Personal Mentoring Goals

I have three top personal mentoring goals for this semester: to listen fully, raise my emotional intelligence, and give feedback appropriately.

	S- Specific	M- Measurable	A- Achievable	R- Relevant	T- Time-bound	Narrative
Listen Fully	I want to gain critical and reflective listening skills and use them in personal and mentoring relationships.	I can measure this by being able to listen to my mentee during an entire session with no interruptions and waiting my turn to speak and give my thoughts.	This goal is achievable by using the speaker-listener technique, taking notes, asking open-ended questions, repeating what I understood them to say, and clarify when I misunderstand.	I tend to prematurely interrupt people's sentences or verbalized thoughts. Cutting people off (intentionally or not) creates a distraction from their original point and causes them to lose their train of thought. To be an effective mentor and interpreter, I need to critically listen to what people say and reflect on it. Critically listening and understanding will allow my interpretations to be more accurate and will allow my mentee to feel valued and heard.	My goal is to accomplish this by the last mentoring session of this semester.	One of my top five strengths was storytelling. My strength in storytelling means that I always want to have the perfect verbiage to attract my audience. This is wonderful for my future goals to become a college professor, workshop/PD leader, and master interpreter. However, the ability to critically listen is becoming increasingly rare. My skills as a mentor and interpreter can only be benefitted by hearing others' perspectives, learning from their life experiences, and using that knowledge to widen my scope.

Increase emotional intelligence	I want to increase my sensitivity to others' emotions.	I can measure this goal by seeing an improvement in my ability to understand what one is feeling before they speak it.	This goal is achievable by becoming comfortable in silence, meaning allowing my mentee to formulate their responses and ideas without additions. I can also achieve this goal by becoming more attune to their needs and suspending judgement based on my beliefs or assumptions.	I am unable to read people's emotions or understand what their silence or pauses mean. Not being attune to others' needs will limit my ability to relate to my mentee and will directly affect my ability to accurately interpret meaning and emotion. If I do not understand how someone is feeling, I cannot interpret that appropriately, but if I am in tune with their emotions I can produce a more aligned interpretation.	While I also want to achieve this goal by the end of the semester, I feel like this will require more time and effort than one class can afford. Therefore, I cannot be perfect in this ability by the end of the mentoring session, however, I do hope to see some improvement in this time frame.	My strength in empathy will contribute to increasing this skill. Having empathy means I can relate or connect to others and understand what they are going through. I am kind to a fault sometimes, however, I have never taken the time to really develop my empathetic skills and read between the lines of someone else's behavior. I can support my mentee and other interpreting students by developing this skill. Becoming attuned to their needs will allow me to tweak my mentoring philosophy to their specific learning style or emotional spirit. As an interpreter, learning this skill will greatly impact my ability to interpret hidden meanings and intent of the message.

Give feedback appropriately	I want to learn how to give objective, constructive feedback	I can measure this goal by being able to provide my mentee with specific feedback to improve while only using objective language.	I can achieve this goal by providing a compliment or support followed by a challenge. I can speak to my mentee in a way they will best understand and challenge them, so they feel motivation to continue to improve, without feeling depressed or beat down.	I have practiced giving feedback throughout my college and interpreting career and have done well at understanding the differences between subjective and objective feedback, however this is not second-nature to me. It requires me to think about what I want to say and deliver it in a kind, professional manner. I would like for this to become more comfortable for me without me being afraid of hurting someone's feelings. Giving appropriate feedback in a manner that is received well is imperative for a good mentor and teacher, as well as fellow interpreter. During team interpreting, we often write notes to our interpreter teammate. Providing objective feedback is important as we view each other as	I would like to accomplish and improve upon this goal continuously, but I want to see this accomplished by the end of the last mentoring session.	One of my personality traits is agreeableness, which means I avoid conflict or confrontation at all costs. This aligns with my strength of optimism. I always want to see the positive and not focus on the negative. I avoid negativity and conflict in order to keep peace. However, I have discovered this can be a weakness and not a strength in relationships. I am often afraid of hurting people's feelings and give soft answers. Giving feedback should not involve hurt feelings but should be an honest way of discussing decision-making. Keeping an open mind and using objective, constructive feedback is a great way to ensure fellow interpreters and mentees feel validated

				equals. It leads to a more growth-minded atmosphere, instead of a defensive one.		but are prompted to think about their choices at the same time.