manager will identify challenges and potential barriers a customer is facing. Open-ended questioning should be used throughout the initial informational interview to effectively gather customer information. It is also imperative that the Case Manager observe customers' body language and non-verbal behaviors as this is often an important source of information. The Case Manager must be proactive in recognizing and overcoming the Fundamental Attribution Error using strategies outlined in the *Strength-Based Case Management* section of this manual.

The Initial Informational Interview is the only assessment that *all* customers will take part in and its results will determine which of the other assessments may be necessary. The use of the other more formal assessments to assist customers in meeting their goals will depend on each person's track and focus. WorkKeys, ICE and TABE each have a unique purpose and may not all be relevant or necessary for all customers. Some customers may find it useful to utilize one, two or maybe even all of these assessments, while others may not need any. It will be up to the customer and Case Manager to jointly develop the Academic and Career Plan (ACP) which will identify the customer's employment goals, appropriate achievement objectives and the necessary combination and sequence of services, including the formal assessments, to achieve those goals. To better understand which assessment to use, the following sections will dig deeper into WorkKeys, ICE and the TABE Test.

For more information about the Initial Informational Interview, please see the *Beyond Basics* section.

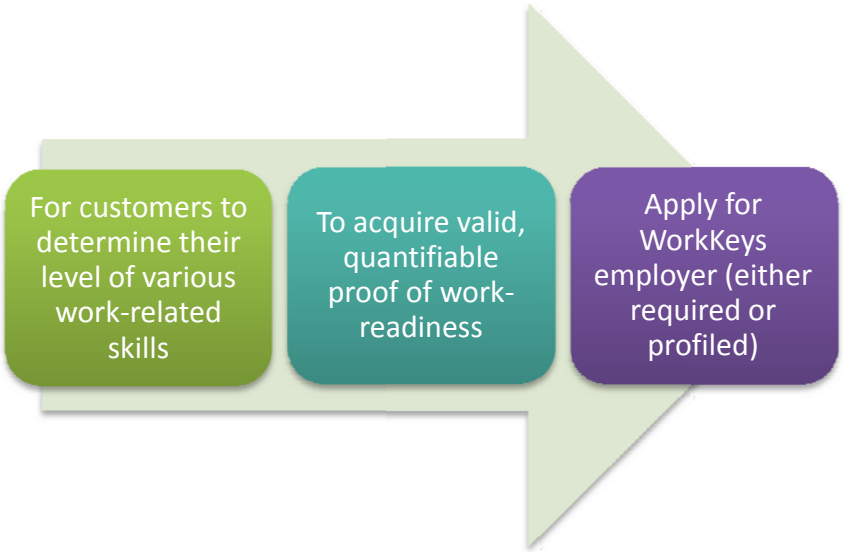
WORKKEYS

What is WorkKeys?

WorkKeys is an assessment that provides customers with a method to determine their competency level in specific work related skills using real-world workplace situations. It offers customers the opportunity to acquire valid and quantifiable proof of their work-readiness, along with a number of components which will increase their marketability to potential employers.

WorkKeys is administered either online or via paper and pencil. It also can be self – administered or proctored. For more specific information on the administration of WorKeys in your office or program, please see your manager or regional policy.

WorkKeys is particularly useful in assisting employers select, hire, train, develop and retain a high-performance workforce. Employers have often experienced trouble finding and hiring people who have the basic skills and aptitude that make them trainable for either a specific job or a broad spectrum of jobs. Employers know that the costs of hiring, training and retaining the workforce can significantly impact their bottom lines. In our current economic situation, it becomes imperative for employers to have a system that allows them to identify how prepared a potential employee may be for a specific job. WorkKeys assessments demonstrate to employers how well prepared a customer is and helps employers select the most qualified customers for employment.



WorkKeys does not measure ability of specific occupational tasks or whether a customer will actually like or be able to perform in a specific job. It measures the customer's workplace skills are at a level required by the position in order to be trained. In other words, WorkKeys assesses that a customer has the skill level of a person who currently is in a specific position.

WorkKeys is a three step process that includes Job Profiling, Assessments and Training.

- ***Job Profiling-***
  Job profiling offers organizations a concrete way to analyze the skills needed for specific jobs. WorkKeys provides employers with the opportunity to profile the skills needed for a specific job and match them with the skill set of a potential employee. For each position, job profiling identifies the skills and WorkKeys skill levels an individual must have to successfully perform that type of work. ACT worked with educators and the business community to develop a framework of skill sets that measure both the skills of individuals and the competency levels required for successful job performance of specific industries and job titles. By comparing the job profile information with individuals' scores on the WorkKeys' tests, employers can make reliable decisions about hiring, training and workforce development.

- ***Assessments-***
  The ability to learn, listen, communicate, work in a team and problem solve are important assets for any worker, regardless of career choice. WorkKeys assessments show what skills an individual possesses. WorkKeys also provides an opportunity to assess or re-assess the skills that the employer's incumbent workers possess. The assessments measure individuals' skills across a variety of areas. The most common WorkKeys assessments are *Applied Mathematics, Locating Information* and *Reading for Information.* WorkKeys is most often used in the WorkOne Centers to assess the skill levels of individuals applying to specific employers.

- ***Training-***
  There is a training component to close small skill gaps between an individual's skills and those required to perform a specific job as identified from the job profiling and assessments. KeyTrain is a training program used to fill any of these small skill gaps identified for WorkOne customers in the WorkKeys assessments using the Scale Scores. KeyTrain should not be used for customers that have more of a 1-2 point deficiency in

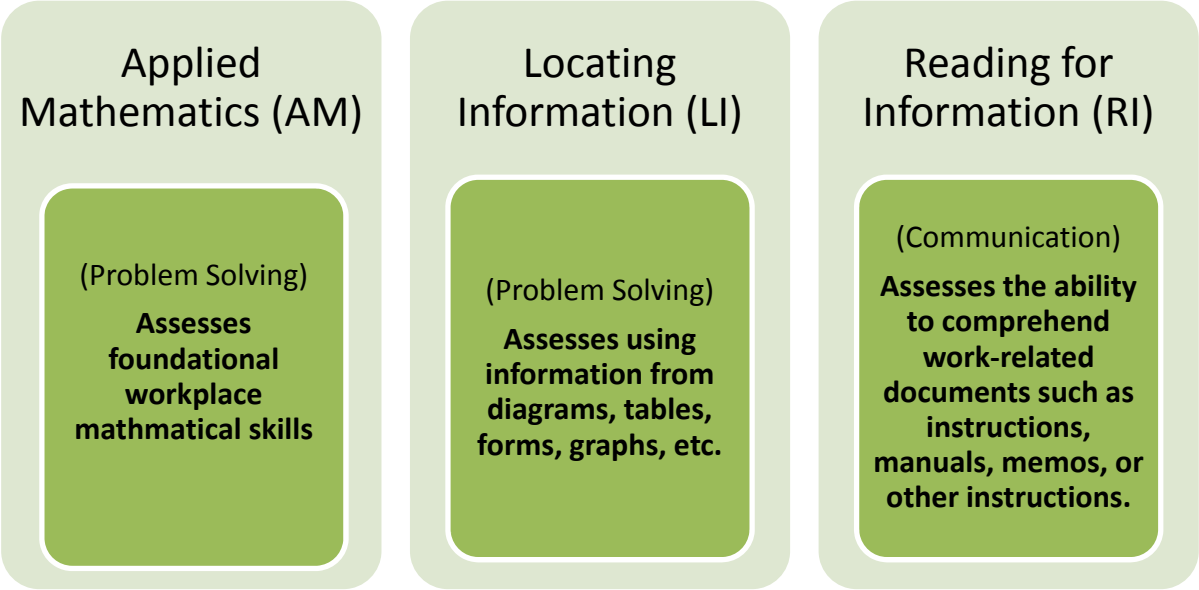
any specific skill. If a customer's WorkKeys assessment indicates a larger skill gap, they should be referred to speak with an Academic and Career Counselor about Adult Education or other training options.

What does WorkKeys assess?

