



VOCATIONAL  
MENTORING  
EXCHANGE

# 2023 Vocational Mentor Training GOAL SETTING

Community Partnerships  
Creative Industries



## Acknowledgement of Country



Ochre River, Mandy Nicholson

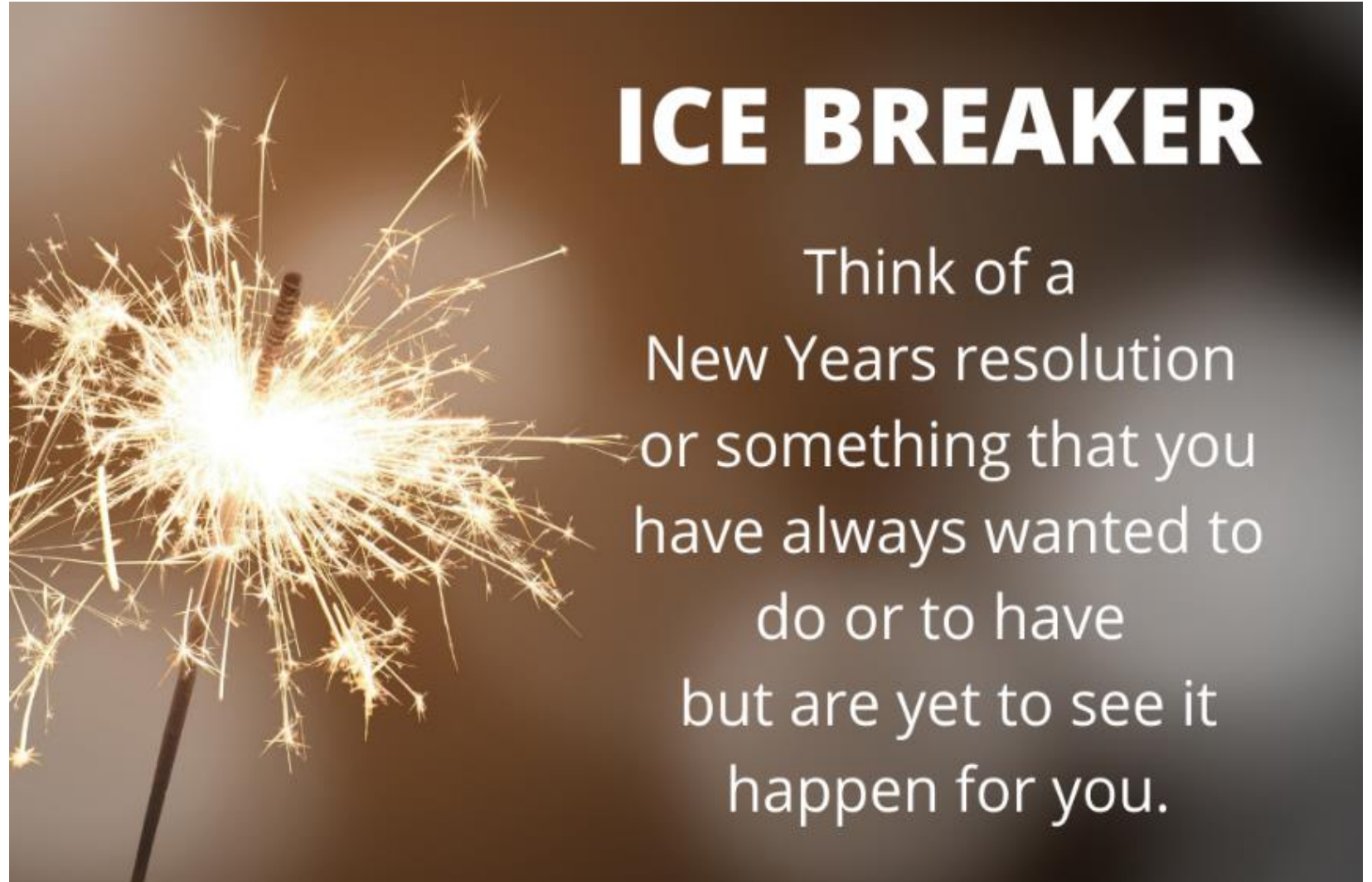
# Welcome and House Keeping

- Presenter:** Rochelle Darby  
Manager School to Work Program / VME Manager
- Duration:** 1.5 hours
- Break:** Mid-way 5mins to refresh
- Phones:** Please ensure set to 'silent' or turned off
- ZOOM:** Please remain seated, ideally with camera on and remain on mute if there will be background noise.
- Workbook:** Please refer to the **Goal Setting Module Workbook**

