

Helping Mentees to Set and Achieve Goals

March 17, 2022



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- Instructions for how to access a PDF of presentation slides and webinar recording
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Dr. Ed Bowers



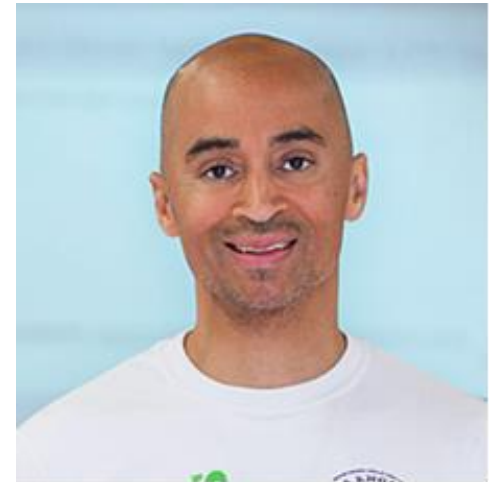
Associate Professor of Youth Development Leadership

- Taught pre school through graduate students, both U.S. and abroad
- Senior member of NMRC Research Board
- Studies mentoring & the Five Cs of PYD
- Collaborated in developing, implementing, and evaluating programs with local, national, and international partners

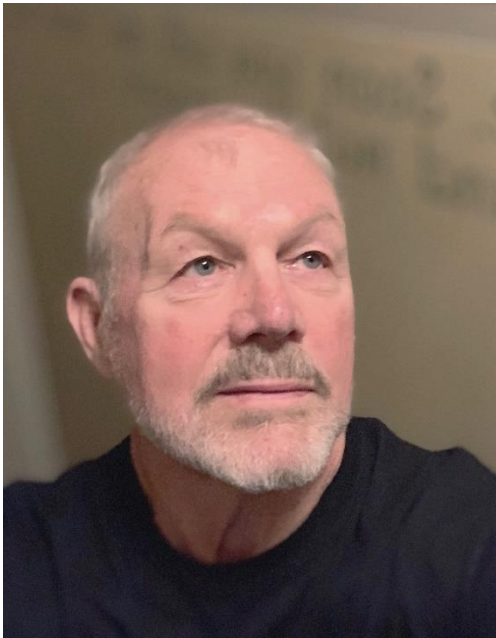
William Figueroa

Director of Programs, L.A. Team Mentoring

- Began his career over 20 years ago working with foster and probation youth
- Co-Chair for the Los Angeles Mentoring Partnership
- Has walked in the shoes of at-risk children
- Recently pivoted his program to virtual mentoring



Jerry Sherk, M.A.



Director of Training and Technical Assistance,
California Mentoring Partnership

- Former school counselor
- Mentoring consultant & trainer for 25 years
- Assisted hundreds of mentoring efforts
- Learned goal setting, mentoring & leadership during 12-year NFL career as a player

Today's Topics

- Overview of goal setting within mentoring relationships
- Strategies for supporting youth in the goal setting process
- Creating a consistent and thriving goal setting focus
- Examples of goal setting models and activities
- How Emotional Intelligence helps mentees to overcome self-limitations
- Goal setting resources

Key to Presenters' Slides:

Green = Ed Blue = Jerry Orange = William

Overview of Ed's presentation

- What is goal setting and support?
- Why it is important in mentoring relationships?
- What does it look like in practice?
- What are some contextual considerations?
- What are some tips when supporting mentees?
- What additional resources are out there?

Goal setting and support



- Goals direct the decisions we make, the actions we take, and ultimately, the direction our lives take
- You have the opportunity and privilege to guide and advise your mentee on their goal-directed journey
- *Instrumental support/mentoring*



Why goal setting and support matter

- One of the most important activities you could engage in with your mentee
- Helping mentees set and pursue their goals also strengthens your relationship with them.
- Goals give meaning and direction to life and are linked to well-being, health, and success

Why goal setting and support matter

- The abilities to set and pursue goals are linked to PYD outcomes such as higher grades, career achievement, motivation, empowerment, and contribution
- Higher levels of goal-directed skills are also linked with lower levels of depressive symptoms, delinquency, and risky behaviors such as smoking, underage drinking, and substance use

What goal-directed skills look like in practice



- Goal Selection
- Pursuit of Strategies
- Shifting Gears



Mentors ~ Driver's ed instructors

Maria and Latoya



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Contextual and developmental considerations



- Take time to build trust and connection
- Influence of parents, peers, and cultural norms on goals
- Younger and older mentees differ in ability to use these skills
- Age differences in content and time frame of goals

Tips and potential pitfalls

- Even though younger and older youth differ, there are six key skills that span age range

Select and prioritize a set of meaningful, realistic, and specific goals.