Employers who utilize WorkKeys as a factor in making hiring decisions start by creating a comprehensive profile using extensive job task analysis for their open positions. This involves not only an inventory of what tasks are necessary to perform the job, but also what skill levels are required to perform each task.

WorkKeys measures these abilities in twelve assessments that can be categorized into three key areas including Communication, Problem Solving and Interpersonal Skills. Any of the assessments can be completed in less than 1 hour.

The following are assessments used to qualify for the National Career Readiness Certification (NCRC.) These assessments are available to all WorkOne Customers who are interested in qualifying for the NCRC.



The following assessments can be taken in addition to those required by the NCRC only if they are required to apply for a WorkKeys employer. A WorkKeys employer may require a combination of these assessments.

Applied Technology (AT)

(Problem Solving)

Assesses the ability to solve problems with machines or equipment found in the workplace.

Teamwork (TW)

(Interpersonal Skills)

Assesses the skills involved in working in groups toward a common goal and accomplishing tasks together.

Workplace Observation (OB)

(Problem Solving)

Assesses skills in observing, following, understanding and evaluating processes, demonstrations or other on-the-job procedures.

Writing (W)

(Communication)

Assesses the ability to prepare written communication for a variety of workplace purposes.

Business Writing (BW)

(Communication)

Assesses the skills involved in writing clear, fatually and gramatically correct, easy to read documents for workplace purposes.

Listening (L)

(Problem Solving)

Assesses the abilty to recieve and use information provided verbally.

Fit

(Soft Skills)

Matches individuals' interests and values to the workplace environment.

Performance

(Soft Skills)

Measures general work performance behaviors and warning signals for unsafe work behaviors, aggression, absenteeism, theft and work-related stress.

Talent

(Soft Skills)

Assesses additional work-related attitudes and behaviors used to match workers to specific job positions.

These additional assessments should not be offered unless required for a specific employer.

National Career Readiness Certificate

WorkKeys links its results to the National Career Readiness Certificate (NCRC), which, when obtained, certifies that a customer possesses essential workplace skills. To earn the certificate, a customer must take three WorkKeys assessments including

- **Applied Mathematics**
- **Locating Information**
- **Reading for Information**.

A customer's WorkKeys scores determine the level of certification that they are eligible to receive.

Below are the levels of NCRC certification available to customers[8]:

Bronze – scores at least a level 3 in each of the three core areas and has the necessary foundational skills for 35 percent of the jobs in the WorkKeys database.

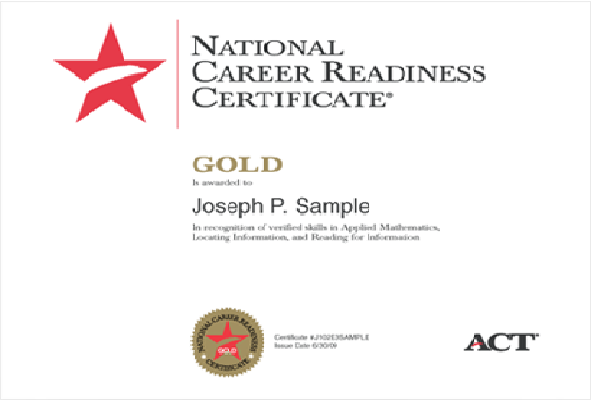
Silver – scores at least a level 4 in each of the three core areas and has the necessary foundational skills for 65 percent of the jobs in the WorkKeys database.

Gold – scores at least a level 5 in each of the three core areas and has the necessary foundational skills for 90 percent of the jobs in the WorkKeys database.

Platinum – scores at least a level 6 in each of the three core areas and has the necessary foundational skills for 99 percent of the jobs in the WorkKeys database.

[8] http://www.act.org/certificate/about.html

NCRC is a portable certification that has national recognition and is a reliable predictor of workplace success. The NCRC is EEOC compliant and is recognized from some prominent businesses and has been included in their HR practices. For a list of businesses and employers that WorkKeys in your region, please speak directly with a Business Service Representative. Most jobs that use the NCRC for qualification tend to be in the manufacturing and warhouse industries.

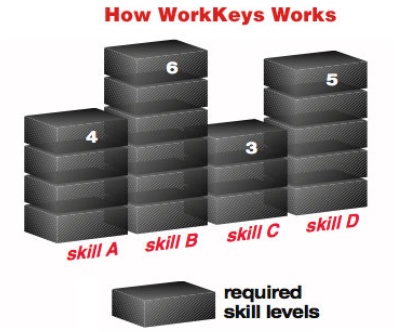


KeyTrain

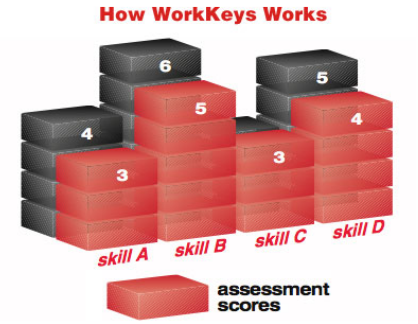
KeyTrain provides the WorkKeys training components for WorkOne customers. This training includes individual lessons that teach the particular skills and abilities that each WorkKeys assessment tests. The modules in KeyTrain are self-administered.

Use of KeyTrain should be targeted for customers who are close to scoring what is needed to qualify for a particular employer. In this case, the scale scores should be within 1-2 points of scoring what is required. If the discrepancy is any greater, the customer should be encouraged to explore other training options and referred to an Academic and Career Counselor.

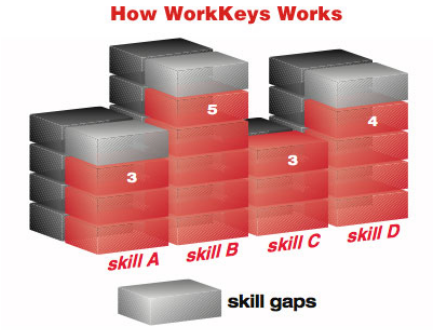
Diagram from http://www.act.org/workkeys/index.html **"How it Works"**



Job Profiling identifies the skills required for a job



Assessments show current skill levels of students or job applicants



Training helps individuals and employers correct skill gaps

Who is this assessment for?

Any customer in the Job-to-Job track who is interested in qualifying for the National Career Readiness Certificate or is applying to a WorkKeys employer is eligible to take the appropriate assessment modules in WorkKeys.

Customers in the Job-to-Job track who are unsure of their next step or are interested in further career explorations should also be encourages to use the assessments in Indiana Career Explorer (ICE).

Customers in the Job-to-Job track who are interested or are identified through the WorkKeys assessment to need further training should also take the Test of Adult Basic Education.

How does WorkKeys benefit the customer?

Obtaining the NCRC gives customers valid, quantifiable proof of their work-readiness. WorkKeys is also used by profiled employers to qualify customers for specific positions. It can also provide customers information about where their skills may need improvement and direct the development of academic plans.

How does WorkKeys benefit the Case Manager?

WorkKeys benefits the WorkOne Case Managers and Academic and Career Counselors (ACC) by providing guidance in developing the customers' career and training paths. It can also help with goal setting by making sure that customers' career and training goals are realistic. WorkKeys gives Business Service Representatives quantifiable proof of customers' aptitudes and allows them to job match more effectively.

Interpreting WorkKeys Results

The WorkKeys assessments are extensive and usually require staff assisted interpretation.