# Introductions

Tell us a little  
bit about yourself and  
what is on the top of  
your wish list

(2 mins)



## ICE BREAKER

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

# Overview of Today's Training

- **What is a Goal? - Formal VS Informal Goals**
- **What is a SMART goal and how to write one?**
- **Understanding the importance of intrinsic value attached to a goal – the WHY.**
  - Using the 5W Open ended questions strategy
  - Delving deeper with Probing Questions and the TED Principle
  - Using supportive and confirming statements
  - How to offer suggestive feedback
  - Writing goals and actions for a simple goal setting method
  - Using the GROW model for an in-depth goal setting method
- **Goal setting as a VME Mentor**

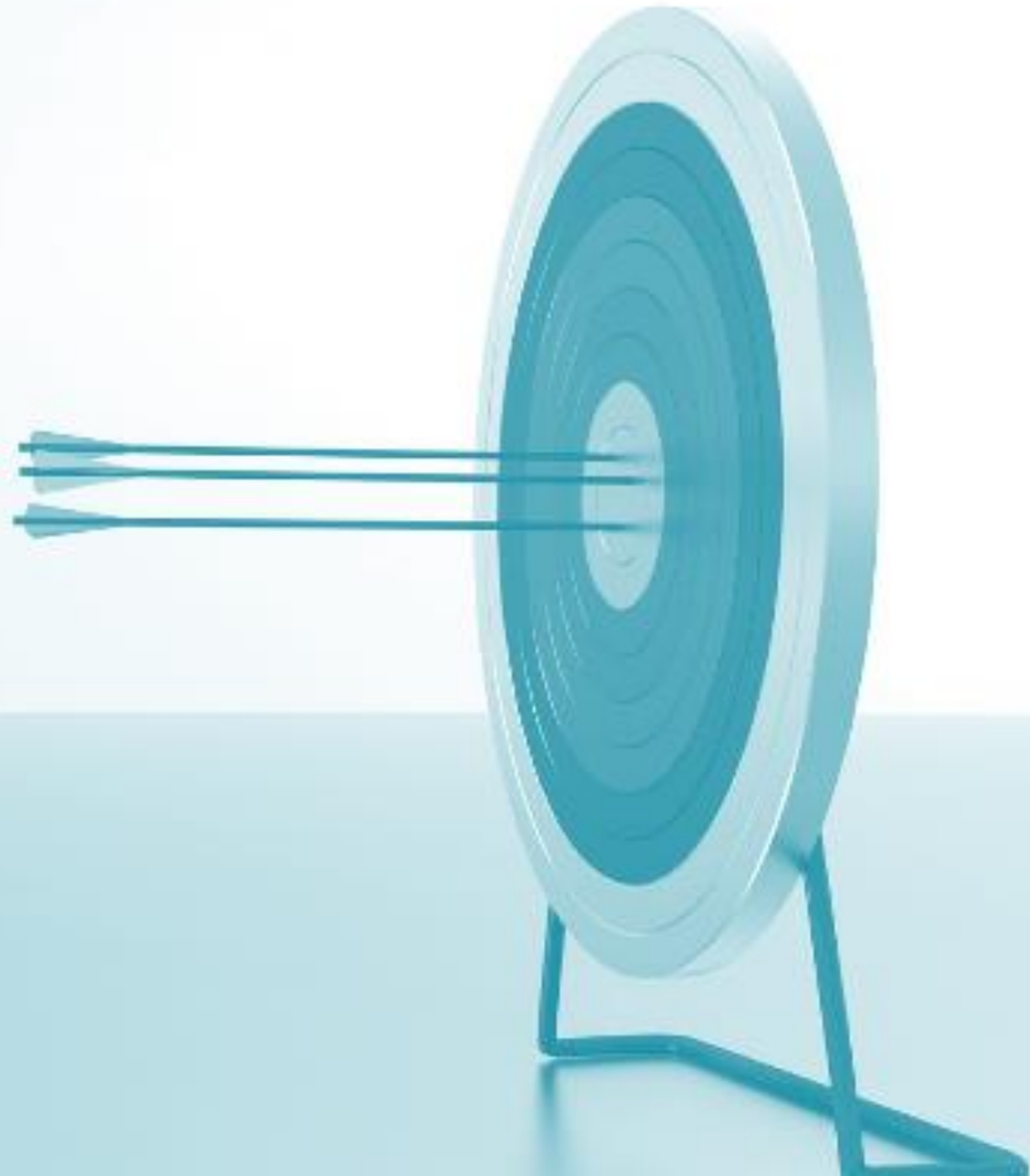
# Section One

## Understanding Goals

What is a Goal?

Who can set goals?

Formal vs Informal Goals





# What is 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

**These desires can be intrinsic in value or material and intrinsic.**



Who can set a  
Goal?

