

## TRAINING SESSION 6

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# Goal Setting With Your Mentee

<b>Author:</b>	Christian Rummell
<b>Duration:</b>	90 minutes
<b>Materials:</b>	Chalkboard or newsprint, chalk or markers, handouts, index cards
<b>A/V:</b>	None
<b>Room set-up &amp; preparation:</b>	Place chairs in U shape facing the chalkboard or newsprint. Write up the “Agenda” on newsprint or on whiteboard/chalkboard
<b>Description:</b>	Goal setting is an important part of the mentoring relationship. Research has documented the power of a mentor to create opportunities for youth to become successful in school, improve peer relations, and make healthier choices. <sup>1</sup> Goal setting is an integral part in providing these benefits. By gaining awareness of the importance of goal setting and incorporating this feature into the mentoring relationship, mentors can give their youth greater skills and more practice in meeting their potential. This session will explore strategies that mentors can use to help youth use their strengths and values to achieve their dreams and hopes.
<b>Session goals:</b>	By the end of the session, participants will: <ul style="list-style-type: none"><li>• Learn more about the importance of goal setting</li><li>• Gain goal-setting skills that build on the strengths of their mentee to promote long-term goal achievement</li><li>• Learn about new goal-setting activities that can easily be implemented into the mentoring relationship</li></ul>

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<sup>1</sup>Tierney, J.P., and J.B. Grossman (with Resch, N.L.). (1995). *Making a difference: An impact study of Big Brothers/Big Sisters*. Philadelphia, PA: Public/Private Ventures.

## Agenda & instructions:

### 1. *Introductions*

*10 minutes*

Have the mentors introduce themselves individually by telling the group: a) their name; b) how long they have been matched with their mentee; and c) a goal that they recently achieved.

**Trainer's note:** Once all mentors have introduced themselves, review the agenda and the goals for this workshop. You should also let your mentors know that this session will be “experientially based,” meaning that they will have the chance to explore their own goals and gain personal insights into some of the challenges and potential that goal-setting activities will offer their mentees. Throughout the session, they will actively participate in a goal-setting model that they can adjust and adapt to their youth.

### 2. *Defining a Vision for the Future*

*10 minutes*

Pass out index cards to the participants. Ask them to write their name in the center. Have them write four strengths that they possess, one in each corner. Strengths can be anything that they feel good about such as caring, thoughtful, good listener, funny, etc. If you have time before the workshop, prepare your own index card as an example for the participants.

### 3. *Present the Strengths to Goals Handout*

*15 minutes*

Distribute Handout 1: “Using Strengths To Promote Goals.” Go over each step in the process and talk with mentors about the importance of using strengths to build goals. Remind mentors that their role, as a guide, is to help build mentee strengths into important resources to achieve their personal, academic, and short- and long-term goals.

### 4. *Pair Work*

*20 minutes*

Have pairs of mentors complete Handout 2: “Goal Setting Worksheet.” For the first 10 minutes, have Mentor 1 play the role of the mentee. This person will share their strengths with their partner. Mentor 2 will play the role of the mentor, guiding the mentee through the process of completing the worksheet by asking questions, providing feedback, and guiding the mentee. After 10 minutes, have the mentors switch roles.

**5. Large-Group Debrief**

**10 minutes**

Ask volunteers to share and discuss their thoughts around the goal planning activity. What steps did they find useful? What steps do they think are important in their work as mentors?

**6. Presentation: Adapting the Model for Mentees**

**15 minutes**

Pass out Handout 3, "Adapting the Model for Mentees." After reviewing the handout, ask them to brainstorm ways that they can make this model accessible for their youth, including activity ideas and potential ways to make the model more interactive and fun.

**7. Key Debrief**

**5 minutes**

Review the session goals for participants:

- Goal setting is an important part of the mentoring relationship
- By personally participating in a goal-setting workshop, mentors can gain better insight into the challenges and potential for goal-setting techniques to make a difference in their mentees
- Mentors can improve goal-setting skills in youth through a variety of interactive and fun activities

**8. Final Questions and Closing**

**10 minutes**

Ask participants to discuss any final comments or questions about what was just covered. Pass out a session evaluation form. Remind folks of any upcoming training or events.

# Using Strengths To Promote Goals

This goal-setting model uses individual strengths to promote achievement of personal, academic, and short- and long-term goals. Through this model, you will gain an additional tool to build goals for yourself and your mentee. Because goal setting is an essential part of your work as a mentor, this model will help you to become better prepared to guide your mentees through important steps that will enrich their ability to reach their potential.