Make and stick to a detailed, step-by-step plan.

Stay focused and show persistent effort with using strategies.

Keep track of goal progress and how strategies are working.

Seek help from others.

Substitute strategies when first-choice strategies are not working well.

Tips and potential pitfalls

- Find a balance between relationship building and goal support activities.
- Be intentional with your support
- Connect to mentee's broader system of support
- Use own goal pursuits as a model
- Be aware of bias, both positive and negative
- Have high, but realistic expectations of mentee's progress
 - Emphasize skills and connections developed
- Goal-directed skills can be used toward problematic ends

Foundations of goal setting

Align goal setting with mentoring philosophies, including *not* being prescriptive or directive; mentees should set their own goals.

The mentor's aim is to:

assist mentees in uncovering what they like and love and then help them to achieve these things.

Considerations for designing goal setting activities

1. MOTIVATED MENTEES /UNMOTIVATED
2. 1:1 mentoring model / Group model
3. Written goal setting process / Verbal
4. Mentee's age & developmental levels
5. Bring in speakers to inspire youth?

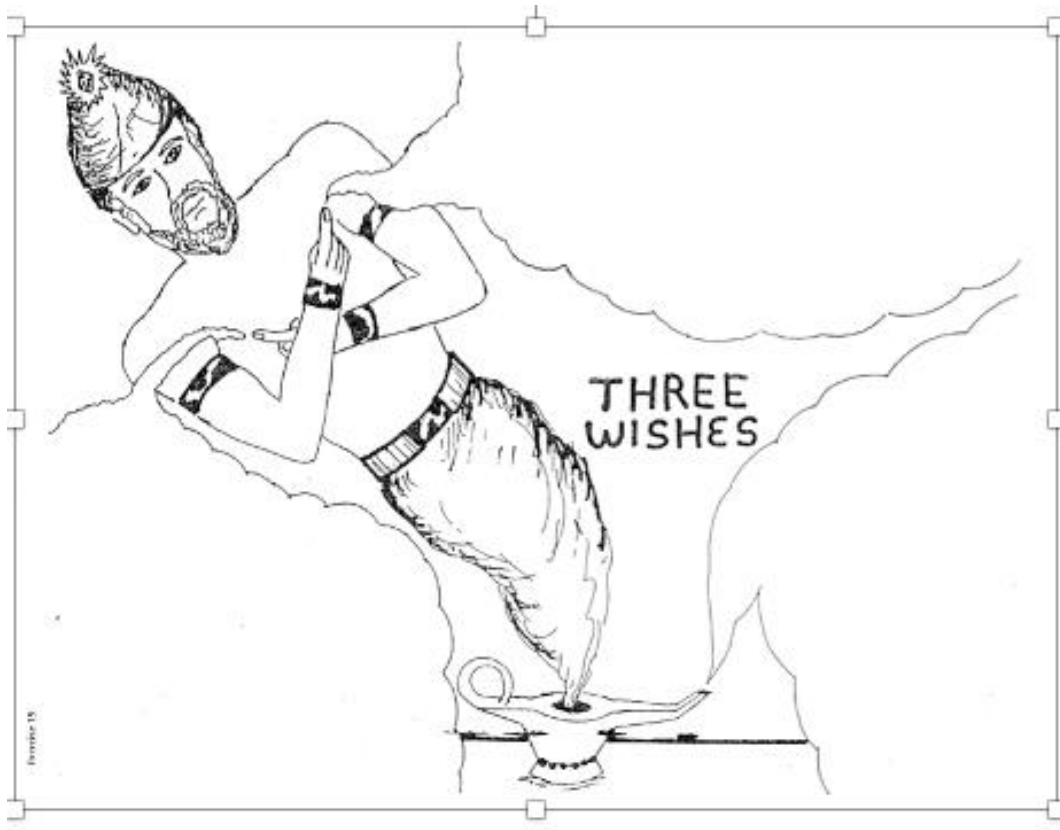
*"15 considerations
for designing goal
setting activities"
can be found in
handouts.*

Exercises conducive to goal setting: “Vision Board” * *incl. in handouts*



“A
Goal
is a
Dream
with a
Plan”

Exercises conducive to goal setting: “Three Wishes” * *incl. in handouts*



Draw or write down three things you want for yourself for your future.

