



## FURTHER READING

### MODULE MENTORING SKILLS

#### Lesson\_4\_ *How to Structure the Mentoring Process?*

### HOW TO FORMULATE SMART GOALS?

It is always easy for **Mentee** to say – “I want to be on a managerial position” or “I want you, as a **Mentor** to help me set up a new touristic company/cafe/restaurant/guest house, or other”. But these are not goals. These are wishes.

To make them goals, you as a **Mentor** need to help the **Mentee** narrow them down. The SMART principles could help you with this.

**SMART** is an acronym for:

- ✚ **S – Simple** (or in some variations - **Specific**)
- ✚ **M – Measurable** (or in some variations - **Meaningful**)
- ✚ **A – Achievable** (or in some variations – **Attainable**)
- ✚ **R – Realistic** (or in some variations - **Relevant**)
- ✚ **T – Time-bound** (or in some variation – **Time-based**)

#### How to do goals Simple?

In order to be simple, the goal should be as clear and specific as possible. The narrower you formulate it, the easier it will be for you as a **Mentor** and for the **Mentee**, to see the steps you both need to take to make it happen. When thinking about this aspect of the goals, try to answer the following questions:

- √ **Who** is involved in the process – the **Mentee**, the **Mentor**?
- √ **What** does the **Mentee** want to achieve – a career progression in a tourism organisation, setting up a new business endeavour in the field of tourism, or anything else?
- √ **Where** will this happen – at **Mentor’s** touristic company, at **Mentee’s** touristic organisation, with **Mentee’s** hospitality start-up or anywhere else?
- √ **Which** resources or skills are involved – **Mentee’s** strengths/weaknesses, any need for **Mentee’s** development in a certain touristic area, or others?
- √ **Why** is it important for the **Mentee**?

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### How to do goals Measurable?

Including a measurable indicator – a number or a percentage, will help you as a **Mentor** and the **Mentee** know that you are going in the right direction. It will also show you when the goal is achieved. When thinking about this aspect of the goals, try to answer the following questions:

- √ **How much** – for example the **Mentee** should improve their financial management skills so to be able to manage their own tourism endeavour or how much marketing experience they should gain so to be successful with promoting their café/restaurant/guest house?;
- √ **How many** - for example touristic-related courses the **Mentee** needs to attend to gain certain knowledge/competence/certification in the field, after how many months/years the **Mentee** should move to the managerial position, etc?;
- √ **How will you both (you as a Mentor and the Mentee) know when the goal is achieved?** – this is a very important question which will allow you to track the progress and to move forward – to setting the next goal or the next level of your **Mentoring** partnership.

### How to do goals Achievable?

Think about attainability of the set goal. If it is too ambitious, it might take too long to achieve the end result and the **Mentee** might lose interest and motivation. On the contrary, if the bar is too low and the goal is too easy, this might again be demotivating. When thinking about this aspect of the goals, try to answer the following questions:

- √ **How can the Mentee accomplish the goal?** – think about any tangible and intangible resources, knowledge, skills, competences, etc. the **Mentee** needs to succeed, as well as about the time, efforts and support, which you, as a **Mentor** can dedicate;
- √ **Are there any necessary preconditions, which need to be in place, in order the goal to be achieved?** – think about any time constraints, shortage or lack of financial resources or other limitations, which might affect achievability.

### How to do goals Realistic?

There are two dimensions of the goal to be realistic. The first one is to reflect **Mentee's** interests for a long-term development. The other aspect is to reflect the real situation and the personal abilities of the **Mentee**. So, when thinking about this aspect of the goals, try to answer the following questions:

- √ **Does the goal really reflect Mentee's values and ambitions?** – if the answer is “Yes”, then go for it. However, if it is “No” or “To a certain degree”, then encourage the **Mentee** to dig deeper and help them rethink the goal;
- √ **Is this the right time to set such a goal?** – sometimes the goal might be realistic and relevant to individual's values and interests, but the timing might not be right, or the

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current socio-economic situation might be challenging to achieve it. If this be the case, help the **Mentee** reconsider the goal and set it in a realistic way;

- √ **Am I the right person to achieve this goal?** - sometimes people like someone else's idea and think that they could do it as well. This might be particularly challenging and even trapping in hospitality or service-providing industry. For an outsider, running a café, bar or restaurant might look easy and fun, but it requires a lot of work to succeed. As a **Mentor**, it is your task to help the **Mentee** assess their strengths and weaknesses and decide if they are really the right person for this.

### How to do goals Time-bound?

Setting a clear deadline by which the goal has to be completed makes the difference between the goal and the wish. In this way, having an end-date will focus both **Mentor's** and **Mentee's** efforts and attention to succeed and will keep them stay motivated throughout the **Mentoring** process. When thinking about this aspect of the goals, try to answer the following questions:

- √ **What should the Mentee achieve in one week? In one month? In six months? In one year?** - asking them will help both of you structure the process of **Mentoring** and will prevent daily tasks to take priority. When guiding the **Mentee**, be careful not to push for too rigid terms as this might be confusing or even demotivating, if the first one or two deadlines are not met. In the opposite, if the deadlines are too loose, the **Mentee** (as well as you as a **Mentor**) might lose motivation, which will also ruin the process.

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