Also, you can think of each step as an area in which you can help your mentee develop skills through fun and interactive activities. By giving mentees opportunities to practice any and all of these step areas, you give them incredible tools to achieve their dreams.

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### Step 1. Defining Strengths

The first step in this model is to define personal strengths. What are the qualities, skills, and characteristics that you would define as your strengths? What are the abilities that you bring with you that you can use as a foundation for future success?

### Step 2. Envisioning the Future

Step 2 will help you see goal setting in the big picture. What is your ideal future like? How do you want to be living in 10 or 20 years? What do you want to achieve in the long term? By thinking long term, you will gain insight into what you truly value in your own life purpose. This will help to connect your goals and short-term activities with your long-term dreams.

### Step 3. Goals for Action

Now that you have reflected upon your personal strengths and your vision for the long-term future, try to choose three to five short-term goals that will help to move you toward that long-term vision.

### Step 4. Concrete Tasks

What specific and concrete activities can you start doing now to start you on your way to achieving these goals? Describe each activity and set a date by which you plan to accomplish the activity.

### Step 5. Problem-Planning

Think about potential barriers in your goal setting. What can get in the way of achieving your goals? What preventive steps can you take to prepare you for these barriers?

### Step 6. Reflection

After you have worked toward your short-term goals, you should spend some time reflecting on how your goal-achieving activities worked. What did you learn? Have your goals changed? What specific activities worked and didn't work?

# Goal-Setting Worksheet

## Step 1. Defining Your Personal Strengths

Think about the personal resources you bring with you that can help you in goal setting.

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Strength 1: \_\_\_\_\_

Strength 2: \_\_\_\_\_

Strength 3: \_\_\_\_\_

Strength 4: \_\_\_\_\_

## Step 2. Envisioning Your Future

How do you see yourself in 10 or 20 years? What do you want to be doing in the long term?

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Describe your vision:

## Step 3. Establishing Short-Term Goals

What are three short-term goals that you can accomplish that relate to your long-term vision?

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Goal 1:

Goal 2:

Goal 3:

## HANDOUT 2 (cont.)

### Step 4. Goal Activities

Describe activities in which you will participate that will help you achieve your goals. Set concrete dates and times for when you will accomplish these activities. If this is a recurring activity, describe how often you will do it (e.g., 1 time a day, 1 time a month, etc.)

Activity 1:	Date this will be accomplished:
Activity 2:	Date this will be accomplished:
Activity 3:	Date this will be accomplished:

### Step 5. Planning for Potential Barriers

What are the barriers that may prevent you from accomplishing your goal? What steps can you take to overcome these barriers?

Barrier 1:	Preventive step:
Barrier 2:	Preventive step:
Barrier 3:	Preventive step:

## HANDOUT 2 (cont.)

### **Step 6. Reflection**

This step should be done throughout the goal-setting process.

What did you learn? How have you changed since working on your goals?

Reflection:

# Adapting the Model for Mentees

While this model will be easily accessible for you as an adult, it also offers potential goal-setting opportunities for your mentee.

Instead of taking your mentee through a worksheet, there are many ways that you can adapt its ideas for easy implementation in your mentoring relationship. You should be creative, have fun, and use this as a way of building skills for your mentee to grow and reach his or her potential.

Maybe each step can be seen as a skill area that you can work on with your mentee. By creating fun and interactive opportunities for her (or him) in any of these goal-setting areas, you will be giving her skills to achieve her goals. The following activities should give you some ideas for ways to build goal-setting skills into your mentoring relationship.

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### Step 1. Defining Strengths

- Have a conversation with your mentee about what he or she feels good about. What does your mentee like about himself or herself? What special qualities do you see in him or her?
- “Strength” Bingo. Have your mentee create a bingo card with all his strengths listed on the card. This will help the mentee identify strengths and will provide an interactive opportunity for you to talk with him about his qualities
- Create a rap song, poem, or collage from magazines that asks the mentee to identify her strengths. You can work with each other to share your own positive traits or stories.

### Step 2. Envisioning Your Future

- Have your mentee create a “life map” of where he wants to go in 20 years. Ask him to write the milestones, travels, jobs, families,

and dreams that he sees in his future. What does the map look like? How does he get there?