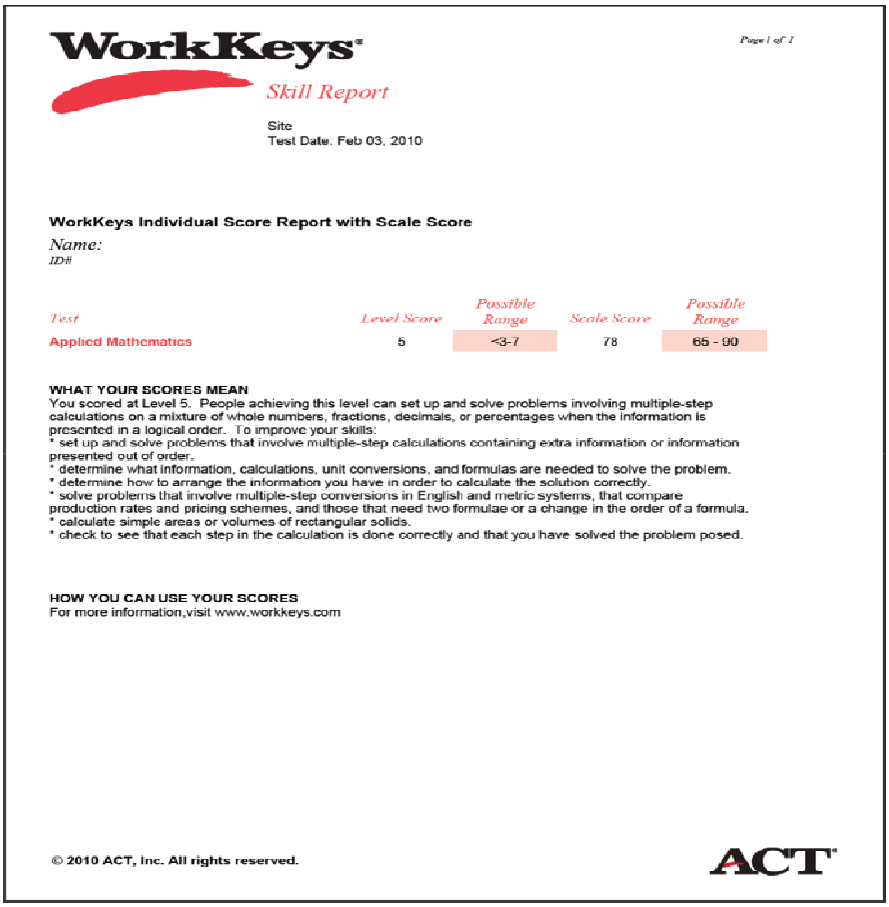
The WorkKeys results list a *Level Score* and *Scale Score*. The *Level Scores* are usually used for job selection, promotions or other individual high stakes purposes and are designed to be used with a job profiling process for employee selection. Level Scores consist of four or five broad score bands across the performance range. The *Scale Scores* are often used by educators and trainers to assess achievement and can be used to show growth over time, provide group comparisons in outcome measurements and show evidence of the ability to benefit. Scale Scores are not used for hiring or promotion decisions.

Questions in the test map to between five and seven levels (depending on the test). When a test-taker successfully answers questions at a given level, but not a level above, this determines the skill level. WorkKeys Score Reports identify the skill level(s) achieved and provide descriptive information about the abilities of the level scored. The meaning of the score and how it can be used should be explained to customers. If the score indicates that a customer might benefit from further assistance, appropriate guidance should be provided and the Academic and Career Plan should be amended as necessary.

A finer gradient of scores than the seven levels may be required. WorkKeys has developed a "scale score" which uses a 90-point scale system that can also be used when working to understand where within a given level the individual falls.

WorkKeys Individual Score Report with Scale Score

The following sample skill report shows where to find the customer's skill score, scale score and an interpretation of the test results.



WorkKeys

Page 1 of 1

Skill Report

Site
Test Date: Feb 03, 2010

WorkKeys Individual Score Report with Scale Score

Name:
ID#

Test	Level Score	Possible Range	Scale Score	Possible Range
Applied Mathematics	5	<3-7	78	65 - 90

WHAT YOUR SCORES MEAN
You scored at Level 5. People achieving this level can set up and solve problems involving multiple-step calculations on a mixture of whole numbers, fractions, decimals, or percentages when the information is presented in a logical order. To improve your skills:
* set up and solve problems that involve multiple-step calculations containing extra information or information presented out of order.
* determine what information, calculations, unit conversions, and formulas are needed to solve the problem.
* determine how to arrange the information you have in order to calculate the solution correctly.
* solve problems that involve multiple-step conversions in English and metric systems, that compare production rates and pricing schemes, and those that need two formulae or a change in the order of a formula.
* calculate simple areas or volumes of rectangular solids.
* check to see that each step in the calculation is done correctly and that you have solved the problem posed.

HOW YOU CAN USE YOUR SCORES
For more information,visit www.workkeys.com

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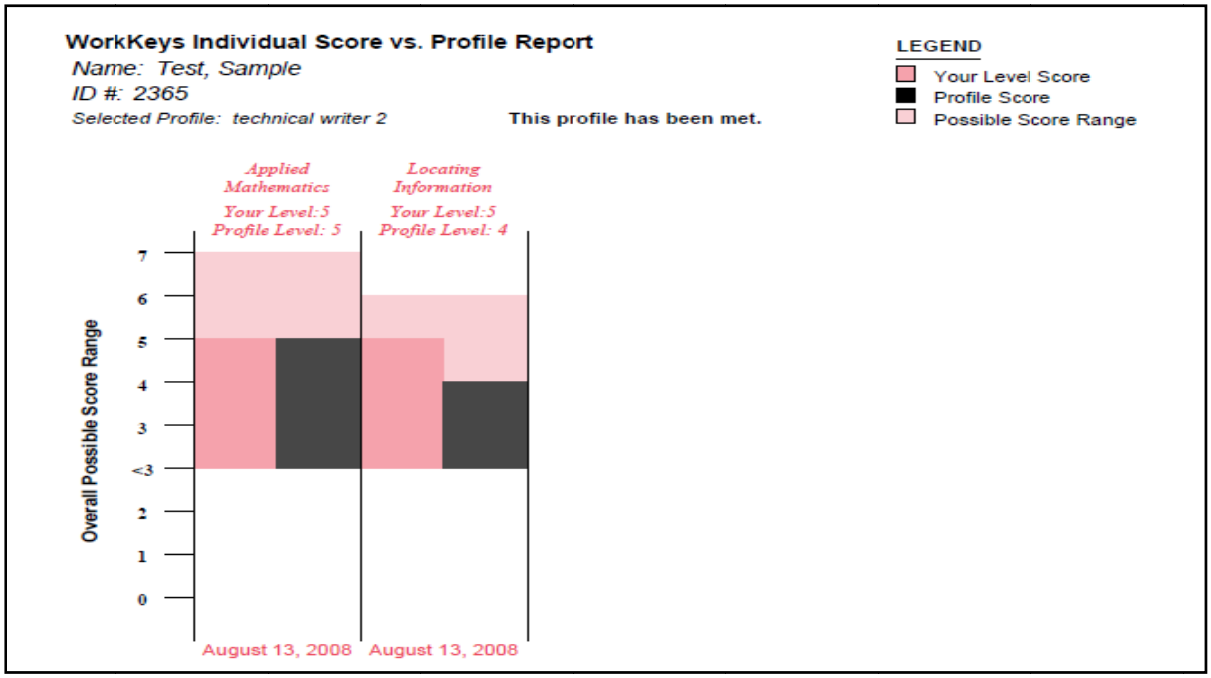
ACT

http://www.act.org/workkeys/assess/reports.html

This individual score report can be used in case management sessions to discuss the customer's current skill level and possible career paths. It can also be used as a starting point to discuss training options that may be appropriate for the customer to successfully reach their goals.

WorkKeys Individual Score vs. Profile Report

The following WorkKeys skill report should be used when a customer is using WorkKeys to qualify for a specific job opportunity with an employer who has a customized job profile in the WorkKeys database.



http://www.act.org/workkeys/assess/reports.html

This report compares the skills required by the particular job via the job profile created by the employer to the skills of the customer according to the WorkKeys skill assessment they have taken. The report will detail the skill gaps between the customer and the job profile as well as give information about whether the customer meets the skills necessary to qualify for the position as per the WorkKeys job profile.

Reflection:

How can you effectively use the Strength-Based philosophy while interpreting the WorkKeys assessment results?

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What are some potential difficulties you may encounter in case management sessions around interpreting the WorkKeys results and how would you handle these difficulties using effective communication techniques?

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Limitations of WorkKeys

As with any assessment, WorkKeys assessments should be delivered in as hospitable an environment as possible. Sufficient time, along with a quiet location in a well-lit and comfortable space is crucial. Even given the most optimal assessment conditions, WorkKeys has several limitations.