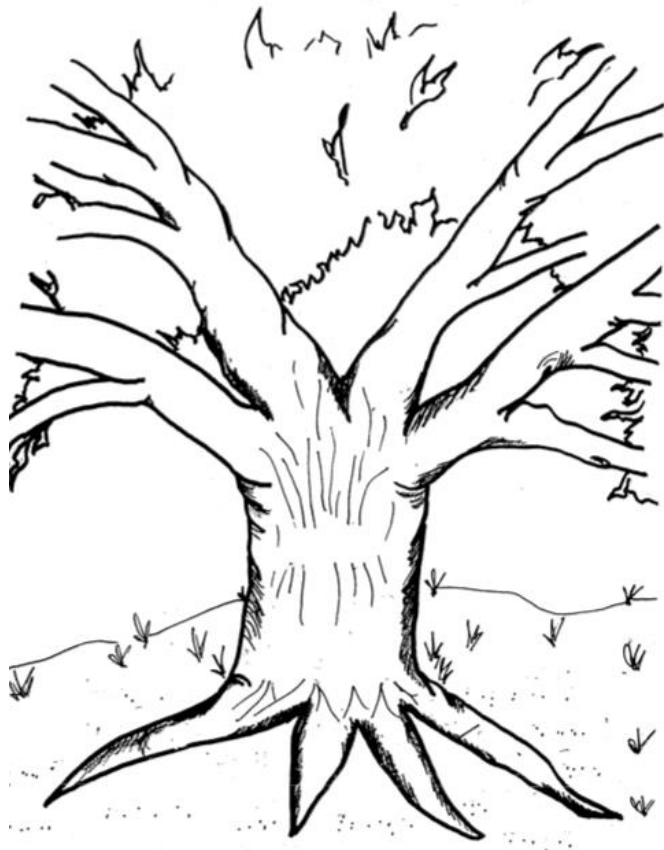
If in the group setting, ask mentees to share.

Mentors can also share, but don't go too high or low (the process is for the mentees).

Simple exercises like this reveal much about mentees.

Exercises conducive to goal setting

“The Tree that is Me” * *incl. in handouts*



Draw and/or Write:

Ground: What is your foundation?

Roots: What nourishes you – gives meaning to your life?

Trunk: What is your biggest strength?

Branches: What are the directions you are thinking of going? Interests, possible goals?

Leaves: What do you do for fun, or to relieve stress?

If in group setting, ask for volunteers to share. Mentors can do exercise, but they should moderate their sharing & emotions

Goal setting models – SMART Goals



The SMART Goals model is likely the most widely used for CHOOSING goals (but not for achieving them).

Still, the SMART model is tremendously helpful.

CHAMP Goal Setting * incl. in handouts

Set Your Goals the CHAMP Way Copyright ©2021 Jerry Sherk		
Challenge	What is the challenge I am facing (what is my goal)?	
Hurdles	What is stopping me from reaching my goal?	
Achievement	What do I get for reaching my goal?	
Mentors	Who can mentor me and help me reach my goal?	
Plan	What is my plan (the steps I will take to reach my goal)?	1) 2) 3) 4)

C – Challenge or Goal

H - Hurdles; what's stopping you?

A - Achievement; what you will get or feel?

M- Mentor; who might help you?

P – Plan; The 1-4 steps you need to take?

Ask mentees & mentors to find or create their own models

goal breakdown

goal: _____

hopeful date: _____ actual date: _____

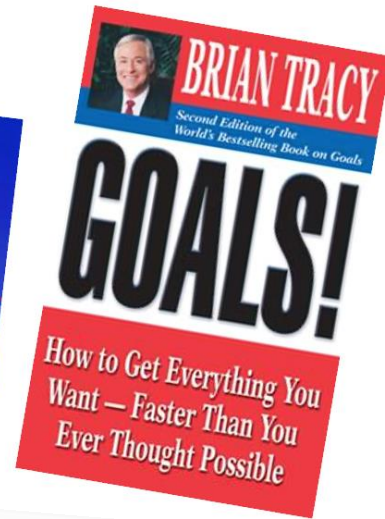
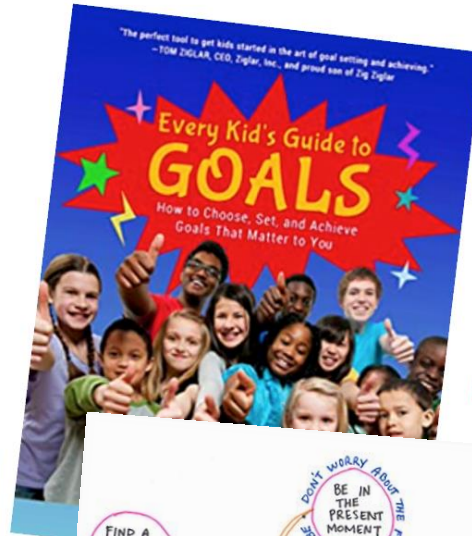
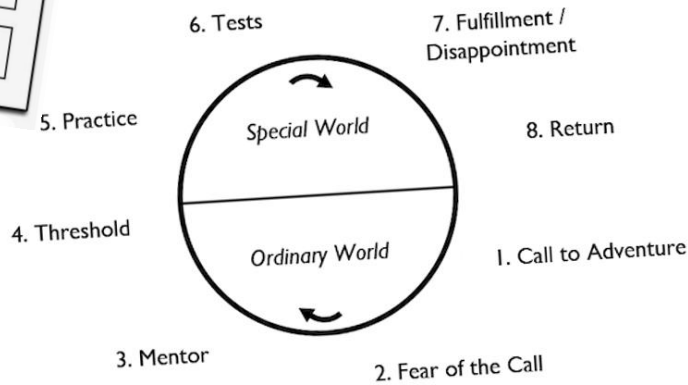
actionable steps