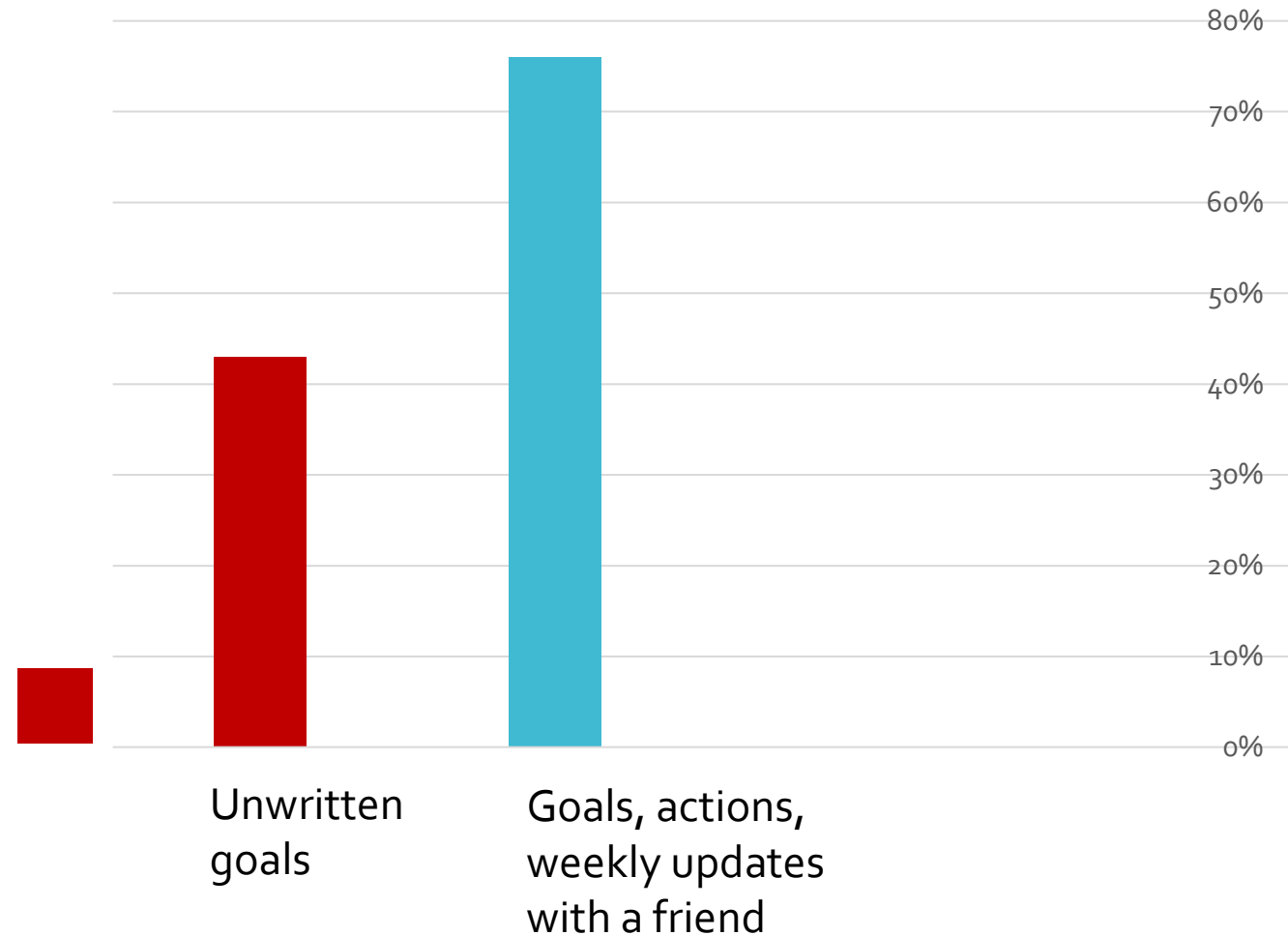
**Everybody**  
can set GOALS





# Benefits of Goal Setting for Young People

% of tasks completed



# A Formal Goal VS an Informal Goal.

## New Years Goals!

What percentage of people that set New Years Goals do you think fail to achieve them?