- *Computer Literacy*- If WorkKeys is administered online, customers who are not comfortable with using a computer may find the format difficult, which could in turn affect the assessment results. The customer's comfort level can be gauged by the initial Quick Guide pre-assessment. If customers are unfamiliar or uncomfortable using a computer, they may find it helpful to attend basic computer literacy workshops if they are offered.

- *Test Anxiety*- Customers may have had negative experiences with testing and academic pursuits. For these customers, taking the WorkKeys assessment might produce anxiety, which in turn will affect their ability to perform. Coaching the customer using positive

and goal-oriented discussions are key to ensuring customers maximize their efforts. It will be helpful to review the WorkKeys test taking tips listed below before the customer takes the test.

WorkKeys Test Taking Tips

- There is no need to study or "cram" for the WorkKeys assessments
- Listen and read the directions for each test carefully
- Read each question carefully and be sure you understand what the question is asking
- Answer the easy questions first and use logic to answer the more difficult questions
- Budget your time wisely so that you are able to finish in the allotted amount of time
- Answer every question because there is not a penalty for guessing
- Review your work
- Take advantage of breaks to walk around, relax, clear your head and come back motivated to do your best in the next assessment

- *Language Limitations*- TheWorkKeys system is delivered in English. Spanish versions are available if needed. If a customer speaks a language other than Spanish or English, WorkKeys may not be a helpful assessment.

- *Use in Context*- WorkKeys results should only be considered a guide. In most cases, the Case Managers should discuss results in terms of general ranges of capability or mastery and focus on the range of opportunities these results suggest. The Case Manager can use the results to advise a customer on training options to strengthen skills and reach a higher level. The only exception is when WorkKeys is used as a test to achieve the NCRC; the scores do result in either achieving or not achieving the required level for certification.

Customers should be encouraged to use Indiana Career Explorer as much as possible. WorkKeys should be an assessment that is targeted for individual customers that are using the

system for job matching purposes or to earn the NCRC. WorkKeys should be used in a context of the other assessments including Indiana Career Explorer and TABE.

WorkKeys Scenario:

Susan is a 28-year old single mother with minimal job history and is interested in applying to work at Walts Foods, a local grocery store. She is in the Job-to-Job (Reemployment Track) and receiving intensive services. The Walts Foods uses WorkKeys for job profiling and for job qualification purposes.

The Walts Foods customized job profile for cashiers is:

Applied Math- 3

Listening- 4

Locating Information- 4

Workplace Observation- 4

Reading for Information- 3

Teamwork- 3

Susan achieves the following scores on WorkKeys assessments:

Applied Math- 3

Listening- 3

Reading for Information- 2

Writing- 2

The Case Manager meets one-on-one with Susan in a private area to discuss the results.

- *Comparing the customer's WorkKeys scores with the Occupational Profile for cashiers, we see that she has scored a bit low in two assessments - Listening (a 3 when a 4 is needed) and Reading for Information (a 2 when a 3 is needed). She has not yet taken the Locating Information, Observation or Teamwork assessments.*
  The Case Manager should first encourage Susan to complete the assessments needed

to qualify her for the desired cashier position with the grocery store.

- *After Susan takes all of the required assessments, the Case Manager should provide the customer with her Individual Score Report with Scale Score. This will provide general information about her WorkKeys assessment scores and interpretation of her current skill level.*
- *The Case Manager should also provide Susan with the WorkKeys Individual Score vs. Profile Report. It is likely that Susan would not have met the profile requirements.*
- *The Case Manager should coach the customer to take the specific KeyTrain modules for the areas that indicated deficiencies. This is a way that the customer can improve her skills to prepare to meet the requirements needed for the position.*
- *After Susan completes the KeyTrain modules successfully, the Case Manager should encourage the customer to retake the WorkKeys assessment to obtain the scores required to qualify for the desired employment opportunity.*

Reflection:

Please use your knowledge of Strength-Based case management and effective communication to write a sample dialog that would take place between the Case Manager and Susan while interpreting and discussing the initial WorkKeys results.

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Would you recommend Susan take any other assessments? Which ones and why?

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_____

Read the following scenario and answer the question.

WorkKeys Scenario:

Garret is a 35 year-old dislocated worker who has reported to the WorkOne Center for job search assistance. In an effort to be more marketable to employers, Garret expressed interest in obtaining the National Career Readiness Certificate.

> *While meeting with the customer, the Case Manager should ask open-ended questions about the industry that the customer is interested in. It is important to ensure that there are employers in the customer's field of interest that recognize the NCRC and that this will assist the customer to obtain employment.*

Garret is interested in entering the building maintenance field. He will be able to use his knowledge and experience from his previous employment, operating a machine in a large manufacturing plant. He stated that he contacted 4 potential employers prior to coming to the WorkOne Center who recognize and value the NCRC.

Please write a comprehensive case note detailing the above customer scenario. Be sure to include the customer's goals and Case Manager's next steps.

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FOR MORE INFORMATION ABOUT WORKKEYS- http://www.act.org/workkeys/

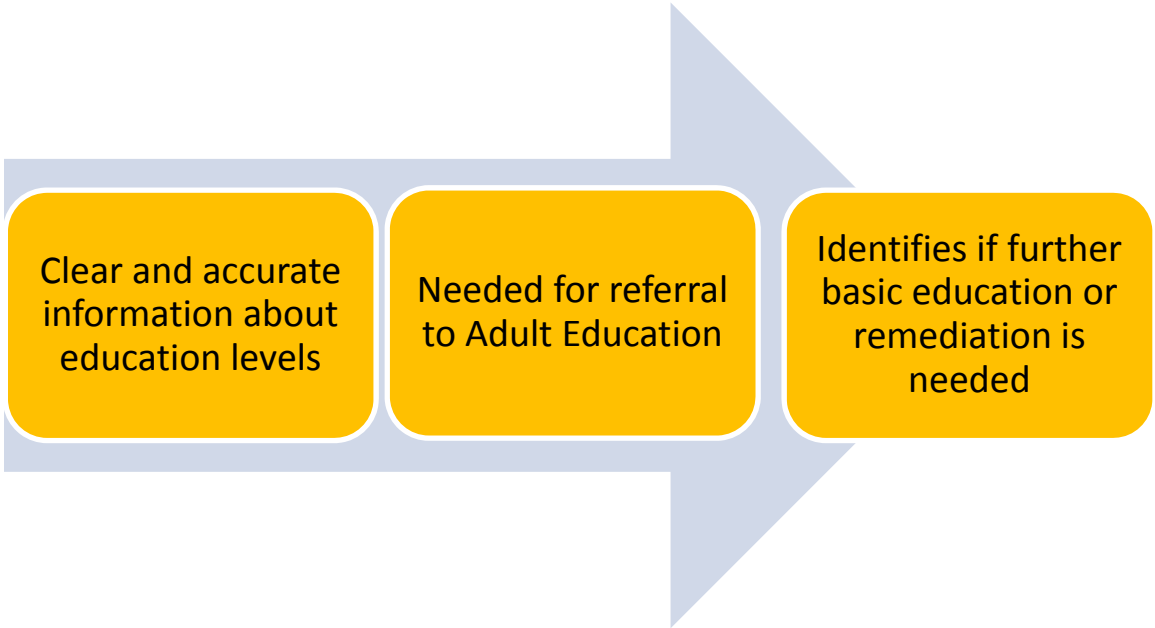
TEST OF ADULT BASIC EDUCATION (TABE)

What is TABE?

Where WorkKeys serves as a work-related hard skills assessment, Test of Adult Basic Education (TABE) is a clear and objective educational assessment. The TABE is the most common basic educational assessment used in the US. The TABE is intended to provide clear and accurate information about the educational level of WorkOne customers. The TABE assesses customers in Reading, Language and Math, including Math Computation and Applied Math.

The TABE is both easy to administer and score. It can be administered electronically or with paper and pencil. The TABE assessment is composed of parts- a shorter locator test which will determine the correct level. The 2nd part of the assessment is composed of the Reading, Language and Math Sections. It is slightly longer, proctored by staff and timed. TABE assessments provide a nationally recognized score that is both valid and reliable.

