

## **Mentor Sheet Module 4**

### **Helping your teen create a plan of action based on their goals**

Step 1: Make sure your teen has a calendar or some way to create one. It is best to have a paper version and many businesses like banks and oil change locations have free calendars. This will be your teen's business calendar, so it might be worth your time to go to the store with them (even if it is a dollar store) and have them pick the type of calendar they want to work with. Make sure it has enough room to write in. (Teens can use digital calendars later, but we want something physical to work with during this phase.)

Step 2: Go over your teen's goals with them to help them think through the goal. You are there to encourage them. Tell them how great it is that they are making their goals a reality. Tell them how every successful person has had one thing in common, they wrote out their goals. (see tips below)

Step 3: Make sure your teen places all of the goals in the calendar. On this step, just look at their written goals and make sure all of them get in the calendar on the right date. This means that each of their goals should have a date on it. (Do not evaluate their goals unless they ask, it will all work out as you work through this process together.)

Step 4: Sit down and work through each goal with your student by dividing each yearly goal it into 12 monthly steps. Divide all goals by however many months are from the current date to the date of their goal. These incremental steps will lead up to the final goal. Your job here is to help your teen break down their goals, not figure out how to make them happen. You won't have to tell them if it is too big, it will work out as they actually put them down on the calendar.

For instance, if they want one million dollars by the end of the year, take one million, divide it by twelve and tell them that their goal for this month is \$83,333.33. Then, break that down into a weekly goal, which means they need to have over \$20,000, by the end of this week (\$20833.33!). Again, let the numbers and goals work for themselves. If your teen goes through this exercise and has to work through the process for themselves, it is something that will help them for the rest of their life. All areas of their lives will be affected, so don't do it for them.

You can run the calculator and talk through each goal with them, but let them figure out how big and what time frame they want to work within. Most of teens have never thought past today. You are helping them build skills that many adults need to develop. If it is too big and they are dead set on that goal, let it go. They will come into reality as they go through the whole process.

You do not need to correct them. I mean, really, would it be Ok with you, if their business made around \$20,000 a month? If they don't reach their goals, or that is a concern of yours, don't let it bother you. We will work on those things later when we talk about the need to adjust goals. This is the first time teens are trying out their goal setting muscles. Just like when they first learned to walk, they may stumble a bit, but that only makes them stronger.

## **Mentor Sheet Module 4**

### **Helping your teen create a plan of action based on their goals**

**(page 2)**

How can parents/guardians help with setting better goals?

Parents need to help with the wording of the goals.

- Make sure they are action oriented. Instead of a goal that says, "I want to have money." it should read "I will have money."
- Make sure they are specific, "I will have money" becomes "I will have one thousand dollars."
- Make sure they are time-based: "I will have one thousand dollars" becomes "I will have one thousand dollars in six months."

To help them fine-tune their goals simply ask questions:

- How much do you want?
- When do you want to have that?
- Do you think you can reach that goal by that date?

Again, these are your teen's goals, not yours. BUT, you want to help them define their goals in reality. If your student wants a million dollars by the end of the year and they plan on setting up a lemonade stand in your neighborhood, it probably won't work, but don't tell them it won't work. Help them find a way to make it work! You may have to help them find a lemon orchard, a soda manufacturing plant . . . you get the picture. Let them see how their goals look in the real world.

*Don't be sarcastic please.* These are their goal and they may be dear to them. This is probably the first time they have actually written down any goals. Even if sarcasm is something shared between you and your teen, make goal setting and this whole business system a 'no sarcasm' zone. As they are developing new skills, sarcasm can actually damage their learning process. Even if it is a funny jibe, their brain does not recognize sarcasm as farce and takes it as reality. The next time that subject is brought up a teen brain will scurry away from the topic and it will have hindered the development of your teen's business.

When our children become teens, we sometimes spend a lot of time correcting them. It is very important to go out of your way to encourage your teen. Teens need a lot of guidance and encouragement. Make sure to say things like, "Oh, that is a really good one." "Wow! That is a great goal." "That is a big goal, it will be exciting to see that one happen."

Encouraging has almost become a lost art in our busy society. This is a place where parents/mentors need to learn some skills. Look online for tips and tricks on encouraging. The lost art of encouraging will take you further than you ever thought possible with your teen. It rebuilds bridges, it reconnects hearts and it heals brokenness. It is worth your time to learn to encourage your teen better.

**BONUS: RESPONSIBILITY.** It's the little things that helps build responsibility in your teen. For instance, let's say that Johnny or Susie did not clean their room today. You and your teen have been working on their business. You go to their room and see a big mess. Look at them and say, "You know, you put some extra time into your business today. I think you have acted very responsible in building your business. I trust you will get your room clean, but let's not worry about that right now." Your teen will be blown away (especially if you usually yell at them for a messy room). You may find that they cleaned their room anyway because you have an expectation of them being a responsible young person.

When you start using things like, "I think you deserve a little extra time playing your video game since you have been taking this business idea so seriously." Your teen will rise to your expectations of them and these little rewards will help them see themselves a little differently. It may change tomorrow. . . they are still teens...but relish the little moments of victory.

As you start to use the idea that they are being responsible by building a business, you may find that falling over to other parts of their life. If you start to trust them, you may be surprised to see them rise in responsibility. Besides, if they start making some good money, they will have enough to hire a maid to come clean your whole house once a week and you won't have to worry about their room being messy!