**80%**

*Source: US News & World Report  
2018*



# A Formal Goal vs an Informal Goal



## Informal Goal

**A WISH with NO  
ACTION PLAN or  
STRATEGY.**

## Formal Goal

**A SPECIFIC PLAN to  
achieve a SPECIFIC  
OUTCOME.**

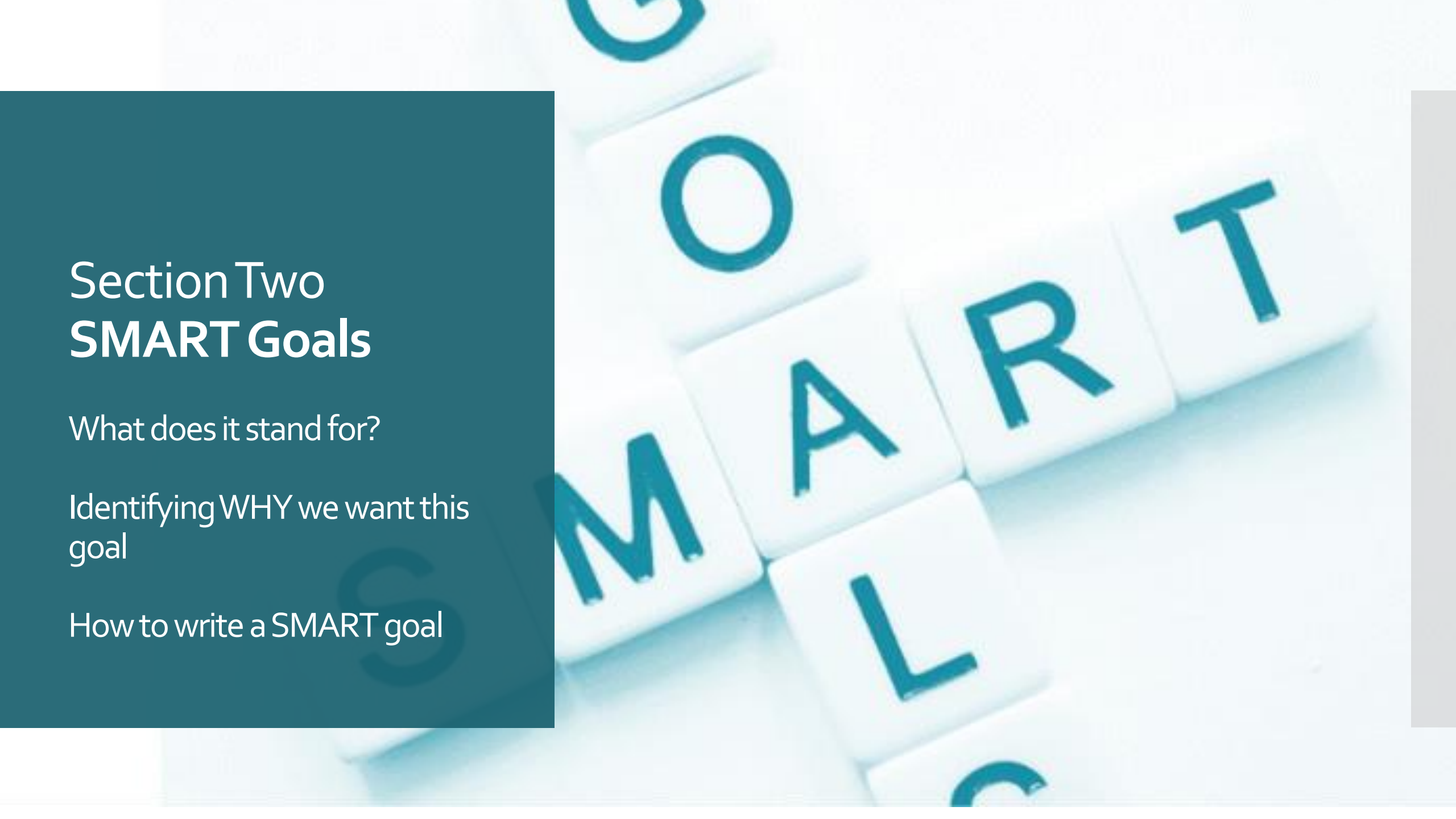
## Why Formal Goals?