- Have the mentee write a “time traveler” letter to herself. Ask her to write the letter from the perspective of herself as an adult in the future. What does she see from 20 years in the future? How have things changed since she was a child participating in a mentoring program? What is different? Prompt her to write the letter from the perspective that she has achieved all her greatest dreams.

### Step 3. Establishing Short-Term Goals

- Build a tower with your mentee out of newspaper and masking tape or other supplies. Ask the mentee to define the goals for what the tower will look like. How tall will it be? How wide will it be? What will it look like? Use this activity to discuss ways that your mentee can apply this activity to

his academic, personal, short- or long-term goals. Ask him prompting questions about ways that he can use this activity to think about goal setting.

- Play a game with your mentee. Ask her to discuss personal goals for the game and you can share your own. Goals are much bigger than just winning the game—you can set goals for having fun, being respectful, or even around asking questions. When the game is complete, ask your mentee about how she accomplished her goals? What did she do? How can she apply this to school? Other relationships?

#### **Step 4. Goal Activities**

- Plan a day together. What will you do with your time together? You can ask your mentee to be a famous tour guide and work with him to create an agenda for the day. Discuss specific activities that will happen and when they will happen.
- Plan a service-learning project together. Work with each other to

decide on a community need that should be met. This could be anything from a canned food drive at school to a garden project at a site. Set specific activities and dates for how you want to accomplish this project. Who will do what? By when?

#### **Step 5. Planning for Potential Barriers**

- Playing games or sports together can provide great opportunities to talk about strategies that you use to plan for potential challenges. How did you prepare for the big game? What did you do? Why did you make a specific chess move that prevented the loss of a piece?
- While planning any activity for the day, ask the mentee to discuss potential challenges that may get in the way. What are potential “rainy day” plans that can help you ensure a great time together even if something goes wrong?

#### **Step 6. Reflection**

- Make a mentoring relationship portfolio to document the growth that you have both had since you began your relationship. Use photographs, create drawings, post grades, or use magazine cutouts.
- Ask your mentee to keep a journal. Have him or her write out all the activities that you have done together throughout the year.
- Ask your mentee to talk about his or her personal growth throughout the year. What has changed? What is still the same?

## Goal Setting With Your Mentee

# RESOURCES

*Becoming a Co-pilot: A Handbook for Mentors of Adolescents. Effective Skills and Strategies for Reaching and Encouraging Middle and High School Youth*, by R.P. Bowman and S.C. Bowman (Chapin, SC: YouthLight, 1997).  
<http://www.youthlight.com/main.html>

*Community Mentoring for Adolescent Development: Trainer's Manual*, (Waco, TX: Baylor University Health Education and Wellness, 2004, Rev. ed.)  
[http://www.mentoring.org/program\\_staff/manage/mentor\\_trainers\\_manual.php](http://www.mentoring.org/program_staff/manage/mentor_trainers_manual.php)

*Elements of Effective Mentoring: A Mentor Training Manual for the In-school Volunteer Mentor*, (Wilmington, DE: Creative Mentoring, 2001).  
<http://www.creativementoring.org/cmweb/cmpublications.html>

*Get Real. Get a Mentor: How You Can Get to Where You Want to Go With the Help of a Mentor*, by B.E. Webster (Folsom, CA: EMT Associates, 2000).  
[http://www.carsmentoring.org/publications/listing.php?publication\\_id=114](http://www.carsmentoring.org/publications/listing.php?publication_id=114)

*My Mentor and Me: The High School Years. 36 Activities and Strategies for Mentors and Mentees To Do Together During the High School Years*, by S.G. Weinberger (Hartford, CT: Governor's Prevention Partnership, 2001).  
<http://www.preventionworksct.org/publications.html>

*My Mentor & Me: The Middle School Years. 36 Activities and Strategies for Mentors and Mentees During the Middle Years, Including Tips for Talking About Bullying*, by S.G. Weinberger (Hartford, CT: Governor's Prevention Partnership, 2003).  
<http://www.preventionworksct.org/publications.html>

*What Do You Really Want? How to Set a Goal and Go for It! A Guide for Teens*, by B.K. Bachel (Minneapolis, MN: Free Spirit, 2001).  
[http://www.freespirit.com/catalog/item\\_detail.cfm?ITEM\\_ID=65](http://www.freespirit.com/catalog/item_detail.cfm?ITEM_ID=65)