what could get in the way? _____

How I'll give it a push through _____

Why is my goal important? _____

The Hero's Journey



A last thought

**Be patient.
Some things
take time.**



Even if mentees don't recall a specific process, they will very likely pick up on the importance of being intentional, strategizing, persevering, maintaining focus, etc. All is not lost!

Developing Motivational Intelligence

QUESTION: How do we curb low enthusiasm to get to goal setting?

ANSWER: *By developing students **motivational intelligence**.*

QUESTION: What is ***motivational intelligence***?

ANSWER: *A person's ability to identify and manage negative thoughts and self-limiting beliefs in order to overcome obstacles and accomplish goals.*

Therefore, if we aim to develop our mentees motivational intelligence, they are more likely to adopt a goal setting mindset.

Developing Motivational Intelligence

QUESTION: How can I develop my students' *motivational intelligence*?

ANSWER: *There are several ways to increase motivational intelligence, but one surefire way is to implement activities that allow youth an opportunity to recognize, reflect and manage emotions---activities that challenge youth to think critically.*

E.g. Mindfulness, growth mindset or social-emotional based activities

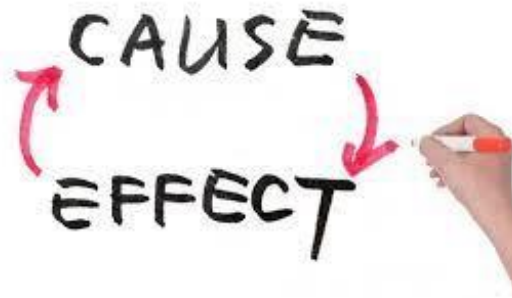
Tools & Exercises #1- Mindful Journaling

Purpose- *Helps students to manage and reduce the frequency of negative thoughts through daily journaling.*

1. Ask students to spend 5 minutes each day journaling.
2. Writing prompts are as follows:
 - What are you grateful for?
 - What is one thing you look forward to today?
 - My one goal for today is... (physical, social, emotional or spiritual)
 - How can I apply yesterday's challenges/mistakes into a learning lesson for today?

Helping youth to understand cause/effect

It's also important to note, because many of our youth are living in challenging environments, their way of thinking becomes more reactive and less deliberate.



Tools & Exercises #2-Proactive VS Reactive

Purpose- *Help mentees move from reactive thinking to making responsible choices and decision making.*

Instructions:

1. Using butcher paper, mentors will create three columns across the top and label: No, Snap and Responsible
2. **Read the following:** “**No Decision** means just that, nothing is said or done. **A Snap Decision** oftentimes means reacting to something in the moment and a **Responsible Decision** typically means that you’ve thought through the outcomes/consequences”
3. Split team into three groups and distribute decision making strips and tape to each group. Groups must label strips either A, B, or C
4. Students will decide which category to place their strips

Helping youth to overcome self-limiting beliefs

“We often become what we believe ourselves to believe. If I believe I can’t do something, it makes me incapable of doing it.” – Gandhi

With this in mind, it is vital we challenge our students self-limiting thoughts so that they can go on and set goals that lead to a happier more fulfilling life.

Tools & Exercises #3 Setting the elephant free

Purpose: This exercise works with the concept of students' exploring their self-imposed or false limits and beliefs.

