

## MIND MAPPING FOR GOAL SETTING

Mind mapping is a great tool to help you create or update your goals. Below are the tips and steps you will need to follow to create your own mind map; a blank mind map is included at the bottom of this document for you to fill out.

Still feeling unsure of where to start? We've provided an example for you below.

**Step 1:** Identify your topic.

- In this case your topic is "Teacher Volunteerism"

**Step 2:** Identify your challenge(s).

- List only one (1) challenge per box.
- For the purpose of creating a teacher engagement plan, a "challenge" could be "lack of information" or "limited availability."

**Step 3:** Identify why this challenge occurs.

- This should take some thinking—dig deep and reflect.
- The root cause(s) of the challenge listed above should expand your view as to how to tackle the issue.
- Tip: This is a box you can list multiple items in.

**Step 4:** Identify what can be done can prevent this from happening.

- Now that you've identified how/why the challenge occurs, list things that can be done to prevent the challenge(s).

*Tip: This is a box you can list multiple items in.*

**Step 5:** Identify who can help in the prevention process and how they will help.

- This is a time to think outside of the box! Some of these key people may not be board members, officers or on your committee(s)! Be sure to consider all of your options, including CEC staff and resource

**Step 6:** Continue until you've finished your mind map.

*Tip: Your mind map is an amazing item to share with your board and committee members when The "challenges" you've identified are great topics for each committee meeting.*

**TOPIC:**

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**IDENTIFY CHALLENGE:**

|

**HOW / WHY THIS HAPPENS:**

|

**HOW IT CAN BE PREVENTED:**

|

**PEOPLE/RESOURCES THAT CAN HELP:**

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**1. WHO:**

**HOW THEY CAN HELP:**

**2. WHO:**

**HOW THEY CAN HELP:**

**3. WHO:**

**HOW THEY CAN HELP:**

**TOPIC:**

**IDENTIFY CHALLENGE:**

**IDENTIFY CHALLENGE:**

**IDENTIFY CHALLENGE:**

**HOW/WHY THIS HAPPENS:**

**HOW/WHY THIS HAPPENS:**

**HOW/WHY THIS HAPPENS:**

**HOW IT CAN BE PREVENTED:**

**HOW IT CAN BE PREVENTED:**

**HOW IT CAN BE PREVENTED:**

**PEOPLE/RESOURCES  
THAT CAN HELP:**

**PEOPLE/RESOURCES  
THAT CAN HELP:**

**PEOPLE/RESOURCES  
THAT CAN HELP:**

**1. WHO:  
HOW THEY CAN HELP:**

**1. WHO:  
HOW THEY CAN HELP:**

**1. WHO:  
HOW THEY CAN HELP:**

**2. WHO:  
HOW THEY CAN HELP:**

**2. WHO:  
HOW THEY CAN HELP:**

**2. WHO:  
HOW THEY CAN HELP:**

**3. WHO:  
HOW THEY CAN HELP:**

**3. WHO:  
HOW THEY CAN HELP:**

**3. WHO:  
HOW THEY CAN HELP:**

# SAMPLE MIND MAP

## TOPIC:

### Teacher Volunteerism

We want teacher representation on the Board but cannot get them to commit.

## IDENTIFY CHALLENGE: Time

Historically, teachers have stepped down from volunteer roles and/or shared they do not have time to commit to serve in volunteer roles.

## HOW/WHY THIS HAPPENS:

Teachers (and board members) perceive their limited time availability as a barrier to volunteering within our component.  
They are assuming time commitments and/or are not asking about less time-consuming opportunities or smaller roles.

## HOW IT CAN BE PREVENTED:

1. Make sure that a variety of volunteer experiences are offered outside of committees and board leadership.
2. Include estimated time commitment with every call for volunteers.
3. Learn more about how much time teachers are willing to give CEC.
4. Offer one-time volunteer experiences.

## PEOPLE/RESOURCES THAT CAN HELP:

- 1. WHO:** Board members  
**HOW THEY CAN HELP:**
  - Start tracking how much time they spend each week/month on CEC to better inform interested teachers in the future.
  - Establish reoccurring micro volunteer and one-time volunteer roles
  - Edit/create volunteer job descriptions (see below)
- 2. WHO:** CEC staff and resources  
**HOW THEY CAN HELP:**
  - Use sample job descriptions in Unit resources
  - Have staff post descriptions on Unit website
  - Use Volunteer Square to see how many teachers have completed the form and track on average how much time and what roles they are interested in
- 3. WHO:** Teachers who have volunteered before  
**HOW THEY CAN HELP:** Ask trusted current or past volunteers who served the Unit through volunteering to provide insights on their experiences to inform planning (what did they like, when is it a good time for them to volunteer, etc).
- 4. WHO:** Other Unit leaders  
**HOW THEY CAN HELP:** Ask other leaders in the Unit Leadership CEC community how their Unit engages and recruits teachers.