



Developing Mentoring Goals



You will set the tone of the relationship when you first meet with your mentor student. In this meeting, the goal should be getting to know each other. If they are comfortable and ready, your mentee may set their goals and discuss ways to accomplish them. Preparation is the key to the success of this first meeting. The points below outline what you can expect at your first session and offer some ideas that may be helpful.

Meeting Agenda:

Introduce yourself and get to know each other:

-  Have your mentee share his/her overall objectives for starting the mentorship process with you. Discuss his/her objectives and be prepared to describe the role you see yourself playing in this process.
-  Discuss meeting time, an appropriate schedule and methods for communicating in case of absences.

Tips for Success




-  Ask questions to get to know your mentee better and to understand his/her hopes and expectations for the mentorship process.
-  Be prepared to answer questions from your mentee. *Getting to know you* is an important step in your relationship with the student. Increasing comfort levels and building a sense of trust between the two of you is the foundation of a successful mentor relationship.

Charting Your Course: Mentoring Goals

In some mentor-mentee situations you may need to set clear, achievable goals. Aside from the ongoing tasks of getting to know each other, the first task in the mentoring process is to have the mentee define his or her goals for the mentorship. Use the following tips to work through the goal setting process with the mentee.



Mentee Preparedness

Your mentee should have some goal setting material prepared before involving you. He or she should have:

-  Consider his or her overall objective(s) for participating in the mentoring process. What does your mentee want help with? Are the objectives realistic?
-  Write goal(s) down, and brainstorm the actions he/she will have to take or behaviors they may have to work on to achieve the goals.
-  Think about what resources he/she needs and has access to in trying to achieve the goals.





With Your Mentee

During the goal setting session with your mentee:

-  Review your mentor goal(s).
-  Apply the **SMART** goals test to each of their goals.

Each goal should be:

- o **Specific** (*Define what exactly they will be able to do*)
- o **Measurable** (*Described how they will know when the goal is achieved?*)
- o **Achievable** (*Identify how to acquire the means to achieve the goals*)
- o **Realistic** (*Describe a path for reaching the goal?*)
- o **Time-related** (*Set a date or time frame*)

-  Help your mentee identify additional goals if necessary.
-  Review the list of actions for achieving your mentee's goal(s). Are any actions missing?
-  Brainstorm additional ways of achieving the goals.
-  Help your mentee write an action plan for each goal. Identify the actions he/she will take to achieve the goal and connect those actions with timelines and resources (people, finances, courses, etc.)

Examples of Goals:

Goals may vary from mentee to mentee. While our program is not structured as a college readiness program, most of our students are thinking about college, if only abstractly. Some maybe thinking about pursuing a career in media and others may be uncertain. Some may be uncertain as to what they want to get out of mentoring relationship. That's ok. The goals can be revised over time. The purpose of exercise is to get mentee thinking what they want to get out of relationship. Not every meeting needs to be structured. Sometimes you may want to just hang back and have fun.

- Career Exploration
- Researching Colleges
- The College Admission Process
- Researching sources of financial aid
- Writing a college essay
- What is College Life Like?
- Creating a Resume
- Learning a new software program
- Assisting in classroom media project
- Working on time management skills
- Discussion of personal life issues

Example:

Specific: Explore career paths in media

Measurable: Identified six-career paths to research and complete worksheets detailing information about respective careers. Decide what information you want to collect.

Achievable: Access to computer, library

Realistic: Working with mentor to conduct research online, access career books from library, talking to people who work in respective fields

Time-related: 3 months (however, could vary depending upon what other goals may be working on simultaneously).

Goals Worksheet

Each goal should be:

- o **Specific** (*Define what exactly they will be able to do*)
- o **Measurable** (*Described how they will know when the goal is achieved?*)
- o **Achievable** (*Identify how to acquire the means to achieve the goals*)
- o **Realistic** (*Describe a path for reaching the goal?*)
- o **Time-related** (*Set a date or time frame*)

Goal #1:

Specific: _____

Measurable: _____

Achievable: _____

Realistic: _____

Time-related: _____

Goal #2:

Specific: _____

Measurable: _____

Achievable: _____

Realistic: _____

Time-related: _____

Goal #3:

Specific: _____

Measurable: _____

Achievable: _____

Realistic: _____

Time-related: _____