

Step-by-Step

The Goal Management (GPS) Step-by-Step explains the entire Goal Management process.

(G) Thriving Goal Selection

Step 1: Review

Mentor reviews the Big Picture Road discussion and the goal management materials for this process.

Step 2: Thriving Goal

Mentor explains the shape of a good goal and helps youth select a thriving goal.

Using *Pursuing Multiple Goals*, mentor decides whether the thriving goal can be shaped to benefit from a dual goal advantage.

Mentor and youth discuss *Rollin' Along Your Road* to explore how the strengths the youth has developed can help propel progress towards that goal.

Mentor questions might be:

- 🗣️ *"Let's think about where you want to grow on this particular thriving indicator growth grid. Okay, let's work on that topic. What are strengths you've developed that can help you get there?"*
- 🗣️ *"Now let's think about setting a goal. Have you ever set a goal? Did you achieve it? What went well, and what did you learn?"*

Mentor explains the shape of a good goal:

Meaningful, Realistic & Stretching

"If a goal is designed well, it improves your chances to get where you want to go. You'll think, 'Wow, I did it!'. 'Let's think of a 'wow!' goal that is balanced between the tension of being realistic and demanding. It will be a "stretch goal"—because it is similar to a rubber band that is stretched just right between those two tensions."

"If you choose a goal that is too stretched or too difficult, you won't get there because the rubber band breaks, correct? If, on the other hand, the rubber band is too big and doesn't stretch at all, then it's useless. We want the tension to be just right so that the goal does its job, just like a rubber band holding papers together."

Mentor shapes goal decision:

"Based on what you know about yourself now, what is a meaningful thriving goal for you? That's a great thriving goal."

"Let's break that goal into some bite-size pieces that you can achieve within ____months. But first, let's discuss how to use the strengths you've developed to get there."*

The mentor discusses *Rollin' Along Your Road*: "Let's think about how the strengths you've developed will help you make progress. Do you know about how athletes and animals use drafting?"

Step 3: Short Term Goal & Steps

Mentor and youth define first short-term goal that aims at the thriving goal. The short-term goal and immediate steps are recorded on the *Goal Selection Form* and the youth's *Pocket License*.

Note: Consider short-term goals with timelines that vary from one to three months, depending on the youth's maturity, skills, and the specific thriving goal in mind. Use the guide below to determine the appropriate short-term goal length.

Mentor lays out the Goal Selection Form and says to the youth:

"This form presents an image of an elephant and a rider. Social scientists sometimes call our emotions the elephant and our logic the rider."

Mentor explores these questions:

"Who do you think is the strongest, the elephant or the rider? Who do you think gets tired first? Yes, it's the rider who tires easily. Therefore, we need to harness and control our emotional elephant to help change happen. One way to harness that elephant is to envision and 'taste' life someday when your goal is achieved:"

🗣️ *"Let's think about what you would see, and what others would see about you."*

🗣️ *"Will that day feel wonderful and meaningful? Okay, hold on to that feeling to help you control your elephant when temptations arise to divert you from your goal."*

On the *Goal Selection Form*, the youth records the chosen short-term goal and the steps within it.

The youth departs with a license in his pocket. He begins working towards his goal immediately, checking off License steps when completed. When the license is done, the youth fills another to continue tracking progress towards his goal.

Mentor says:

"Now, let's look at our GPS growth grids to think about how you're doing in goal management skills. What does a GPS mean to you? It's a guidance system that helps you navigate, right? Scientists have shown that youth who develop an internal GPS go into fast drive in getting the goals they want in life."

"We have some GPS growth grids that describe the stages of development of this internal GPS system. Let's understand where you are in these life skills right now, and how you can improve them as you work on your thriving goal."

Mentor and youth complete one or more youth self-reflection GPS growth grids, beginning with Goal Selection. Mentor decides whether to do Pursuit & Shifting gears growth grids at the same time, or early on in those stages of goal management. The mentors says:

"One way to improve your chance of reaching your thriving goal is to work on these GPS skills. As you begin to work on your thriving goal, we'll want to think about these GPS skills as a part of that process."

Guide to Goal Length

A younger adolescent, or a youth new to goal management, typically sets a short-term goal that is achievable within one month. This short goal increases the odds that your youth will experience a good feeling of success, which builds motivation to continue the process. Regardless of whether the steps in the one-month goal are taken or not, another one-month plan is developed and executed, always heading towards the bigger thriving goal.

Move along a developmental trajectory where you eventually lengthen the short-term goals to a two-month plan, and then a three-month plan. As youth confidence and GPS skills improve, your youth begins to think more about dreams for the future. This youth with goal management skills is able to visualize and achieve longer-term goals with less guidance from a mentor. This mature youth sets a short-term goal that's achievable within three months, and articulates his or her commitment for three or four of these short-term goals that add up to a hefty goal within a nine to twelve month timeframe.

Note: If the youth does not have an identified Spark, or Spark Champion, then this is always the first place to start in developing a goal.

Step 4: Mentor Completes Professional GPS Growth Grids

Mentor uses online Professional GPS Growth Grids (age appropriate version for youth) to record youth baseline, substantiated by behavioral evidence.

(Optional) Mentor completes *Step-It-Up-2-Thrive Summary Report* and shares with supervisor. Discussion focuses on problem-solving and ways to deepen mentor impact.

(P) Pursuit of Strategies & (S) Shifting Gears

Step 1: Check off Steps

Your youth takes steps to meet the short-term goal, checking off the *Pocket License* boxes. Youth fills out a new license when the first license is complete, using as many licenses as needed in the goal management process.

Goal License Example

Discover your Spark Goal

My Thriving Goal is: Find my spark.

My Steps are:

- Talk to dad & find out what I loved doing when little. (on Thursday at dinner)
- Ask three adults about their sparks and mine.
- Record times when I feel energized.

Step 2: Reflection

Youth and mentor reflect on goal progress and GPS, using the *Goal Pursuit Form*. They define the next short-term goal.

Step 3: Update Growth Grids

Mentor updates relevant Professional C & GPS Growth Grids when a new pattern of youth behavior is established. A new pattern usually takes a minimum of 5-9 months to be established; timing will vary depending on the individual youth and skill domain. Youth and mentor celebrate progress.

Goal License Example

Character Goal

My Thriving Indicator: Character

My Thriving Goal is: Find volunteer opportunity to try weekly for 3 months.

My Steps are:

1. Use internet to find organizations that need volunteers. (Saturday, first thing after lunch; library)
2. Talk to mentor about questions to ask organization & when and how I might get there.
3. Call organizations. Match my talents, interests and time with the need.
4. Visit organization(s) to meet with volunteer coordinator.
5. Schedule times to volunteer.