



Tutoring Tool Kit: Relationship Building and Goal Setting



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Essential Question(s)

- Build rapport with students and evaluate their present level in the course they're being supported in.
- Coach students to create goals for their courses or tutoring sessions.

Summary

In this resource, students and tutoring session facilitators build relationships. Students set goals for the semester, plan action steps to achieve those goals, and consider any factors that could impact those steps.

Learning Goals

Attachments

- [Facilitator's Guide—Relationship Building and Goal Setting.docx](#)
- [Facilitator's Guide—Relationship Building and Goal Setting.pdf](#)
- [My Goal—Relationship Building and Goal Setting - Spanish.docx](#)
- [My Goal—Relationship Building and Goal Setting - Spanish.pdf](#)
- [My Goal—Relationship Building and Goal Setting.docx](#)
- [My Goal—Relationship Building and Goal Setting.pdf](#)

Materials

- Facilitator's Guide document (attached)
- My Goal handout (attached; one per student)

Guiding Notes

Setting a clear goal in a tutoring session helps students stay focused, understand their purpose, and make steady progress. Whether the goal is mastering fractions or improving reading comprehension, breaking the goal down into smaller, achievable steps—called micro-goals—makes the learning process more manageable. These smaller steps build confidence and create momentum, which helps students see their growth and stay motivated throughout their tutoring journeys.

Begin the tutoring session by greeting the student by name and asking about their day. This helps build a rapport with the student. If this is your first time meeting the student, take a moment to learn more about them. Ask about their interests and any in-school or out-of-school activities that may affect their availability or focus. Consider also asking about their support system at home to better understand their learning environment.

Use the provided **Facilitator's Guide** that includes discussion starters and discussion questions throughout the session. Give the student the **My Goal** handout to guide them in creating a specific, achievable goal for their course. Encourage them to think about what success looks like and how they can work toward it. You may also suggest they use a planner to help them stay organized and on track. As you discuss their activities, consider how these commitments may influence their ability to meet their goal and strategize accordingly.

Wrap up the session by setting a regular schedule for future tutoring sessions. Share your preferred contact method with the student and review your office hours. Before ending the meeting, ask the student if they have any remaining questions or concerns and address them as appropriate.

45 minutes

Discussion Starters

To begin the goal-setting conversation, consider asking the student:

- What do you hope to achieve in these tutoring sessions?
- What is a goal you would like to set for yourself in order to be successful in your course?
- Now that you have a goal, what are some action steps you could take that will help you achieve that goal?

Discussion Questions

To support goal setting for the tutoring sessions, consider asking the following questions:

- What could you do to make your goal feel more achievable or realistic?
- Which of your action steps would be the best place to start?
- Do you have any responsibilities or commitments that may make it challenging to reach your goal this semester?

Spend time answering any questions the student has about tutoring sessions.

Next Steps

To prepare for next week, ask the student to:

- Find a safe place to keep their My Goal handout.
- Bring an assignment that they would like help with to the next session.
- Bring any materials necessary to complete the assignment.

Follow-Up Activities

Use the [Tutoring Toolkit: General Sessions](#) educator resource to facilitate and record information during the following tutoring sessions.

Research Rationale

Research rationale for this resource is provided in the literature review [*Enhancing Academic Performance Through Strategic After-School Tutoring*](#).

Resources

- K20 Center. (n.d.). *Enhancing academic performance through strategic after-school tutoring*. Literature Review. <https://learn.k20center.ou.edu/literature-review/4858>
- K20 Center. (n.d.). Tutoring tool kit: General sessions. Educator Resource. <https://learn.k20center.ou.edu/educator-resource/4951>