The purpose of the TABE assessment is to provide clear and accurate information about the educational level. Understanding the educational level of the individual helps determine whether he or she will benefit from a referral to the Adult Education system. It also can be used to gauge a customer's educational progress while they are in training.



Who is this assessment for?

Any customer with goals of pursuing Adult Education should be encouraged to take the TABE assessment. This may include customers with less than their high school diploma/GED or those with an identified need for remediation. Out of school youth should also take the TABE assessment.

Customers interested in pursuing training (Post-Secondary or Occupational Education) should be encouraged to use the assessments included within Indiana Career Explorer, as well as the TABE assessment to further explore occupational options and possible career pathways.

There are several exceptions of customers who should not be required to take the TABE:

- Customers who can provide proof they have passed a valid and reliable entrance exam at a training provider and may enter credit bearing courses with no developmental coursework needed.
- Customers entering On-The-Job Training.
- Customers who have proof they have a high school diploma or GED, provide a transcript and are determined by an ACC to have sufficient grades.
- Customers that have college credit, provide a transcript and are determined by ACC to have sufficient grades.

How does TABE benefit the customer?

The TABE benefits WorkOne customers by providing them with an accurate means to assess their current skill level to meet the requirements of specific industries or employment opportunities. It can help determine whether they may benefit from Adult Education to boost their skills and literacy to meet the demands. The TABE assessment also may qualify customers to pursue academic or educational opportunities which will allow them to expand their career opportunities. Training providers may have TABE scores to qualify customers for admittance to ensure they have the minimum skills necessary to be successful in the training. A customer and Case Manager can create a realistic and attainable Academic and Career Plan by properly using the TABE assessment results.

How does TABE benefit Case Managers?

The TABE assessment provides valuable insight for a Case Manager to identify appropriate training opportunities for individual customers and assess if they have the proper educational skill levels to qualify for specific educational and employment opportunities. A customer should be referred to the Academic and Career Counselor for more specific information

concerning referrals to Adult Education and Occupational Training after they take the TABE assessment.

The TABE serves as an **"ability to benefit"** assessment that will help to guide the customer into a training that meets his or her education level. In order to enroll an individual in certain training programs, they must meet a specific score on TABE to qualify for the training and maximize the probability of success.

Example:
A customer is interested in a career in medical billing and the available medical billing training suggests a minimum math score of 10.0 and he or she only scored a 7.4 on the math portion of the TABE. It is likely this customer may have difficulty successfully completing the training and should be referred to Adult Education before entering occupational training.

A Case Manager would be doing the customer a disservice by sending them to a training for which they don't have the appropriate skills. Instead, the TABE result can be used as a sign that remedial education may be necessary before the customer can continue toward their ultimate career goals.

Interpreting TABE Results
A customer's TABE scores should always be interpreted by a Case Manager in a one-on-one setting. The Case Manager or other WorkOne staff member should be properly trained to convert the raw data to the TABE scores which can be used to provide case management and guidance to customers.

The interpreted TABE score approximates the customer's grade level for each subject in the assessment. The scores on the TABE assessment range from a scale of 0.0 to 12.9. The number in the score before the decimal point approximates the student's grade level, while the number after the decimal indicates the estimated number of months into that grade year. For example, a Reading score of 10.8 indicates that the customer reads at the level of someone eight months into the 10th grade.

TABE results must be presented in a confidential and private location as the customer may not want their scores shared with others. Customers are likely to be anxious about their scores so Case Managers should always remember to reserve time and space for private TABE

interpretation. It should be stressed during these case management sessions that the TABE results do not indicate a "good" or "bad" score, but provide a realistic skill level that can be used to focus attention and effort to address areas that may need improvement through training opportunities. TABE scores should also be case noted and entered into the Case Management System.

It may be necessary to have difficult conversations with a customer if they fail minimum TABE assessment scores required for a specific training. It is important to remember the following points when having these conversations.

- Use Constructive Confrontation
- Remain positive
- Use effective communication techniques
- Focus on long-term goals and immediate action steps

If you need further information on strategies to use while having difficult conversations, please see the Beyond the Basics and Effective Communication sections in this manual.

The TABE results are particularly useful to help Case Managers identify a customer's training referral needs. A TABE score can be used to make a referral to Adult Education or qualify the customer for specific occupational training. Case Managers should refer all customers interested in training to an Academic and Career Counselor (ACC) for more information.

Limitations of TABE

- *Academic Based*- TABE lacks the "real world" situations and application of the WorkKeys assessment. It can be viewed by some customers as "just another test" and thus not taken seriously. It is important for Case Managers to make a diligent effort to make the assessment a positive experience for customers. Be sure to relate this assessment to the customer's goals and use the assessment to help the customer determine appropriate follow-up action steps.

- *Lack of Attached Ongoing Training Component*- TABE does not have a training component attached to the assessment, like KeyTrain. The Case Manager should work closely with the customer and ACC to ensure any areas or skills identified as needing improvement are addressed through Adult Education.

- *Test Anxiety*- Often customers will have had negative experiences with standardized testing. Taking the TABE assessment is likely to produce feelings of anxiety for these customers which will affect the customer's scores. It is important that the TABE is not presented as a "test" that the customer must pass with a certain level, but a form of assessment to help determine what services he or she needs. It is also helpful to ensure that the test taking environment is optimal for concentration. The environment should be quiet, comfortable and well lit with limited interruptions.

TABE Scenario:

John is a 19 year-old youth customer. He does not have his high school diploma and his last grade completed is the 11th grade. John does not have any work experience. He has expressed some interest in occupational job training and obtaining his GED. John was given the TABE test to explore his educational background. John scored a 6.4 in reading and 6.0 in Math.

The scores indicate that John has a sixth grade reading and math level. He would be a good candidate to pursue Adult Education prior to entering occupational training.

Provide sample dialog of how a Case Manager should interpret the TABE results for the customer. What concerns should be addressed in this case management session?

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What is some additional information that would help the Case Manager coach John? What additional questions should the Case Manager ask John to obtain this information?

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Based on John's TABE scores and background information, what would be some appropriate next steps for John? Please develop 1 long term and 2 short term S.M.A.R.T. goal statements with appropriate action steps. For more detailed information, refer to the Goal Setting manual section.

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FOR MORE INFORMATION ABOUT TABE- http://www.tabe.org/main/index.php

INDIANA CAREER EXPLORER (ICE)

What is Indiana Career Explorer?

Indiana Career Explorer (ICE) is a comprehensive, self-administered, internet-based system that provides tools to explore various careers, plan a career path or career change and develop an education plan. ICE was developed for Indiana WorkOne customers by Kuder, Inc. When used within workshops on career exploration, ICE can help customers set realistic career and academic goals. The system guides users through an easy, intuitive, step-by-step process to assess their career interests, aptitudes and values using three assessments:

- Kuder Career Search with Person Match
- Kuder Skills Assessment
- Super's Work Values Inventory (revised)

In addition, ICE provides individuals with opportunities to fully explore specific career opportunities by industry or job title tailored to their assessment results. ICE provides customers with a reliable and effective career planning and development experience. The system is tailored to users' needs and goals by allowing them to save their results for future use.

ICE also crosswalks, or electronically links, to several other resources including O*Net, Indiana Career Connect, IN Training and other regional job search and education websites. This feature supports customers' ongoing awareness of real job opportunities available to them. It also promotes proactive goal setting and career path planning by providing real time information about today's high demand, high growth jobs.

Indiana Career Explorer has been modified for the use of two distinct populations- *Journey* was created for adult customers and *Navigator* was designed for middle school students, high school students and youth customers. Both versions have capabilities beyond assessments and can direct a user through all steps of educational and career exploration and development.

Journey- *Adult and Post-Secondary Users*

Step 1- Assessments

ICE provides comprehensive assessments on customers' career interests, aptitude and values.

Step 2- Occupations

ICE provides detailed job profiles including written testimonials of people in the job and videos of tasks performed by someone on the job. This allows customers to have an opportunity for mini job shadowing sessions. This can be especially helpful for customers who are looking to transfer skills to another job, find a job related to their experience or college major or simply start their career exploration. ICE Journey allows customers to search occupations and narrow a list that is right for them. Users are able to save their favorites for future review.

