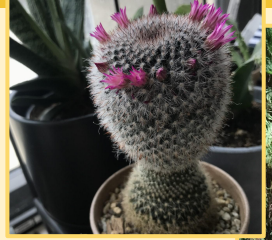
Setting your goals for the summer

BSURP intro workshop
May 31, 2023

Slides adapted from Ev Nichols

About me?

Iris Mollhoff (she/her)



- 4th-year PhD student (about 60-70% done)
  - PLANTS!
  - PATHOGENS!
  - Chemistry of plant-pathogen interactions
- Setting goals is challenging for me
  - Difficulty gauge what is realistic
    = this is normal
  - Fear of failing to achieve goal I set for myself
    = this is also normal
- Independent research = you set the goalposts
  - Set goals now to evaluate your learning later
  - Helps you maintain a sense of direction
  - A skill you can practice and get better at

Workshop Roadmap

Setting Goals for BSURP

- **Articulate Assumptions and Evaluate Expectations**
  - Mentor-mentee assumptions
  - Expectations for BSURP
- **Setting SMART Goals**
  - What do I want to get out of this experience?
    - Personal
    - Professional
    - Etc.
- **Questions for your mentor**
  - People in the lab

Please use the accompanying worksheet ☺

roadmap

Setting goals and expectations

- Expectations
  - Mentor-mentee assumptions
  - Relationships in the lab (ask: what is your position in this lab?)
  - Faculty contact
- Goals for Self
  - What do I want to get out of this experience
    - Personal
    - Professional
    - etc.
- Questions

Resetting the mentor-mentee relationship

Based on the scholarship of Lisa Fain and Lois J. Zachary

(via Audrey J. Murrell and brought to our attention by Jason Thomas - thanks Jason!)

Common assumptions about mentoring:

- 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

Assumptions activity (part 1a)

Which mentor-mentee assumptions do you hold?

If you think of more assumptions you have about the mentor-mentee relationship or undergrad research in general, write them on your worksheet!

Self-reflection + take notes (2 min)

Expectations for BSURP

- For yourself
- For your mentor

- Experiments
- Career development
- General knowledge
- Scientific literature
- etc.

