GOAL SETTING

**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. Hellriegel, Slocu, and Woodman & Martens (1992) find goals to be important because they:

• Guide and direct behavior.

• Provide clarity.

• Reflect what the goal setters consider important.

• Help improve performance.

• Increase the 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 in traveling the road to success.

**SMART means:**

**S**pecific – A goal of graduating from college is too general. Specify how this will be accomplished, e.g. study more in order to receive better grades.

**M**easurable – 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.

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

**R**ealistic – Strive for attainable goals; consider the resources and constraints relative to the situation.

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

GOAL SETTING WORKSHEET First, discuss mentor’s background. Then discuss student's major coursework and work experience to date.

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

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| --- | --- | --- | --- |
| Insight into mentor’s own academic experience | L | M | H |
| Introduction to colleagues or contacts | L | M | H |
| Attending professional meeting or program with mentor | L | M | H |
| Providing feedback on the mentee’s resume/portfolio/CV | L | M | H |
| Developing interviewing or informational interview skills | L | M | H |
| Discuss how personal and professional life can fit together | 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 |