The best captain in the world with no end destination (even though the best in the world) will just float aimlessly.

However, with a destination Port and a Map, will achieve all the steps and arrive at the intended location easily.

- **“Arnold Schwarzenegger”**



The background of the slide features a close-up, slightly angled view of several white dice. The dice are arranged to spell out the words 'SMART GOALS' in a staggered, three-dimensional fashion. The letters are printed in a bold, blue, sans-serif font. The lighting is bright and even, highlighting the texture of the dice and the clarity of the text. A dark teal vertical bar is positioned on the left side of the slide, containing the text for this section.

## Section Two **SMART Goals**

What does it stand for?

Identifying WHY we want this goal

How to write a SMART goal





# SMART GOALS

- S Specific
- M Measurable
- A Achievable
- R Relevant
- T Time Constrained

# SMART GOALS

## 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.

# SMART GOALS

## **Achievable**

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.

# Activity 1 – Is it SMART? Page 8

- Mia is a 17 year old living in Brunswick. She is a student completing VCAL at her local secondary college and has a part time job at McDonalds.
- Currently Mia catches the bus to get to work and as the bus stops at 10pm, she can't do any shifts that finish after that time, as she can't get home.
- Mia will be turning 18 in 6 months time and is keen to go for her licence and has completed 102 (with the help of mum and dad) of her 180 hours to date.
- Her parents have said when she gets her licence she can borrow the car for the late shifts.

## Is it a SMART Goal?

- I want to be able to go wherever I want, whenever I want
- I want to obtain my drivers licence
- I don't want to catch the bus anymore
- I will obtain by 180 driving hours
- I will practice my driving for a minimum of 3 hours a week with the help of mum and dad for the next 6 months, to be ready to get my licence
- I will practice my driving on grand theft auto for 3 hours a week over the next 6 months to help me be ready for licence.