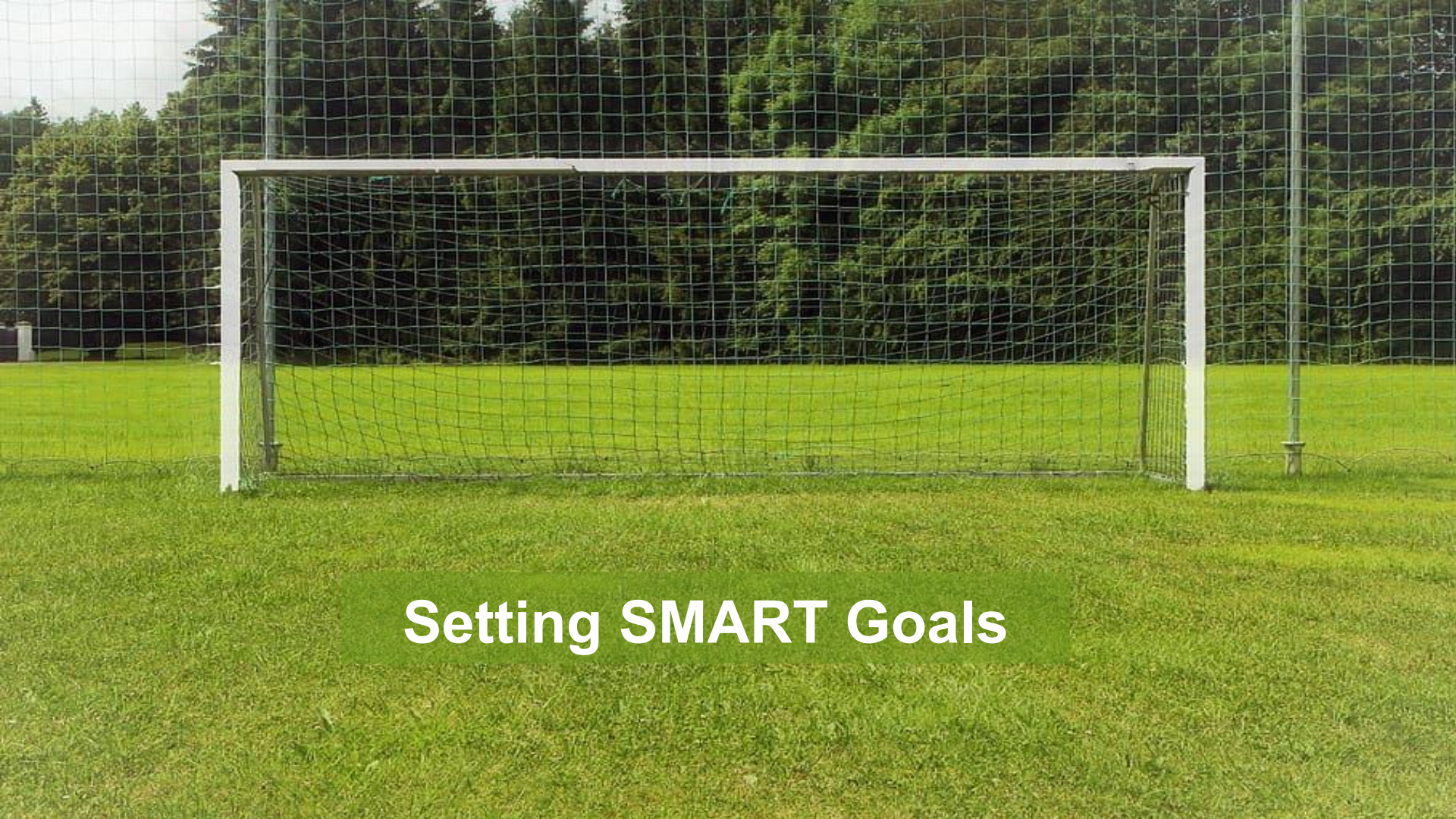
Expectation activity (part 1b)

