



GROW MODEL ACTIVITY

GROW Model Overview

The GROW model activity is a popular framework used to structure mentoring conversations and facilitate goal setting and problem solving for the student mentee. The acronym GROW stands for Goal, Reality, Obstacles & Options, Way Forward (or Will).

The GROW model is a useful activity for mentees for several reasons. For starters, it can help mentees clarify their goals and better understand their current reality, which is crucial for effective decision-making and problem-solving. Because it is a structured activity, it can also make it easier to address complex issues and break them down into manageable steps.

The GROW model keeps the focus on the mentee's goals and aspirations, ensuring that mentoring sessions are purpose driven. By defining specific actions and deadlines, the GROW model holds mentees accountable for their progress by fostering a sense of ownership.

GROW Model Worksheet

Below is the GROW Model worksheet with notes for each section.

Step 1: Review each section of the GROW MODEL WORKSHEET WITH NOTES together so both parties understand the purpose of the activity.

- In the left column of each section are questions that need to be answered by the mentee.
- In the right column of each section are section descriptions and sample questions that can be used to assist in the conversation.

Step 2: Following the review of the GROW MODEL WORKSHEET WITH NOTES, use the SDSU STUDENT MENTEE GROW MODEL WORKSHEET to complete the exercise for the student mentee.



SOUTH DAKOTA STATE UNIVERSITY

Alumni Mentor Program

GROW MODEL WORKSHEET WITH NOTES

GOAL(S) What do you want to accomplish during our time in the Alumni Mentor Program? How will we know when we've achieved our goal(s)?	Distinguish between end and performance goals. End goals are the final objective while performance goals identify the level that you believe will provide you with the best chance of achieving the end goals. The student mentee needs to feel ownership of the goals. But both the mentor and mentee must agree to all goals set. Sample Questions to Ask – What is the aim of this discussion? What does success look like? What would be a milestone(s) we can reach along the way? By when do you want to achieve it? How will you measure success?
REALITY Where are we currently at in relation to our goal(s)? How far are we away from our goal(s)?	Goals can't be established until the current situation is known and understood. The purpose of this section is to better understand the student mentee's current situation and assess how close (or far) the student is to their goal(s). Sample Questions to Ask – What is happening right now in your life (personal, professional/academic, social)? Who is directly and indirectly involved that may influence (positive or negative) your chances of achieving your goal(s)? Do you have the resources and support needed to reach your goal(s)?
OBSTACLES What obstacles are standing in the way? Other people? Lack of skills, knowledge, expertise, resources? Physical environment?	This section is used to determine what stands in the way of the student reaching their goal(s). The conversation should focus on four key areas: 1.) The student mentee's internal obstacles (emotional, mental, and physical) 2.) Obstacles caused by other people 3.) Obstacles due to a lack of skills, knowledge, experience, or



SOUTH DAKOTA STATE UNIVERSITY

Alumni Mentor Program

	<p>resources</p> <p>4.) Obstacles caused by the physical environment</p>
OPTIONS What options do I have to resolve the issues or overcome the obstacles?	<p>The purpose of this section is to create a comprehensive list of actions that can be used to overcome the obstacles listed above.</p> <p>Quantity is more important than quality. The mentor and student mentee should work together to create a list of options.</p> <p>Sample Questions to Ask –</p> <ul style="list-style-type: none">What are ways you can overcome this obstacle?What resources are available to support your efforts?How have others overcome similar obstacles?If resources weren't an issue, how would you overcome this obstacle?Who can support you in your efforts?What are the pros and cons of each option listed?
WAY FORWARD/WILL Which option(s) will we commit to executing to accomplish our goal(s)?	<p>This section is designed to identify the best path forward in overcoming the obstacle(s) and working toward the goal(s).</p> <p>Sample Questions to Ask –</p> <ul style="list-style-type: none">Which option(s) from the list we created are you most confident in using?ORWhich option(s) do you prefer? <p>When will you achieve your goal(s)?</p> <p>Who needs to know about the goal(s) you're working toward?</p> <p>What support do you need (from the mentor or others)?</p> <p>What other factors do we need to consider that hasn't been discussed yet?</p>

Whitmore, J. (2009). *Coaching for performance*. Boston: Nicholas Brealey Publishing.

The Ohio State University. <https://urban-extension.cfaes.ohio-state.edu/sites/urban/files/imce/GROW%20coaching%20model.pdf>.



SOUTH DAKOTA STATE UNIVERSITY

Alumni Mentor Program

SDSU STUDENT MENTEE GROW MODEL WORKSHEET

GOAL(S) What do you want to accomplish during our time in the Alumni Mentor Program? How will we know when we've achieved our goal(s)?	
REALITY Where are we currently at in relation to our goal(s)? How far are we away from our goal(s)?	
OBSTACLES What obstacles are standing in the way? Other people? Lack of skills, knowledge, expertise, resources? Physical environment?	
OPTIONS What options do I have to resolve the issues or overcome the obstacles?	
WAY FORWARD/WILL Which option(s) will we commit to executing to accomplish our goal(s)?	



SOUTH DAKOTA STATE UNIVERSITY

Alumni Mentor Program