Mentor/Mentee Goal-Setting Session

Today’s objective: Have both mentors and mentees articulate their assumptions about mentor/mentee relationship as well as set their goals for the summer and determine a strategy for achieving them.

Part 1. Articulate Assumptions

Believe it or not, there are academics out there that study the ways in which mentors and mentees interact. Through their scholarship, Lisa Fain and Lois Zachary have identified 8 unspoken assumptions that mentors and mentees often hold about mentoring relationships. To help establish a foundation for expectations this quarter, consider the following assumptions identified by Fain and Zachary. Which ones do you hold? If you think of another one, feel free to write it below!

(PS No judgements here!! Everyone will likely identify at least one, maybe more. That is fine! We just want to make sure that mentors and mentees share their baseline assumptions for each other and realign expectations where needed.)

- The mentee knows exactly what they want from their mentor
- The mentor has all the answers
- Mentorship does not require much preparation
- The mentee aspires to be exactly like the mentor
- The mentor will be available whenever the mentee needs them
- The mentor knows exactly how to be a good mentor
- The mentee will dedicate the time necessary for to be effectively mentored
- Mentoring is organic and will just eventually happen over time

- Other:
Part 2. Set Goals

### Example SMART Goals

<table>
<thead>
<tr>
<th>For mentors</th>
<th>For mentees</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Introduce my mentee to three people outside of my lab who may be able to provide additional resources to them.</td>
<td>● Learn how to [lab skill].</td>
</tr>
<tr>
<td>● First ask my mentee questions about their interpretation of experimental results.</td>
<td>● Design an experiment based on my own ideas.</td>
</tr>
<tr>
<td>● Ask my mentee what they need from me rather than assuming what they need or want.</td>
<td>● Talk to my PI about your research progress.</td>
</tr>
<tr>
<td></td>
<td>● Become a good member of the lab community.</td>
</tr>
<tr>
<td></td>
<td>● Ask one question during lab meeting every week.</td>
</tr>
</tbody>
</table>

### Specific vs Measurable vs Attainable vs Relevant vs Time-Bound

- **Specific**: Make sure your goals are focused and identify a tangible outcome. Without the specifics, your goal runs the risk of being too vague to achieve. Being more specific helps you identify what you want to achieve. You should also identify what resources you are going to leverage to achieve success.

- **Measurable**: You should have some clear definition of success. This will help you to evaluate achievement and also progress. This component often answers how much or how many and highlights how you’ll know you achieved your goal.

- **Attainable**: Your goal should be challenging, but still reasonable to achieve. Reflecting on this component can reveal any potential barriers that you may need to overcome to realize success. Outline the steps you’re planning to take to achieve your goal.

- **Relevant**: This is about getting real with yourself and ensuring what you’re trying to achieve is worthwhile to you. Determining if this is aligned to your values and if it is a priority focus for you. This helps you answer the why.

- **Time-Bound**: Every goal needs a target date, something that motivates you to really apply the focus and discipline necessary to achieve it. This answers when. It’s important to set a realistic time frame to achieve your goal to ensure you don’t get discouraged.
1. Identify at least 3 SMART goals for yourself that you hope to accomplish during this summer. Be as specific as you can, but don’t worry if you aren’t quite sure how you will get there!

2. Share your goals with your mentor/mentee. The mentors will present their goals first. Write your partner’s goals below for reference.

3. Reflect on your partner’s stated goals and determine which goal you believe to be the most achievable during the summer. Share this with your partner and discuss why you chose that goal. If necessary, work with your partner to refine their goal to make it “SMART”-er, focusing particularly on the Specificity, Attainability, and Timeliness. Try to frame this discussion on the upsides of the most achievable goal rather than the potential drawbacks of the other goals. It is OK if the goal your partner identified isn’t your “favorite” of the three. We first want to focus on the places where progress is most attainable. We will return to your other goals later.
4. Identify 5 concrete actions that you can take to make progress toward your main goal. Write these below, and share them with your mentor/mentee. Discuss what each of you can do to assist the other in pursuing your goal. If you think of any additional actions that your partner can do to make progress toward their goal, then let them know! Both you and your mentor/mentee should now have a realistic action plan for meeting your main goal for the summer.

5. As the summer progresses, you can return to your goals to gauge your growth in these areas. At that time, how will you measure your progress? Consider what progress would look like halfway through the summer. Write your evaluation technique(s) below. It is OK if you will eventually need to ask for help from your mentor/mentee, labmates, or even Kang to measure your progress at that time. Today focus on the how, and you can seek any assistance you may need in a few weeks.

6. Now that we have established at least one goal for the summer, take a few minutes to write down your expectations for how your mentor/mentee can assist you this summer. Write at least 3 expectations for your partner.
7. Discuss these expectations with your partner. The mentees will share their expectations first. If you believe that an expectation may not be realistic for you, let your partner know! Work together to modify that expectation so that everyone’s needs and boundaries are respected. Write down your partner’s expectations of you below.

8. If there is still time remaining, address your other identified goals from #1. Start by choosing the remaining goal you are most excited about. If necessary, work with your mentor/mentee to refine your goal to make it “SMART”-er. Now, repeat #4-6. If there is not time remaining, you are welcome to continue this exercise with your mentor/mentee. You can add to or modify your expectations from #7 if necessary.