

Mentoring Goals Worksheet

Instructions

The following document will be used both to share with your mentor and as a framework for you in this course. You will write a reflection at the end of this course on progress toward these goals. **You should remove the instructions throughout this document since they will not count towards your page counts.** While the default format below is bullet format, you may also use paragraph format (or a combination) if you prefer. If you are taking this course for a second or third time, you must revise this document. You should indicate what has changed or what you have updated.

There are two portions of this worksheet

1. [Pre-Course Mentoring Goals Assignment](#). This is due two weeks before the course starts and will be used to determine whether you will be approved to participate in the course.
2. [Mentoring Goals Week 1 Assignment](#). This will be due in week one of the course

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PART 1. PRE-COURSE MENTORING GOALS ASSIGNMENT

Students interested in taking Mentored Ministry and Leadership must first develop a plan that is reviewed to determine whether you will be approved to participate in the course. The criteria for whether you will be approved are as follows:

- Has the student read and watched all the required materials for the Pre-Course Screening section of the course?
- Has the student articulated a detailed mentoring plan using smart goals?
- Has the student articulated a clear reason why a mentoring course is the best option for their goals?
- Does the mentoring plan link goals and strengths of the mentor in ways that fit the goals of this course?
- Does the mentoring plan link goals and books selected in ways that fit the goals of this course?

MATERIALS REVIEW

Did you read and watch all the required materials for the Pre-Course Screening section of the course?

TYPE OF MENTORING

Which of the following options will you be proposing to do for this course?

1. **City Vision Online Mentoring.** You can choose a mentor from City Vision's list of mentors (see list at the bottom of [this page](#)). You will meet with your mentor via Zoom or another video conferencing tool.
2. **Local Mentoring (current work context).** You can choose a mentor based at your work or ministry location. The goal is that you would interact with a mentor who will direct, encourage and evaluate their activities as you minister and work in real life situations. To choose this option, you must send in a signed mentor agreement for two weeks before the term starts. If you select a local mentor, you should let them know that they will not be paid for mentoring. To receive academic credit, City Vision will assign you a faculty member to do the grading for the course.
3. **Local Mentoring (new internship).** Select this option if you do not currently have a work or ministry context, but you still would like to have local mentoring and an internship experience. To choose this option, you must send in a signed mentor internship agreement for two weeks before the term starts. If you have not yet identified an internship, you can enroll in ORG201 Job & Internship Search Strategies (1 credit) to help you find an internship.

SHORT-TERM AND LONG-TERM PERSONAL AND CAREER GOALS

What are your short-term (6 to 12 months) and long-term (1 to 10 years) personal and career goals? How will the mentoring and work in this course help you take steps toward those goals? If you have taken City Vision's [Vocation, Calling and Purpose of Work](#) course, you may find materials from that course or other courses where you created personal development plans helpful.

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Is your goal in this mentoring relationship primarily professional mentoring, personal/spiritual mentoring or both? Note personal/spiritual mentoring could include domains like: spiritual formation, emotional/social development, work/life/family balance, etc. If you also want personal mentoring, be specific about the personal domains where you need mentoring.

POTENTIAL GROWTH AREAS & SKILLS TO DEVELOP (INDIVIDUAL DEVELOPMENT PLAN)

Brainstorm a list of areas where you would like to grow. Are there particular skills you want to develop? Do you have areas of spiritual formation and character development that you are wanting to focus on? You may find this [list of ministry competencies](#) helpful to develop ideas although a different list of competencies may apply in your context. If you have taken City Vision's Vocation, Calling and Purpose of Work course, you may find materials from that course or other courses where you created personal development plans helpful. If you work in an organization that has annual employee evaluations and professional development plans, you should also reflect on those results to guide your plan. This plan can include both personal and professional goals depending if you are looking for mentoring in both of these areas.

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CHALLENGES

What are your biggest challenges you are facing right now personally or in your ministry, work, family and/or community context? These could be more circumstantial, related to personal limitations or from your own potential blind spots. You may find [this document](#) helpful to identify personal blind spots, but your list of challenges should go beyond personal blind spots.

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What causes 80% of your frustration, tension, and pressure (personally and professionally)? Why?

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IDENTIFYING GOALS FOR MENTORING

Based on your potential growth areas, skills to develop and challenges you listed above, what are the goals you want to achieve through this mentoring and in this course? Keep in mind that for mentoring to be effective, you need to align your goals with the strengths of your mentor as well as the books used in mentoring. **This is the most important section of this document, so spend your time accordingly.** You will use these goals in the “Progress Toward Mentoring Goals” section of the [final project](#) for this course. You should review the questions in that section of the final project and ensure that your goals are written in a way that will fit with the structure of the final project. Where possible you should write your goals to be [SMART goals](#).

Goals for Mentoring

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Why are these goals best achieved through mentoring in a course like this rather than either 1) informal mentoring or 2) another course?

Of the goals listed above, which is the most pressing for you personally and why?

If your mentor is a supervisor or someone in leadership in your organization, if you can, ask them what their long-term goals for you would be? Consider how their goals align with your own and revise your goals based on that.