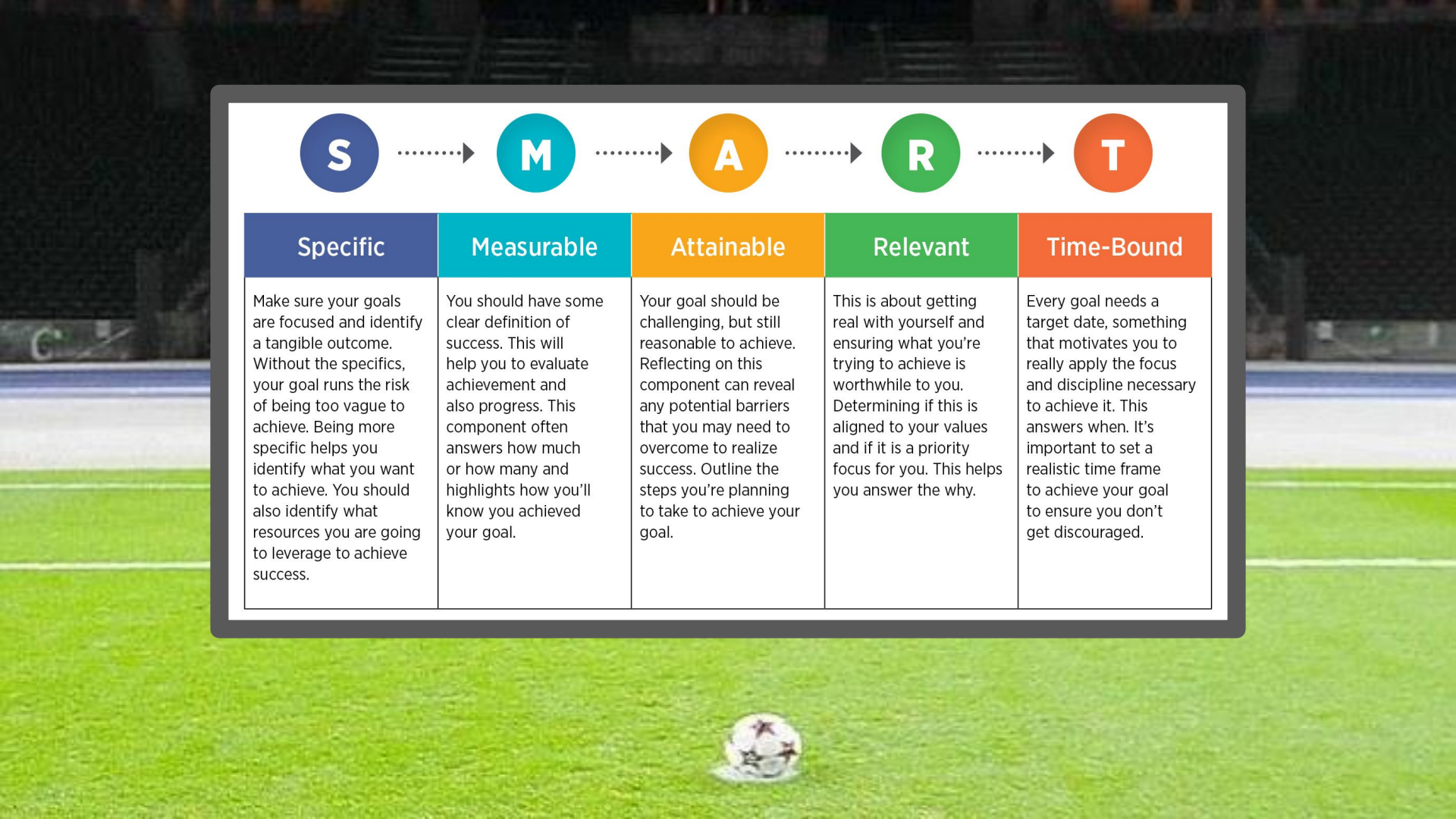
What expectations do you have for your BSURP experience?

These can be expectations you have for yourself and/or expectations you have for your mentor.

Self-reflection + take notes (2 min)

Discuss with a small group (2 min)


Setting SMART Goals



S → M → A → R → T

Specific	Measurable	Attainable	Relevant	Time-Bound
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.	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.	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.	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.	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.

Areas of trainee development from Sophie Kleppner, Associate Dean for Postdoctoral Affairs

Setting SMART Goals Activity (part 2)

Identify at least 3 SMART goals for yourself that you hope to accomplish during this summer.

Share your goals with a partner.

Determine which goal you believe to be the most achievable during the summer.

Identify 3 concrete actions that you can take to make progress toward your main goal.

