

GOAL SETTING

“Intentional mentoring requires deliberate and thoughtful planning. Choosing a mentor and choosing a protégé is like investing. . . . Purposeful protégés will identify the particular lessons and skills they desire to attain from the more experienced mentor, and will seek to honor those shared values with an investment of a part of their own life of learning and modeling.” – Tim Sharp, *Mentoring in the Ensemble Arts*

Purpose of Goal Setting

Setting goals helps people strive to achieve. Although goal setting may be challenging, it is worthwhile. The intention is to increase efficiency and effectiveness by specifying desired outcomes. Hellreigel, Slocum & Woodman (1992) and Martens (1987) find goals to be important because they:

- ✓ Guide and direct behavior
- ✓ Provide clarity
- ✓ Reflect what the goal setters consider important
- ✓ Help improve performance
- ✓ Increase motivation to succeed
- ✓ Instill pride and satisfaction in achievements
- ✓ Provide challenges and standards
- ✓ Bolster self-confidence and decrease negative attitude

Goal-Setting Model

The SMART guidelines can help set effective goals that will help you to achieve success.

SMART means:

Specific – A goal of getting a choral conducting position is too general. Specify how this will be accomplished.

Measurable – Establish criteria for how to achieve a goal. Measurable does not refer to a timeline; it means determining a way to measure your success in completing the long-range goal.

Action-oriented – Be proactive in taking action that will result in reaching the desired goal.

Realistic – Strive for attainable goals; consider the resources and constraints relative to the situation.

Timely – Allow reasonable time to complete each goal, but not so much time that you lose focus or motivation.

Source: University of Minnesota Alumni Association, *2008 Mentor Handbook*. SMART adapted from *Discovery Focus on Your Value and Accomplish Your Goals* (1996).

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GOAL SETTING WORKSHEET

First, discuss the mentor's background. Then discuss the apprentice's major coursework and work experience to date.

Next, the apprentice can indicate their level of interest in the following activities. Rate interest level as low (L), medium (M), or high (H).

Insight into mentor's own academic experience	L	M	H
Introduction to colleagues or contacts	L	M	H
Attending a professional meeting or program with mentor	L	M	H
Critiquing apprentice's resume/portfolio/CV	L	M	H
Developing interviewing or informational interview skills	L	M	H
Discussion of how personal and professional life can fit together	L	M	H
Review of mentor's resume/CV	L	M	H
Decision to attend graduate school	L	M	H
Guidance on how to seek a job or internship in the field	L	M	H
Discussion on how mentor navigated graduate school/working with advisors	L	M	H
Shadow mentor at workplace	L	M	H
Discussion of academia vs. industry	L	M	H

After completing the above, discuss ways that the mentor might be able to help the apprentice with items rated high or medium interest.

Using the SMART model, determine two short-term and one long-term goal that the apprentice wants to work on.

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