Adapted from bioBUDS Winternship 2023 Mentor/Mentee Goal-Setting Session by Ev Nichols

Today's objective: **Have BSURP mentees articulate their expectations about mentor/mentee relationship as well as set their goals for the summer and determine a strategy for achieving them.**

Part 1. Articulate Assumptions and Evaluate Expectations

1. 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 summer, consider the following assumptions identified by Fain and Zachary. Which ones do you hold? If you think of more assumptions you have about the mentor-mentee relationship or undergrad research in general, write them below!

(PS No judgments here!! Everyone will likely identify at least one, maybe more.)

- **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 to be effectively mentored**
- **Mentoring is organic and will just eventually happen over time**

- **Other:**

2. What expectations do you have of your BSURP experience? These can be expectations you have for yourself and/or expectations you have for your mentor.

Self (Mentee)	Mentor

Part 2. Set Goals

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.

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

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 a partner.**

3. **Reflect on your partner's stated goals and <u>determine which goal you believe to be the *most achievable*</u> 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. You can return to your other goals with your BSURP mentor using this worksheet

4. **Identify 3 concrete actions that you can take to make progress toward your main goal. Write these below and share them with your partner.** If you think of any additional actions that your partner can do to make progress toward their goal, then let them know! Make note of any questions you have for your mentor in section 5 below.

5. Now that we have established at least one goal for the summer, take a few minutes to write down questions regarding your expectations for the summer research experience and your mentor. **Write at least 3 questions you can ask your BSURP mentor to help refine your SMART goal(s) and the proposed actions to achieve that goal**.

6. 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 BSURP mentor, lab mates, professor, BSURP program managers to measure your progress at that time. **Today focus on the how, and you can seek any assistance you may need when you meet with your BSURP mentor.**