Step 3- Education and Financial Aid

Customers can align their career interests with the related educational requirements determining their future paths. They are able to use ICE to learn about Financial Aid Assistance and develop an effective comprehensive Academic and Career Plan.

Step 4- Job Search Tools

ICE provides tools to assist customers in all facets of their job search and provides a central location to store all necessary information. Planning and preparation are critical in career planning. Customers are able to create a resume, write a cover letter, collect references and update their interviewing skills within the ICE system.

Step 5- Jobs

Once a customer has explored his or her educational and occupational options, the logical last step is actually finding a job. ICE provides a number of ways to research employers and employment opportunities.

Navigator- Middle School and High School Users; Youth Customers

1) *Learn About Myself*

Interests, skills and values assessments are available in developmentally appropriate versions to help users gather information on occupations for broad exploration.

2) *Explore Occupations*

Students can explore occupations written on an easy to understand reading level. The system allows users to create and save a favorites list by clusters and pathways, assessment results and title/keyword search.

3) *Plan for Education*

This section provides information on various options students have after high school: going directly to work, entering the military, entering on-the-job training or entering a school that offers a 2-year or 4-year degree. Users can easily create or update an education plan for high school and beyond, explore extended learning opportunities, post-secondary schools and financial aid information.

4) *Plan for Work (High School Students Only)*

ICE can help prepare a user for job search by providing directional guidance on how to develop a resume, write a cover letter, collect references and other necessary job search activities.

5) *Find a Job (High School Students Only)*

Users can learn how to find job openings, search for jobs on the Internet, research employers and create an electronic Portfolio (e-Portfolio). The e-Portfolio becomes the user's own web page of achievements and goals that may be shared online.

6) *My Portfolio*

This provides a place for the user to store account information, assessment results, develop career goals, list activities and awards and store post-secondary schools of interest.

In addition, Indiana Career Explorer provides extensive administrative functions that allow staff to review and monitor customers' progress from assessments through subsequent steps in ICE. This provides valuable information to Case Managers for meaningful, focused case management sessions. It also provides general information about the usage of WorkOne customers.

What does Indiana Career Explorer Assess?

Indiana Career Explorer provides assessments of Career Interests, Skills and Values. The career planning process for all individuals starts with learning about themselves. The three assessments provided by the ICE system are designed to focus career exploration efforts and ultimately encourage greater customer success and job satisfaction. All of these assessments are self-administered online, a format which eliminates administrative error and is available around the clock with instantaneous scoring from any location.

The Indiana Career Explorer three assessments include:

- ***Kuder Career Search with Person Match***

  This is an interest assessment of customers' career interests. This takes into account activities that customers enjoy, which may include job related tasks and hobbies. The assessment reports directly on the customer's profile and similarity to groups of employed people in specific career clusters. The customer can then explore the careers of people with similar interest profiles to identify compatible career pathways.

  These assessment results will help the Case Manager more effectively coach the customers' goal setting and career planning. The results also help customers develop an occupational self-concept. The customer will be able to explore his or her own career pathways for high interest occupations. The assessment results link directly with specific occupational profiles which allow the customers to effectively explore careers that relate directly to the occupations to which their interests are most closely matched.

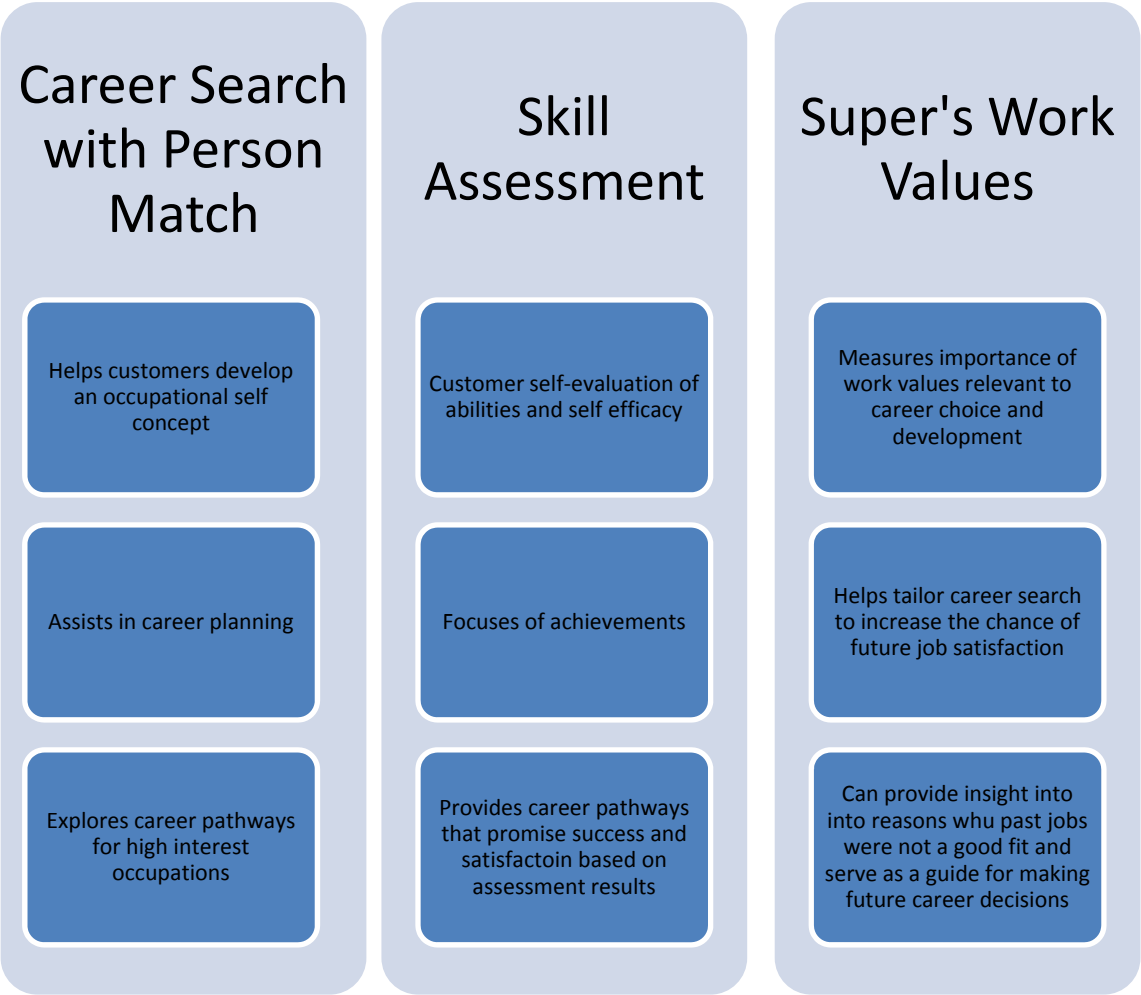
- ***Kuder Skills Assessment***

  Career exploration and planning is often most effective when individuals are given the opportunity to assess their interests and activity preferences (as they do with the Kuder Career Search with Person Match) in combination with assessing their abilities and skills. The Kuder Skills Assessment provides customers the opportunity to self-evaluate their abilities and self-efficacy. The focus is on customer achievements and provides career pathways that promise success and satisfaction based on assessment results.

  ICE is also capable of reporting a comparison of the Kuder Career Search with Person Match assessment and the Kuder Skills Assessment to give the customer and Case Manager further insight into appropriate occupational pathways to effectively develop a successful career path.

- ***Super's Work Values Inventory (revised)***

  This assessment measures the importance of work values relevant to career choice and development. Customers and Case Managers can use these assessment results to tailor the career search to accommodate the values identified as most important which will in turn increase the chance of higher job satisfaction. This assessment can also provide insight into the reasons why past jobs were not a good fit for the individual and serve as a guide for making future career decisions.



Who is this assessment for?