Evaluation Rubric criteria. Do not respond in this section. Your response will be evaluated based on the following:

- Has the student articulated a detailed mentoring plan using smart goals?
- Has the student articulated a clear reason why a mentoring course is the best option for their goals?

MENTOR

Who is your proposed mentor? What qualifies them to be an effective mentor? If possible, provide a link to their LinkedIn profile. What will be the strengths of your mentor that will be helpful for your growth and development?

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Evaluation Rubric criteria: Your response will be evaluated based on the following:

- Does the mentoring plan link goals and strengths of the mentor in ways that fit the goals of this course?

BOOKS TO USE IN MENTORING

A part of this course is that you will read through two books to discuss in your bi-weekly meetings with your mentor. You may find it helpful to review [book recommendations on this page](#) or you can select the books on your own or with the help of your mentor.

What are the two books you have chosen to read? **How will these books help you achieve your goals listed above?** Your mentor may or may not choose to read through the books during this course with you. Having said that, there may be an advantage of choosing books your mentor has read or at least are in domains where your mentor has expertise.

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Evaluation Rubric criteria: Your response will be evaluated based on the following:

- Does the mentoring plan link goals and books selected in ways that fit the goals of this course?

LINKING GOALS, MENTOR STRENGTHS AND BOOKS

List each of the Goals for Mentoring you listed above. For each goal, in 1-2 sentences, explain how the mentor's strengths and book will help using the following Template

Goal 1. List goal

- How will your mentor support this goal?
- How will your book support this goal?

PART 2. MENTORING GOALS WEEK 1 ASSIGNMENT

REVISING GOALS FOR MENTORING

In your pre-course assignment, you wrote out a first draft of your goals for mentoring. Revise your goals based on:

1. Faculty feedback
2. If you have already met with your mentor, update based on their feedback.
3. What you have learned to date
4. Read through the "Progress Toward Mentoring Goals" section of the [final project](#) for this course. Carefully reflect on whether your goals, mentor and books are aligned in ways to be able to have good answers to those questions at the end of the course. Based on that revise and refine your goals

Based on your potential growth areas, skills to develop and challenges you listed above, what are the goals you want to achieve through this mentoring and in this course? Keep in mind that for mentoring to be effective, you need to align your goals with the strengths of your mentor as well as the books used in mentoring. This is the most important section of this document. You should review the questions in that section of the final project and ensure that your goals are written in a way that will fit with the structure of the final project.

Goals for Mentoring

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Of the goals listed above, which is the most pressing for you personally and why?

BARRIERS TO ACHIEVING GOALS

What are the primary barriers to you achieving your goals? What do you feel are the roadblocks keeping you from reaching your full potential as a person? In what areas do you feel the most need for personal growth? You may find [this document](#) helpful to identify potential barriers.

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YOUR STRENGTHS AND “ABOUT YOU” SNAPSHOT FOR MENTOR

If you have taken any personality type or gifts/strengths tests, what were the results? You do not need to take these if you have not already done so. Examples:

- [Myers Briggs](#):
- [DISC](#):
- [Enneagram](#):
- [Holland Code](#):
- [Team Profile](#):
- [StrengthsFinder](#)

LinkedIn Profile:

If your mentor is not familiar with your professional background, it may be helpful to provide them with your LinkedIn profile or resume.

What are your strengths?

What are the things you most enjoy?

What else would be important for your mentor to know about you that is not covered elsewhere in this document?

If you want to go deep with your mentor and you have time, you may also want to consider completing the [Optional Mentoring Profile Questionnaire](#). If you are taking this course a second time with the same mentor, and did not complete this optional questionnaire, you are required to do so as it will provide a framework for going deeper in mentoring the second time.

AGENDA AND QUESTIONS FOR YOUR FIRST MENTORING MEETING

Prepare an agenda and list of questions for your first meeting. Keep in mind that this should just be a guideline, so you will want to adapt your agenda based on input from your mentor and how the conversations goes.

While it is important to prepare an agenda, do not let it create too much structure, so it becomes a barrier to a more natural mentoring relationship. Below are some sample agenda items you can start with, but you can adapt this to fit your context and needs:

- Discuss your mentoring goals worksheet. Be sure to email your mentor your mentoring goals worksheet at least 5 days before you meet with them and ask them to read it. That should give them enough time to read through it.
- Ask questions to get to know your mentor. Background? Strengths/domains you might be able to learn from them the most? Note: the amount of time you spend on this may vary depending on whether you previously knew your mentor well.
- If your mentor is a supervisor or someone in leadership in your organization
 - Ask them what their long-term goals for you would be? Consider how their goals align with your own and revise your goals based on that. Keep in mind that as a general rule, if you want to advance in your organization, it is important to give adequate weight to your supervisor's goals and that of top leaders in your organization for you.

- If you would like to advance into other positions in the organization, share that with them. Ask their advice on what skills, competencies or other areas of growth that might be needed to prepare you for that position.
- Discuss expectations for the mentor/mentee relationship.
- Discuss anything you learned from your book reading.
- Identify specific action items will you take to move you toward your goals.