

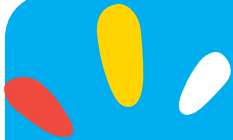
# PARTICIPANT WORKBOOK

## Vocational Mentoring Exchange

# Goal Setting Module



## ICE BREAKER



Think of a New Year's resolution or something that you have always wanted to do or have, but are yet to see it happen for you.

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# Section One: Understanding Goals



## What is a goal?

### Definition of a goal

***A plan to achieve a specific result, achievement or outcome by an individual or group of people.***

***A purpose or something that you want to achieve.***

Source: Cambridge Dictionary UK

All goals must have some intrinsic value to the person creating them. Some goals are only intrinsic, while other goals can be material and intrinsic. Either way they need to mean something to the person who is creating the goal.

### Who can set goals?

EVERYBODY,  
including  
VOLUNTEERS and  
MENTEES



What are some goals a mentee and volunteer might have?

MENTEE goals

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VOLUNTEER goals

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## Section One: Understanding Goals

## A Formal Goal VS an Informal Goal

A formal goal is a **SPECIFIC PLAN** to achieve a **SPECIFIC OUTCOME**. A clear plan is critical in the success of any goal. It must be documented and reviewed.

An informal goal is a wish with no **ACTION PLAN** or **STRATEGY**. Without a plan, you are less likely to achieve your goal.

### What are the benefits of goal setting for students?

A research study completed in 2015 by Psychology Professor Dr. Gail Matthews shows that those who write down their goals and share their goals with a friend, as well as send weekly updates, were on average 33% more successful when it comes to accomplishing their stated goals compared to those who merely formulate goals.

Matthews's study broke participants into five groups, each with different instructions. The first group had unwritten goals, the second wrote their goals down, the third wrote down both goals and action commitments, the fourth wrote goals and actions and gave them to a friend, and the fifth group gave their written goals and actions to a friend and also provided weekly updates.

The results of the study showed that those in group 5 accomplished 76% of their stated goals compared with group 1 who only completed 43% of their goals.

This study shows the value of taking the time to write down your goals, create an action plan and develop a system of support to hold yourself accountable for achieving your goals.



## Section Two

# S.M.A.R.T Goals



## Section Two: SMART Goals

## What is a S.M.A.R.T. goal?

### SPECIFIC

The most effective goals are specific and have defined values within them. Vague or ambiguous statements are not to be used, state in as much detail exactly what you want to achieve.

### MEASURABLE

Your goal must be able to be measured. In other words, you need to be able to identify the outcome or result of the goal in the form of progress (mini goals within a main goal) and the end result.

### ACHIEVEABLE

Your goal must be something that you would be able to reasonably achieve.

### RELEVANT

Your goal must be relevant to not only your desire but to your current circumstances.

### TIME CONSTRAINED

Your goal must have a deadline in order to create the necessary enthusiasm, energy, motivation, focus to achieve your goal.







## Section Two: SMART Goals


 Activity One cont.

Instructions:

*Which of the below are the SMART Goals and which are NOT?*

*Place a tick or an X next to each one to indicate your answers.*

*Use the acronym SMART below each Goal by circling the corresponding letters as it meets each criteria of a SMART Goal.*

1. I want to be able to go wherever I want, when ever i want.

S M A R T

2. I want to obtain my drivers licence

S M A R T

3. I don't want to catch the bus anymore.

S M A R T

4. I will obtain my 180 driving hours.

S M A R T

5. I will practice my driving with the help of mum and dad for a minimum of 3 hours a week for the next 6 months, to be ready for my licence.

S M A R T

6. I will practice my driving on grand theft auto for 3 hours a week for the next 6 months to help me be ready for my licence.

S M A R T

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7. What is Mia's WHY?

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8. List some of the reasons why it is important to know what Mia's WHY is?

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The two KEY points to remember when writing a SMART Goal:

1. The WHY
2. Focus on STRENGTH not AVOIDANCE



# Section Three: Communication Strategies



## Open and Closed Questions

Having a conversation with a mentee about where they would like to go in their personal or academic development is the most effective way to create meaningful goals.

The best way is to use OPEN ENDED questions to elicit these desires. CLOSED questions are good for confirming and clarifying.

**Open ended** questions are typically used so that an answer that is given is more than just a yes or no. It requires the person to give more details. For example Why is this important to you? Will give you lots of information.

**Closed** questions elicit a yes/no or one word answer and best used when clarifying a point that the person may have made. For example Is that important to you? Will give you a yes or no response in most cases.

## 5W Open ended questions

Examples of 5W open ended questions:

What?	What will make you happy today?
Why?	Why did you choose that sport?
Who?	Who will be teaching you to surf
When?	When will you be practising
Where?	Where do you think you will find that equipment?
How?	How will you know when you have reached the final stage?

