“Setting Goals”
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One of the hardest pieces of this project is ‘learning how to be a mentee’ (and hence, mentor)—and a large part of that is learning to define appropriate goals for the year. All of the research shows that the tighter the goal, the better the outcome...

“If you don’t know where you are going all roads will take you there.”

Lessons Learned from ADVANCE grant in situations where mentee satisfaction is lower:

- Goal uncertain or unspecified
- Mentor didn’t get to know mentee
- No ability for mentor to change situation, intervene, or advocate
- Mentee felt the problem too big for mentoring

Lessons learned about best practices:

- Goal clear
- Less philosophizing and more focus on specific goal
- Specificity in goal: (e.g. complete book prospectus. Revise article. Improve classroom assignments.)
- A degree of mentee control over the situation
- Clear expectations between mentor and mentee
- Work w/ mentor’s strengths (expertise, experience, networks, etc.) to set your goals.
Tips for Identifying Goals

Two kinds of goals:
1. Developmental: broad and deal with long term career advancement
2. Learning: narrower, and deal with increasing knowledge, developing skills, or improving performance over a shorter term.

Possible goals:
- balance competing time demands for teaching, research, service
- clarity about promotion process
- work/life integration
- assembling a promotion dossier
- choosing external reviewers
- strategies to document teaching and research effectiveness
- determine publication outlets
- improve teaching
- help finding resources, grants
- guidance about publications (review of rejection letters, book prospectus)
- help establishing new professional relationships
- advice about service work
- advice on hostile work climate
- advice on conflict resolution
- advice on dealing with chair
- dealing with burnout
What sources of input can you use to help you identify goals and potential obstacles to achievement them?

- Observations about yourself: where are your stress points, your strengths? What excites you about your work? What motivates you? What undermines your productivity? What are your priorities?
- Comments made to you in performance evaluations (pubs, grant reviews, annual reviews, etc.)
- MU’s performance standards: benchmarks
- Professional association/audience’s benchmarks

Articulate goals to mentors:

- Write a research statement
- Write a teaching statement
- Identify your preliminary goals: be ready to explain them and reasons you selected them.
- Most successful goals are **Concrete, Achievable, Measurable**
- Agree upon and discuss a few specific goals (development and learning goals).
- Discuss w/ your mentors how your goals will be achieved.
- Discuss what kind of support your mentors will provide for THE YEAR.
- Develop a Plan: (first semester, second semester) and put a timetable in writing

Stay on Track:

- Don’t let much time go by without seeing your mentors. Keep the relationship active.
- Try to be focused about your needs/goals each time you meet.