# Identifying 'WHY?'

- “The Why” embeds the Goal and makes it a MUST DO.
- It helps a person become motivated to achieve their goal.
- It is an important step in the process because WHY we want to achieve a goal is usually very *Intrinsic* in Value.
- 2 Key things to remember here:
  1. Find out The WHY
  2. Focus on STRENGTH not avoidance



# The WHY?

## Quit Smoking

- Be healthier, Save money, Smell better

## Play Football for a National Football Team

- Feel pride, Do what you love, be the best at Football

## Become a journalist

- Share news, educate others, find the truth, help people

## Mentor

- Help others achieve, give back, share skills



**Activity 2 –  
Writing a Goal  
Page 10**



**5 minute  
break**





# Section Three Communication Strategies

- Mentee conversations
- 5W Open ended questions
- Probing Questions
- TED Principle
- Supportive and confirming statements
- Suggestive feedback
- Using Metaphors





# Mentee Conversations

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.

Use open ended questions to elicit these desires. Closed questions are good for clarifying and confirming.



# Open Ended Questions

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

1. What
2. Why
3. Who
4. When
5. Where



# 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**



# Activity 3 – Conversations Page 13



- **What**
- **Why**
- **Who**
- **When**
- **Where**
- **How**
  
- **Tell Me**
- **Explain to me**
- **Describe**



# Delving Deeper

Sometimes, we may get a response that is limited or potentially does not align with what is trying to be achieved when creating goals or action plans.

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.



# Supportive and Confirming Statements



Supportive or 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

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



# Section Four Actions and Strategies

Writing goals

Using the GROW model for  
Mentees

The Action Plan



# Using Goal and Strategy

Break into TWO parts so it is easy to digest:

1. **Goal** – Developed with the assistance of the Volunteer
2. **Strategy** – What the action will be to achieve the outcome.

Ensure you use small steps and a minimum of ONE strategy per goal, maximum of THREE.



# Grow Model

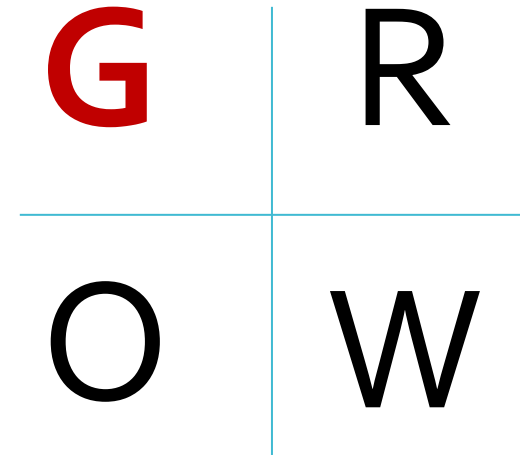
The **G.R.O.W model** is a useful resource to help you transition the desires of the Mentee into the planning stages of the GOAL setting.

The Model consists of 4 quadrants



## G- Goal

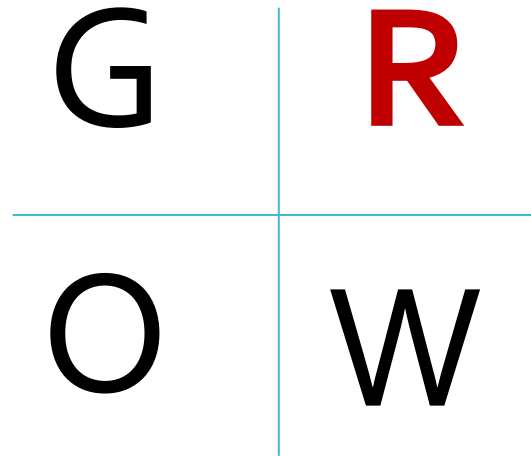
What is your desire?



G.R.O.W – 4  
Quadrants



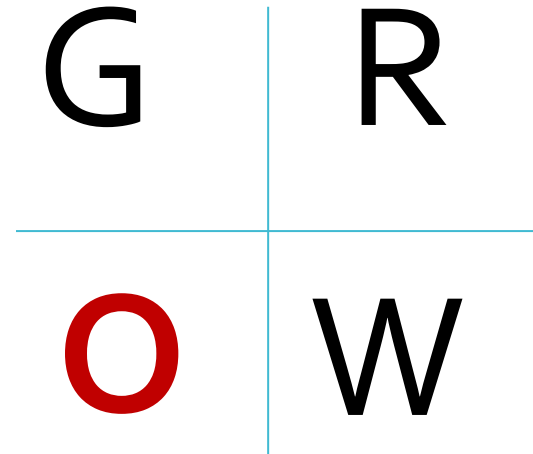
# G.R.O.W – 4 Quadrants



## R- Reality

Where are you  
right now?