Assessments are available online through the Indiana Career Explorer website[9] and can be used by all Hoosiers , 6th grade and older. The assessments can be included in core self-service for customers of the WorkOne Centers. Most customers will be able to interpret and use the results without WorkOne staff intervention. Customers that require extensive explanation and interpretation of ICE assessment results should speak directly with a Case Manager. Customers who are interested in career exploration and development services at the WorkOne Center may take any combination of the assessments, but are not necessarily required to take all three. The ICE system has benefit to any customer who seeks training or career guidance. All customers who wish to enter occupational training or post-secondary education must take all three components of ICE prior to speaking to an Academic and Career Counselor.

How does Indiana Career Explorer benefit the customer?

Because ICE is not a "test," students may find it a more attractive and comfortable assessment than WorkKeys or the TABE. ICE benefits customers by providing accessible, practical and easy to understand assessment reports on their career interests, aptitude and values. This system can be very empowering for customers because it is self-administered and self-paced. Most customers are able to navigate the system on their own, explore career options and develop an informed career plan. ICE can reinforce intuitions customers have of their career interests and can also provide new insights for those who do not have a clear career goal or significant experience to draw upon for their decisions about careers and occupations.

ICE provides customers with the tools to create a resume, write a cover letter, collect references, update interviewing skills and seek financial aid information. ICE also can serve as an organizational tool for customers. The system can help customers create a unique URL which hosts a portfolio for each user. In the portfolio, customers can store resumes, references and work samples to share with potential employers. These portfolios allow customers to keep all of their important job search information in one place and give them proactive control of their own job search.

How does Indiana Career Explorer benefit the WorkOne staff?

The assessments in ICE can serve as a valuable tool for both Case Managers and Academic and Career Counselors. They can help in goal setting and directing both employment and academic

[9] http://www.indianacareerexplorer.com/

endeavors. The Case Manager is able to easily use the ICE system to work in collaboration with customers.

When a customer registers for ICE, the Case Manager will be able to access the individual's profile and system activity through a centralized administrative database. The administrative database in ICE provides system alerts, resource files, links and access to tools. It allows WorkOne staff access to assessment, usage and education plan reports. This means staff can check on the status of customers' progress and follow through to hold customers accountable and reinforce positive information-seeking behavior. Case Managers can also use the ICE system to post messages or information for customers.

Interpreting Indiana Career Explorer Results

The assessments contained in ICE are most effective when a customer takes all three and looks at the results as a full holistic picture. The Kuder Career Search with Person Match will assist the customer explore what they like to do and what they might enjoy doing in a career. The Kuder Skills Assessment assesses what the customer is good at and what skills they have. By examining these two assessments the Case Manager and customer can explore career pathways that would be a best fit for both what the customer enjoys doing as well as what they have skills and competency doing. If there is a discrepancy in these two assessment results, the customer can be referred to a Academic and Career Counselor for further interpretation and to explore appropriate training options.

The Super's Work Values will be helpful in identifying what is most important to the customer in a career. These assessment results should be closely examined before choosing a career path. It is important that the customer's work values are taken into consideration because a customer is not likely to continue in an occupation where they are unhappy or unsatisfied. A customer will likely be most successful when their chosen occupation aligns with their values.

Customers will often be able to read and interpret their own ICE assessment results, but staff should be able to help them if they have questions or need help in creating plans to follow up on ICE results. Any outcomes and guidance that result from ICE should be included in a customer's Academic Career Plan when available.

Limitations of Indiana Career Explorer

- *Self Managed*- Because ICE is self managed by the customer, it is possible that less motivated customers may not get the full value of ICE. Case Managers must be diligent in using their administrative functions and follow up with customers using the results and system activity regularly in case management sessions.

- *Over-Reliance on Assessment Results*- It is important that customers do not base their entire career decision on the results of ICE assessments. Customers should use ICE to explore their various career options. The assessments should generate conversation with the Case Manager about possible career pathways. It is important for the Case Manager to use all available assessment tools, including the informational interview, to support customers in making informed career decisions.

- *Dissonance Between Customer and Assessment Results*- It is possible that a customer may not feel that the assessment results accurately reflect his or her interests or values. Rather than allowing a customer to completely dismiss the assessment results or ICE, the Case Manager should explore the results by asking open-ended questions. This should be an opportunity for the Case Manager to help the customer explore their feelings and create a career development plan that accurately reflects their interests and goals.
- *Computer Literacy*- Indiana Career Explorer is computer-based. If a customer is not comfortable using a computer, he or she may find the system slightly intimidating. It could be helpful to use ICE in a workshop setting which will allow customers to become more comfortable using the computer and accessing ICE. Also, if possible, staff can provide one-on-one assistance to help customers become familiar with the system and learn about the variety of ICE's capabilities.

Indiana Career Explorer Scenario:
Kim Harris, a 30 year old mother with previous office managerial experience, has expressed interest in changing her career field and obtaining a professional certificate which she believes would allow her to further her career. She has come to the WorkOne Center to explore her career options.

Kim takes the ICE Career Search with Person Match Assessment and finds that she has scored high in the following areas:

- Law and Public Safety (98)
- Government and Public Administration (95)
- Business Management and Administration (76)

Kim also took the ICE Skills Assessment. Based on her personal interests Kim has scored high

and showed a distinct aptitude in the following areas

- Education and Training (97)
- Business Management and Administration (93)
- Marketing (81)

Kim was also able to evaluate attributes that are important to her in the workplace. She was given the Super's Work Values Inventory and found that her highest scores were:

- Having variety in her work
- The ability to be creative
- Independence

Kim's ICE assessment reports are on the following page.

The Case Manager meets with Kim to review her assessment results. The Case Manager, by asking open-ended questions, finds that Kim has always been interested in law. She revealed during the case management session that throughout high school she wanted to be either an FBI Agent or a Lawyer. Kim said that she even applied to the FBI Academy, but she became pregnant while in the process. She stated she decided at that point to get a job in an office. She stated she progressed from a Secretary to an Administrative Assistant to managing the office. Although she likes her job, she does not find it particularly fulfilling.

When reviewing the Kuder Career Search With Person Match and Kuder Skills assessment reports, Kim agreed that the assessment top career clusters accurately reflected her career interests.

The Case Manager also reviewed Kim's Super's Work Values Report. Kim agreed that she really values having variety in her work. She stated she has been successful in her current position because she enjoys that aspect. She also enjoys the ability to come up with creative solutions to problems in the office.

The Case Manager reviewed the Person Match Occupations. Kim agreed she would be interested in finding out more about occupations in the Legal field.

Kuder® Career Search with Person Match Assessment
Completed: 3/30/2011 (Unknown)

CLUSTER	RANK	PERCENT
Law, Public Safety, Corrections, and Security	1	98
Government and Public Administration	2	95
Business Management and Administration	3	76
Finance	4	64
Human Services	5	53
Agriculture, Food, and Natural Resources	6	51
Arts, Audio-Video Technology, and Communications	7	46
Manufacturing	8	45
Education and Training	9	42
Transportation, Distribution, and Logistics	10	37
Marketing	11	34
Health Science	12	29
Architecture and Construction	13	28
Information Technology	14	27
Hospitality and Tourism	15	27
Science, Technology, Engineering, and Mathematics	16	23

Kuder® Skills Assessment
Completed: 3/30/2011 (Unknown)

CLUSTER	RANK	PERCENT
Education and Training	1	97
Business Management and Administration	2	93
Marketing	3	81
Hospitality and Tourism	4	80
Human Services	5	76
Government and Public Administration	6	69
Finance	7	60
Information Technology	8	51
Architecture and Construction	9	44
Arts, Audio-Video Technology, and Communications	10	33
Science, Technology, Engineering, and Mathematics	11	32
Transportation, Distribution, and Logistics	12	31
Health Science	13	30
Agriculture, Food, and Natural Resources	14	28
Law, Public Safety, Corrections, and Security	15	27
Manufacturing	16	15

Person Match Occupations

OCCUPATION
Legal Asst.
Dispatcher
Paralegal
Naval Intelligence Officer
State Legislator
Assistant Transportation Planner
Athletic Conference Commissioner
Computer Programming Manager
Recruiter
Bank Loan Records Clerk
Credit Representative
Salesperson, Mortgage Firm
Program Director Social Services
Program Manager
Religious Leader #2

Super's Work Values Inventory
Completed: 3/30/2011

WORK VALUE	RANK	PERCENT
Variety	1	91
Creativity	2	88
Independence	3	84
Challenge	4	77
Income	5	46
Supervision	6	43
Achievement	7	34
Prestige	8	19
Workplace	9	19
Co-Workers	10	9
Lifestyle	11	5
Security	12	2

The Case Manager suggested that Kim use ICE to explore the profiles for the job titles she is interested in. It will be important for Kim to explore the educational requirements of each position so she will be able to develop a comprehensive Academic and Career Plan.