Start with 5W questions when you commence each topic then move onto probing questions.

## Probing Questions and TED Principle

**Probing questions** are usually asked during a conversation when one party wants to know more details about a conversation that they are already engaged in with another party.

**The TED principle** can be applied to probing questions and is an effective way of ensuring that you always frame probing questions using appropriate communication techniques.

T = Tell me  
E = Explain to me  
D = Describe



## Supportive / confirming statements and suggestive feedback

**Supportive/confirming** statements are a positive method to let your mentee know that they are on the right track or to influence them in a specific direction.

**Suggestive** feedback is not about giving answers but about directing mentees so they find their own responses.

Please circle either True or False to the statements below:

You must tell mentees that they are wrong when they say something that is not relevant to their goal?

True

False

Supportive or confirming statements are a positive method to let your mentees know that they are on the right track or to influence them in a specific direction.

True

False

Suggestive feedback is not about giving answers but directing mentees so they find their own responses.

True

False

It is NOT important when talking to mentees, especially when identifying and embedding goals that you use metaphors to demonstrate a key point. This makes the discussion more relatable to the mentees.

True

False

## Using metaphores

It is important when talking to mentees, especially when identifying and embedding goals that you use metaphors to demonstrate a key point. This makes the discussion more relatable to the mentees.

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# Section Four

## Actions and Strategies



## Using Goal and Strategy

For younger people

This is broken into two parts to ensure that it remains simple to use and develop for the mentees.

Goal: Developed with the assistance of the Volunteer  
 Strategy: What the action will be to achieve the outcome.

The strategy needs to be small steps. Use a minimum of one action and a maximum of three actions.

*Refer to the Goal and Strategy template at the back of this book.*

## Using the G.R.O.W Model

For young adults/adults

The G.R.O.W model is a useful resource to help you transition the desires of the mentee into the planning stages of the GOAL setting.

The Model consists of 4 quadrants: **GOAL**, **REALITY**, **OPTIONS**, **WILL DO**.

GOAL	Use your notes from your mentee discussion to help the mentee form a SMART Goal to place in this Box. As you complete the goal, tick off all components of your SMART criteria at the bottom of the work sheet. This can be modified to include a overall strategy at the end of the first Goal written but is not necessarily a requirement. Use your own judgement. It is to establish the students desired outcome.
REALITY	Use open ended questions to determine what the reality is currently. This is to identify what the facts are now, behaviours that may be stopping the individual from achieving what they would like to. This is also a good section to identify the things that they are doing that is beneficial to that outcome also so they can continue to do so or improve on them further.
OPTIONS	This section is just a brain storm of what they could do to overcome the challenges within their reality and continue to do the positive behaviours that are aligned with the goal.
WILL DO	This is where you choose which of the opportunities the mentee will choose to do. You may choose only some or all of the opportunities discussed, depending on how many are elicited in the discussion and how relevant each point is. It is simply transferring the chosen opportunities to will do and is the final step in what will be placed in the Action Plan



Section Four: Actions and Strategies

## Goal and Actions Tool

For younger people

**WHAT I WOULD LIKE TO ACHIEVE**

<b>NAME:</b>		<b>DATE:</b>	
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WHAT I WOULD LIKE TO ACHIEVE	STRATEGIES			
SPECIFIC	MEASURABLE	ACHIEVEABLE	RELEVANT	TIME CONSTRAINT



Section Four: Actions and Strategies

# G.R.O.W MODEL

For young adults/adults

## GOAL SETTING WITH G.R.O.W.

NAME:		DATE:	
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GOAL	REALITY
WILL DO	OPTIONS
<input type="checkbox"/> SPECIFIC <input type="checkbox"/> MEASURABLE <input type="checkbox"/> ACHIEVEABLE	<input type="checkbox"/> RELEVANT <input type="checkbox"/> TIME CONSTRAINT Additional comments:



## Section Four: Actions and Strategies

## GOAL - ACTION PLAN

NAME:				DATE:			
ACTION/TASK				PRIORITY H/M/L	DUE DATE	COMPLETION DATE	

The action plan highlights the strategies taken directly from the **WILL DO** quadrant of the **G.R.O.W Model**.

**Step 1:** Identify the high (H), medium (M) and low (L) priority actions.

**Step 2:** Give the mentee a time constraint on when they might achieve this action so that there is an appropriate level of urgency.

**Step 3:** Make sure that the time constraint is achievable otherwise motivation may be impacted. Ask the mentee when they want to achieve this and then adjust the timing if it is too short or too long through suggestive feedback.