The Story of the Elephant

If you've ever seen an elephant, you know it's one of the most powerful animals on earth. But did you know how the elephants are kept under control? When a baby elephant is born it weighs 400 lbs. Soon after it is born a rope is tied to its foot and then tethered to a stake in the ground. At first, it pulls on the rope trying to get away, but after awhile it stops tugging, because it can't pull the stake up from the ground.

Continued... Setting the elephant free

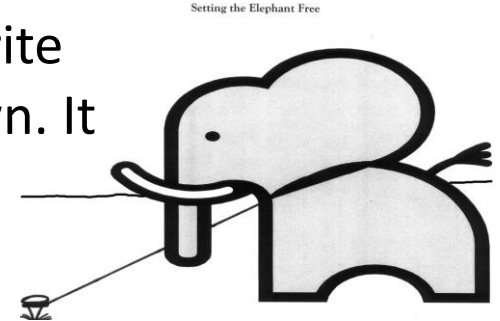
Continued...

As the elephant gets bigger, the people at the circus continue to use the same rope and stake. Even though an elephant can grow to 30 times the size it was as a baby, when it gets older, it stops pulling on the rope because it thinks it can't break away.

Can you imagine? A 12,000-pound elephant being held by a tiny rope! Well, we're all like that elephant. We all have false limits that we have put on ourselves—because at some point we started to believe what people were saying, we started to compare ourselves to others and eventually, we lost our confidence and our way.

Continued... Setting the elephant free

- The rope/stake represent the things that you've been told that hold you back, or tie you down. Draw/write words that show the things that can hold you down. It could be "My brother told me I would never...," "I struggle to read in front of the class..."



- The elephant represents your strengths. How do the legs, the body, the ears or the trunk, or the head represent you-- think about what your strengths are. We all have them!
- The horizon represents your future. On the horizon, draw the future you desire and remember, allow your strengths to power your future.

Overcoming faulty beliefs to set goals

In closing, it's important to remember that many of our mentees have adopted negative belief systems that took a long time to form

And in order to set achievable goals, we must first understand the emotional and mental needs of our youth and get them to realize they are false beliefs and not facts

But with the right support system and consistency in place, we can make real change with our mentees that ultimately leads to setting productive and life changing goals

Contact Our Panelists

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Resources

- **Learn more about goal setting and support**
 - Grit: The Power of Passion and Perseverance
https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance
 - The Mentor's Guide to Youth Purpose
<https://www.mentoring.org/wp-content/uploads/2019/12/The-Mentors-Guide-to-Youth-Purpose.pdf>

Resources

- **Programs and activities to promote goal-setting skills**
 - *GPS 2 Success* project resources
<https://www.gps2success.com/>
 - *My Life* program resources
<https://www.cebc4cw.org/program/my-life/detailed>
 - *Discovering the Possibilities: "C"ing Your Future.*
<https://www.mentornewyork.org/discovering-the-possibilities>

Resources

- **Measuring goal-setting skills**

- Global Scale of Selection, Optimization, and Compensation

<https://nationalmentoringresourcecenter.org/index.php/toolkit/item/251-skills-for-setting-and-pursuing-goals.html>

- Youth-centered outcomes

<https://nationalmentoringresourcecenter.org/index.php/toolkit/item/577-youth-centered-outcomes.html>

- Assessing self-regulation: A guide for out-of-school time program practitioners

<https://www.childtrends.org/wp-content/uploads/2010/10/2010-23AssesSelfReg1.pdf>

Additional Resources

Affiliates

Affiliates serve as a clearinghouse for training, resources, public awareness and advocacy. Find your local affiliate here:

<http://www.mentoring.org/our-work/our-affiliates/>

Mentoring Connector

Recruit mentors by submitting your program to the Mentoring Connector

<https://connect.mentoring.org/admin>

National Mentoring Resource Center

Check out the [OJJDP National Mentoring Resource Center](#) to access evidence-based mentoring resources and to apply for no-cost training and technical assistance

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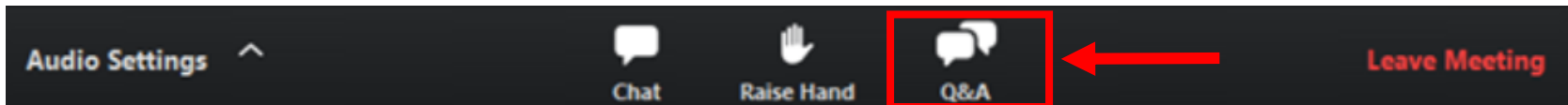


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**Setting Expectations and Boundaries in the Mentoring
Relationship**
Thursday, April 21
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