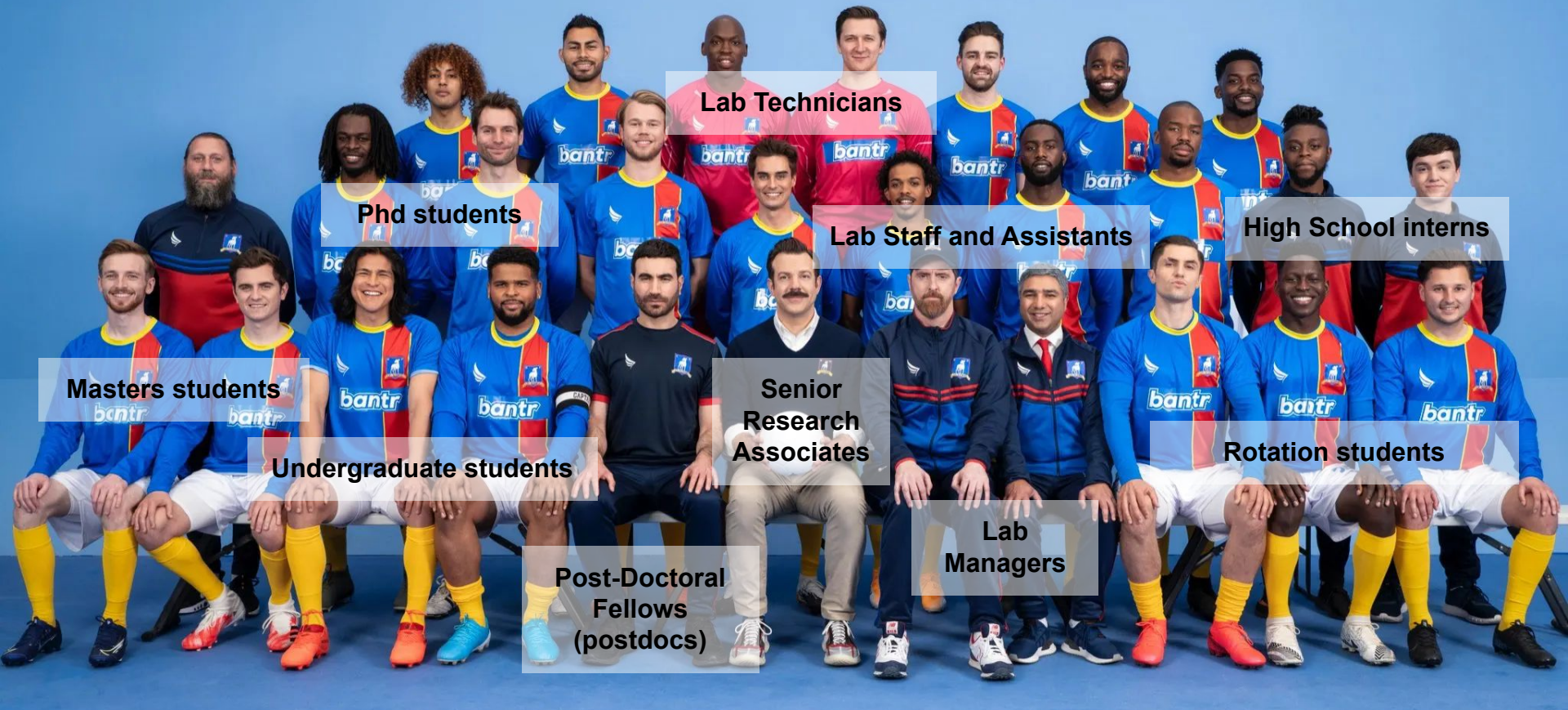
3 questions you can ask your BSURP mentor to help refine your SMART goal(s).

How will you measure your progress towards your goal? How will you seek assistance to achieve your goal?

Where to go with questions about your SMART goals?

People in the lab are your resources

But wait, There are more people in the lab that can help you!



Thank you!

Contact information:
Jamie Imam jamiec@stanford.edu
Patricia Macias ayalamac@stanford.edu
Iris Mollhoff mollhoff@stanford.edu

Resources:

For setting goals -
http://www.raulpacheco.org/2019/09/setting-semester-long-monthly-and-daily-goals-as-a-student-or-researcher/
https://www.umassd.edu/fycm/goal-setting/resources/smart goals/
https://www.luc.edu/media/lucedu/lurop/pdfs/Official%20List%20of%20Learning%20Objectives%20for%20Undergraduate%20Researchers.pdf

For undergrad research - https://bsurp.stanford.edu/
https://biobuds.stanford.edu/
https://biology.stanford.edu/undergraduate-program/undergraduate-advising/biobridge-advising

https://tinyurl.com/BSURPgoals2023