

**OUTCOMES, GOALS AND OBJECTIVES.** The personal **goals** you set in your mentoring agreement or mentee development plan will depend on the focus (proficiency-, affinity-, or identity-based) and the type (one-to-one or small-group, peer-to-peer or faculty) of the mentoring program you are participating in.

Once you have determined the type of mentoring program best suits your needs, the program **outcomes** and **objectives** will drive your goals. For example, in a peer-to-peer identity-based mentoring program such as the SHADES cross-cultural graduate mentoring program or HUES LGBT+ mentoring program, specific outcomes may be development, navigation or support of cultural identities. The goals you and your mentor set should be reflective of the outcomes the mentoring program's structure is designed to support.

The *Mentoring Agreement* and *Student/Mentee Development Plan* are documents designed to assist you and your mentor in expectation- and goal-setting. For each goal you set, you and your mentor should also develop an action plan for achieving them. Goals should be a stretch, inspiring work toward them through the cultivation of new experiences and skills and reflection upon them, but they should also be focused enough that they are achievable.

Goals may be personal, academic or professional. They may also be a combination of these. They may also change over time. For some mentoring pairs, setting goals will help establish the tone of the mentoring relationship; for others, time spent relationship-building will help facilitate the process of setting goals. **As you and your mentor develop goals, use the SMART goal model, in which your goal statements are:**

**Specific:** make your goal statements concrete and action-oriented. What, specifically, are you trying to accomplish? Be clear, concise, and use action verbs (for example: develop, improve, create, discover).

**Measurable:** make sure you can tell when the goal has been achieved. How will you track and measure your progress? How will you define success?

**Achievable:** the goal should require work, but be attainable within the scope of your mentoring framework and timeline. Can you break down your goals into milestones to achieve in one semester? Two semesters?

**Realistic:** make sure that your goal is achievable within the time constraints and commitments of both mentee, mentor, and the parameters of the mentoring program and approach.

**Timely:** when developing your goals, consider setting both 'milestones' – the longer-term goals and 'inch-pebbles' or shorter-term goals. For both, there should be a specific timeframe you and your mentor identify by which to have achieved this goal.

Remember, meeting your goals does not mean you've completed the purpose of your mentorship, but for each goal you've mastered, you're one step closer to meeting your overall mentoring objectives. Goals may be flexible and they may shift in priority. As you achieve goals, you may discover new ones that bring you even closer to your overall mentoring objective. By setting up a SMART framework and timelines for critically evaluating your goal-setting and attainment periodically with your mentor, the two of you will be able to continually move you toward your larger mentoring objective(s).

**INSTRUCTIONS.** To help define the goals and objectives of your mentoring partnership, create at least **three** goals and corresponding action steps. You can come up with the goals on your own, but working with your mentor to define your action steps is an excellent way to start off your mentoring relationship. Remember to set ambitious but achievable goals – you can always adjust and add/modify goals as you go!

**Example:**

**Goal 1:** Develop a personal resource and support network of faculty, staff and peers by the end of my first semester at ASU.

**Action Steps:**

1. *Identify and meet with 2-3 faculty or staff members outside my classes to discuss and receive feedback on my academic, personal and/or career interests*
2. *Attend at least three personal/cultural development opportunities per semester (workshops, presentations, panel discussions aligned with my interests/identity)*
3. *Attend at least two social events or join a club or organization that supports my identity of goals*

**Goal 1:**

**Action Steps:**

- 1.
- 2.
- 3.

**Goal 2:**

**Action Steps:**

- 1.
- 2.
- 3.

**Goal 3:**

**Action Steps:**

- 1.
- 2.
- 3.