Reflection:

What additional information would be necessary for the Case Manager to assist the customer in developing her Academic and Career Plan?

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What are five probing/open ended questions you would ask Kim to help explore her ICE results?

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What other assessments would you recommend for Kim? Why would you recommend these assessments? How would you use the results in coaching Kim's career exploration?

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Based on Kim's assessment results and information gathered from your probing questions, what goals would you set for her?

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FOR MORE INFORMATION ABOUT INDIANA CAREER EXPLORER-
http://www.indianacareerexplorer.com/
Indiana Career Explorer technical manuals are available for staff under the "Tools and Resources" tab using the ICE Administrative login

CHOOSING THE RIGHT ASSESSMENT

It is imperative that the Case Manager is skilled in using the correct combination of assessments to guide customers in their self-evaluation, career exploration and development of long term occupational goals. The Case Manager must have a full understanding of the customer's intent and what they want to accomplish through their participation while at the WorkOne Center. The Initial Informational Interview will give Case Managers an opportunity to find out this information and begin building a relationship with the customer. The Case Manager must practice effective communication and engagement skills throughout case management sessions but these skills are most critical during the Initial Informational Interview.

Example:

Customer: A 45 year-old college graduate with ten years' experience as a telecommunication sales person. The customer expressed to the Case Manager repeatedly during his Initial Informational Interview that he may be "too old a dog" for the changes happening in that industry. He expressed interest in exploring some other career options.

Analysis: *The individual has significant education and so would not require an assessment of educational capacity (TABE). He does, however, want to move into a new field. The customer would most likely benefit the most for taking the assessments in Indiana Career Explorer. This assessment would reveal valuable information about his workplace skills, interest, aptitude and values. He could also use ICE to explore career options available.*

This customer would only be recommended to take the WorkKeys assessment if he was applying to an employer who used WorkKeys as a screening tool for hiring.

Example:

Customer: A 20 year- old youth customer with no work history and no high school diploma. She is not sure what she wants to do for a living and is not aware of many employment opportunities. She thinks she may be interested in attending training for employment in the medical field.

Analysis:	*It is important to assess this customer's skill level. She will also need this information to qualify for any training. The Case Manager recommends this individual to take the Test of Adult Basic Education (TABE) to assess her educational attainment. The customer would also benefit from taking all three ICE assessments to narrow her field of interest. Using ICE will also allow the customer to do career exploration on her own. After taking the ICE and TABE assessments, the customer can be referred to see an Academic and Career Counselor for information and referral to Adult Education or Occupational training.*

Read the following scenarios and determine which assessment or assessments (WorkKeys, Indiana Career Explorer or Test of Adult Basic Education) would be most helpful to the customer:

1) Customer: A 28 year-old male with his high school diploma has experience as a Landscaper and Cashier in a fast food restaurant. He stated he enjoyed lawn care and landscaping and has expressed interest in learning to own a business in this field.

What is your analysis and recommended combination of assessments?

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Customer: A 43 year-old customer with a high school diploma has been laid off from her employment of 20 years as a Receptionist. She has expressed concerns about re-entering the workforce due to her lack of a college education. She has a typing speed of 50 wpm, is bilingual and is fluent in Microsoft Applications. She is interested in remaining in the clerical industry.

What is your analysis and recommended combination of assessments?

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COMPREHENSIVE INTERPRETATION

It is important that Case Managers use assessments with care. Assessments should never dictate what a customer must do or what career they must pursue. Assessments should always be used in conjunction with comprehensive case management sessions that build a collaborative partnership between the Case Manager and customer. The Case Manager should use a combination of assessments to ensure accuracy and allow the combination of results to serve as a guide for developing a Career and Academic Plan. The customer's long and short term goals should be the focus of this plan and assessment results will give the Case Manager information to use to coach the customer ensuring the goals are attainable and realistic.

It is important to remember the following points when interpreting assessment results with customers:

- Before meeting with the customer to interpret and discuss assessment results, the Case Manager should spend sufficient time scoring and interpreting them and preparing a plan for presenting the results to the customer.
- A meeting should be scheduled with sufficient time to present the results and move forward with next steps based on the results.
- The discussion should focus not just on the scores or results, but on their impact for the individual customer's academic and career plan.
- If scores suggest a "negative" result or are inconsistent with the customer's vocational plans or interests, effort should be made within the discussion to focus on positive aspects. The Case Manager should highlight appropriate additional steps based on the results that would lead the customer to reach the goals he or she has set. It is important to always remember to focus on customers' strengths, skills and resources.
- All assessment results should be discussed in terms of probabilities and ranges, not definitive results or predictions. Assessment results should not "close doors" to possible career goals but direct effort toward how to achieve those goals.
- The meeting to share assessment results is often one of the earliest contacts with the customer and may set the tone for future interactions. As such, it is important to set aside plenty of time for the meeting and conduct it in a quiet, private place if possible

Putting It All Together

Christine is a 20 year old single female. She has 2 children; however she does not have custody of them due to being incarcerated. Christine does not have her high school diploma and is currently unemployed. She has moved in with her sister since her release from incarceration. She meets with a Case Manager to initiate her Career Development Plan. Christine has taken the TABE and has scored a 7.4 in Reading and a 9.0 in Math.

Reflection:

How would you interpret Christine's TABE results?

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What types of additional probing questions would you ask Christine to obtain information needed to begin to develop her Academic and Career Goal?

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What barriers if any do you feel Christine has? How would you approach discussing these barriers? What impact would that have on providing appropriate services to Christine?

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Christine was given the Indiana Career Explorer. Results are on the next page.

One Page Report

Prepared For: Christine Christine
Date Printed: 5/10/2011 8:04 AM

Kuder® Assessments Summary

Education and career decisions should never be made based on just one factor. There are many things that should be taken into account when making such decisions. The more you know about yourself, the more likely you will be to make a good decision. It is for this reason that we provide this summary report integrating your interests, skills, and work values assessment results. In each of these reports, your scores are displayed in rank order from your highest to your lowest. The numbers at the end of the bars indicate the percent of those in a large sample group that had scores lower than yours. Use all the information in this report when contemplating education or career decisions.

Kuder® Career Search with Person Match

Health Science	95
Human Services	87
Education and Training	82
Government and Public Administration	73
Arts, Audio-Video Technology, and Communications	69
Law, Public Safety, Corrections, and Security	63
Manufacturing	46
Agriculture, Food, and Natural Resources	38
Finance	32
Information Technology	22
Transportation, Distribution, and Logistics	19
Science, Technology, Engineering, and Mathematics	15
Business Management and Administration	9
Hospitality and Tourism	9
Architecture and Construction	6
Marketing	2

Kuder® Skills Assessment

Human Services	40
Education and Training	31
Hospitality and Tourism	30
Manufacturing	20
Law, Public Safety, Corrections, and Security	17
Health Science	13
Business Management and Administration	12
Information Technology	11
Science, Technology, Engineering, and Mathematics	11
Architecture and Construction	10
Transportation, Distribution, and Logistics	10
Government and Public Administration	9
Agriculture, Food, and Natural Resources	5
Arts, Audio-Video Technology, and Communications	5
Finance	4
Marketing	2

Super's Work Values Inventory-revised

Challenge	61
Achievement	54
Independence	51
Creativity	48
Income	39
Variety	35
Prestige	31
Lifestyle	31
Security	26
Supervision	24
Workplace	14
Co-Workers	3

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How do you interpret this information? How would this information be important for Christine to develop an Academic and Career Plan?

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How would you use this information, along with the results from the Super's Work Values Inventory? What questions would you ask concerning the results?

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For additional information please contact:

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