## Section Four: Bringing it all together



## Activity Four

Instructions:

*Bringing it all together.*

**Part 1:** *Using the GOAL that you have established for Allir, create a hypothetical GROW Model sheet, using your toolbox of questions at the end of your workbook and complete as if you had Allir in front of you and having a conversation about his Goal.. As a note this is a hypothetical situation, so use the toolkit to ask questions that you might ask Allir, but only note down the hypothetical answers that he may have given in the process.*

*Note. No need to write the questions you hypothetically ask, just the hypothetical answers.*

**Part 2:** *Complete the action plan for Allir*

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## Summary of Key Points

- ✓ A goal is a purpose or something that you want to achieve.
  - ✓ Everybody can set GOALS.
  - ✓ One of the most common formats to successful goal setting is the SMART Goal method.
  - ✓ Specific, Measurable, Achievable, Relevant, Time Constrained
  - ✓ “The Why” embeds the Goal and makes it a MUST DO.
  - ✓ Open ended questions are typically used so that an answer that is given is more than just a YES or NO
  - ✓ 5W Open Ended Questions – What, Why, Who, When, Where?
  - ✓ The TED principle can be used for probing questions– Tell Me, Explain to me, Describe to me.
  - ✓ NEVER tell the mentee that what they are saying is incorrect or not valid. It is your aim to redirect them down a path that is more appropriate by using “what else?”
  - ✓ Supportive or confirming statements are a positive method to let your students know that they are on the right track or to influence them in a specific direction.
  - ✓ Suggestive feedback is not about giving answers but directing students so they find their own responses.
  - ✓ Young people goals should consists of SMART GOAL “What I would like to achieve” and up to 3 strategies.
  - ✓ Young adults/adults to use GROW Model and Action Plan.
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## Toolkit Questions: Goal Eliciting

### Young adults/adults

- What subject do you think you need the most improvement? Tell me why?
- If you could do something better today than you did yesterday, what would that be? Why?
- If you had to choose a goal, what would you choose? Why?
- What would you like to focus on more? Why?
- What do you think stops you from improving your results? Why?
- What results would you need to achieve in order to feel like you have improved? Why?
- What are some of the goals that you have at the moment? Why?
- What is the number one challenge that you would like to overcome? Why?
- What achievement do you think will be most rewarding for you? Why?
- If you could choose a role model, what qualities do they have that you would want? Why?

### Younger people

- If you could be like anyone from fiction or real life, who would you want to be and why?
- Is there anything in your life that you would like to change?
- What time of the day do you feel the most energetic?
- What are your favourite activities/things in the world?
- If you could meet a famous person who would it be and what would you ask them?
- What would you like to get better at? Why is it important .....
- What do you find hard to do? Why is .....hard?
- How would you make yourself happier? Why is that.....?
- What subject/area do need help with? Why?
- How are you going at .....? Why?
- Would you like to be better at.....? Why?
- What do you need help with? Why is that important to you? What is your favourite part of learning? Why is that so?
- How do you feel about work? What makes you happy about it?
- What makes you sad? Why?
- What do you think a good employee should do every day? Why?

## Toolkit Questions:

### G.R.O.W Model

#### Reality Questions

- What is currently stopping you from achieving your goal?
- Why do you think that is stopping you....?
- How are you currently completing that task?
- What success have you had at .....
- How did you achieve it?
- What did you do different when you did achieve it?
- What are your current results?

#### Opportunity Questions

- What could you do to achieve your Goal?
- How would you achieve/change that?
- What are the strategies that might work for you?

What Else?

#### Supportive / Confirming Feedback

- Yeah great idea, I like the fact that .....
- Sensational, I really think that will help you....
- I agree that..... ,good work
- ..... will definitely help you achieve.....
- ..... Is a really good way to improve on.....
- Yes I agree, continuing to .....

#### Suggestive Feedback

- What is currently stopping you from achieving your goal?
- Why do you think that is stopping you....?
- How are you currently completing that task?
- What success have you had at .....
- How did you achieve it?
- What did you do different when you did achieve it?
- What are your current results?

#### Delving Deeper

- What else?
- Tell me more about....(why/what/where etc)
- Why is that important to you?
- Let's explore that more.....
- How else could you do that?
- How will that help you?

## Toolkit example conversations:

### G.R.O.W Model

#### Example Goal

"I will get any part-time job at McDonalds so i can pay for a new phone by the next 3 months."

#### Example Reality conversation

M: Have you ever applied for a job before?

S: No.

M: Tell me why haven't?

S: Just didn't think anyone would hire me.

M: What do you think makes a good employoee, someone who gets hired?

S: I don't know, I guess someone who wants to work

M: Yes, what else?

S: They are punctual, have experience and are a team player.

M: So tell me why you think that you don't fit that criteria?

S: I dont have any experience.

#### Example Options conversation

M: What do you think you could do to gain experience?

S: I could volunteer.

M: Yeah, that will be a good idea becuae you said that having experience will help you to get a job.

S: Yeah i could help out at the School Canteen to get some kitchen experience

M: That's a fantastic idea, what else could you do?