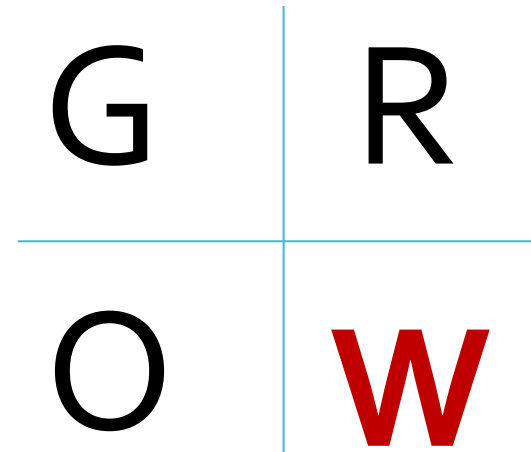
## G.R.O.W – 4 Quadrants



### O – Options

What could you do if you wanted to?

# G.R.O.W – 4 Quadrants



**W – Will do**

What will you do or what actions will you take?

## The Action Plan – Chunking it down

The Action Plan breaks down the Mentee's main goal into smaller goals.

In other words, to chunk the goal down and take the necessary smaller steps to achieve their overarching goal.



**Activity 4 –  
Bringing it all  
together  
Page 20**



# Summary of Key Points

- ✓ A goal is a purpose or something that you want to achieve.
- ✓ Everybody can set GOALS.
- ✓ The SMART Goal method for setting goals.
- ✓ “The Why” embeds the Goal and makes it a MUST DO.
- ✓ 5W Open Ended Questions – What, Why, Who, When, Where?
- ✓ The TED principle – Tell Me, Explain to me, Describe to me.
- ✓ 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.
- ✓ Suggestive feedback is not about giving answers but directing Mentees so they find their own responses.
- ✓ Simple goal setting method using “What I would like to achieve” and up to 3 strategies.
- ✓ Using the GROW Model and Action Plan.

# Accountability

- **Build and maintain a relationship & regularly communicate with the Project Coordinator**
- **Document sessions in the Mentor Guide Part Two and share after each session:**
  - Action items discussed / agreed to be completed and the timeframe
  - Progress of action items against the timeframe
  - Challenges
    - Experienced by Mentee
    - Experienced by the Mentor Wins
  - Wins
    - Experienced by Mentee
    - Experienced by the Mentor
  - Other
    - Include identified networks / contacts to share (seek confirmation from Project Coordinator before sharing with Mentee)



# Better Impact

- **VME Volunteer Management Platform**
  - **Website**
  - **My Impact App**
- All VME volunteering opportunities listed
- Shift Schedule
- Communicate with INLLEN
- Document Library
- Log Mentoring Hours
- Post Mentoring Session Survey
- Update personal details
- **See your Mentor Guide for more information**
- **Contact INLLEN if you would like some help to set up your App / navigate the Platform**



## Session Recap

- Get to know your Mentee
- Be clear on your role
- Share your experience & build Mentee skills
- Set goals with your Mentee for accountability (you, your Mentee and the Project)
- Document session notes in Mentor Guide Part 2 & update Project Coordinator as outlined during Mentor Induction Session
- Keep in contact
- Evaluation



The background of the slide is a teal color with a pattern of 3D question marks. On the left side, there is a dark teal rectangular area. Inside this area, a hand is shown holding a pen, positioned as if about to write on a document. The word "QUESTIONS" is written in white, bold, uppercase letters across the middle of the dark teal area.

**QUESTIONS**

# Thank You



Jobs,  
Precincts  
and Regions



NORTHERN  
**Metropolitan**  
Partnership

Community Bank  
Clifton Hill/North  
Fitzroy



**Rochelle Darby**

Manager School to Work Program

INLLEN

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