

# Strategic Planning & Mentorship Mapping

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A Presentation for SPGS Graduate Students  
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**Who are your mentors?**

**What are you working on this semester?**

# STRATEGIC PLANNING

# Living a FULL Life

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- The National Center for Faculty Development and Diversity says: Every semester needs a plan.
- What is it? Strategic planning is a method that allows you to proactively design the semester ahead.
- In the text box, list your key priorities for the semester. Note that these priorities span across key aspects of your life. These can include things like:
  - Write a dissertation prospectus.
  - Run a 5K.

List research-related goals you would like to prioritize this semester.

List physical health or mental health-related goals you would like to prioritize this semester.

# Break Down Big Projects into Tasks

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- Let's focus on 1 research-related goal and 1-health-related goal.
- Big projects must be broken down into actionable and achievable tasks.
- In the text box, break down the project into tasks. Tasks can include things like:
  - “Identify publicly available datasets.”
  - “Take a class to learn R.”
  - “Apply for a conference.”
  - “Get feedback from Advisor on X idea.”

Select 1 research-related goal you would like to prioritize this semester. Below, make a list of tasks necessary to complete the goal.

List 1 health-related goal you would like to prioritize this semester. Below, make a list of tasks necessary to complete the goal.

# Tasks Meet Calendar

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- Now you have a list of tasks. You've probably realized that the one goal is going to require several different kinds of tasks.
- The next step is to add your tasks to your calendar. The National Center for Faculty Development and Diversity calls this "Tasks Meet Calendar."
- Take out your calendar. Add the tasks to your calendar. You might realize that while some tasks will be easier to knock out, other tasks will take longer to complete.
- Most of us severely underestimate how long a task will take. So this process of tasks meeting calendar will need to happen regularly.

For your 1 research-related goal, add the tasks to your calendar.

For your 1 health-related goal, add the tasks to your calendar.

# Weekly Planning Meeting

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- Some weeks it feels like we are scrambling and trying to keep up day by day. This kind of scrambling positions us to react to the things that happen during the week, rather than intentionally move throughout the week.
- The National Center for Faculty Development and Diversity advocates for everyone in academia, faculty and grad students alike, to have a Weekly Planning Meeting.
- A Weekly Planning Meeting is a time you set aside to plan the week ahead. You can revisit your goals and take inventory of what did or did not get accomplished in the past week.

Open your calendar. Carve out a dedicated time to have a Weekly Planning Meeting.

Perhaps you will host your Weekly Planning Meeting on Fridays, when most of us feel exhausted and not at our sharpest.

Or perhaps you will host your Weekly Planning Meeting on Sunday night, as you get settled into the new week.



# Write 30 Minutes a Day

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- The National Center for Faculty Development and Diversity advocates for writing 30 minutes a day.
- Only 30 minutes a day? That's right!
- 30 minutes can seem like a small amount. However, it is most crucial that you create a writing habit that you can sustain over the long run.

Open your calendar. Carve out a dedicated time to write 30 minutes a day.

# MENTOR MAPPING

# Taking Inventory of Your Needs

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- You may have felt some anxiety as you made your list of goals and actionable tasks.
- Perhaps you feel overwhelmed because you said you wanted to apply for a conference, but you've never applied to one before.
- Or perhaps you feel overwhelmed because, while you are very open to seeing a therapist, you don't know exactly which therapist will be a good fit.
- This next step is a call to take inventory of your needs. In the textbook, fill in the following prompts.

Regarding courses, I would like help or advice about:

Regarding research, I would like help or advice about:

Regarding health, I would like help or advice about:

Regarding my social life in Arizona, I would like help or advice about:

# Identifying Mentors

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- It is not uncommon for people to say they have felt lonely throughout the PhD process. Part of this is structural, because a PhD requires intensive time to develop ideas, design new studies, collect data, and analyze data.
- However, a PhD and a career in academia is incredibly networked. As you may have intuited, it is extremely difficult to navigate academia alone. The good news is, you don't have to go it alone.
- In this section, let's go back to the goals you've identified.

Think about your 1 research-related goal and the tasks to listed. Reflect on the following:

1. *Who is currently in my life that I am receiving support from?*
2. *How do I feel about the amount, quality, or quantity of support I am currently receiving?*
3. *Who can I reach out to or build a relationship with to get the support that I need?*

Think about your 1 health-related goal and the tasks to listed. Reflect on the following:

1. *Who is currently in my life that I am receiving support from?*
2. *How do I feel about the amount, quality, or quantity of support I am currently receiving?*
3. *Who can I reach out to or build a relationship with to get the support that I need?*

# A Community of Mentors

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- It is vital to have community of mentors. There are several reasons.
  - Reduce risk.
  - Availability.
  - Expertise.
  - Expand networks.
  - Expand your own ideas.

Consider who you can reach out to to grow your community of advisors, mentors, champions.

Who is an expert in your area of research?

Who is doing research you admire?

Who is living a full life that you admire?

Who is setting boundaries that you admire?

Who is leading in ways that you admire?

# **SETTING BOUNDARIES AND MANAGING RELATIONSHIPS**

# Setting Boundaries

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- Graduate school and academia is made up many types of relationship dynamics. Some of most salient relationship dynamics include: (A) graduate student peer relationships, (B) Teaching Assistant and undergraduate students, (c) graduate students and advisors.
- Healthy relationships need boundaries. However, every individual and every relationship dynamic will vary. Be in tune with yourself, needs, and boundaries. This can help you manage and advocate healthy relationships with peers, students, and advisors.
- Boundaries can sound like “I do not answer emails on the weekends.” Or boundaries can sound like, “I will only go into the office 2 days a week.” Or, “I will go to the office daily but leave at 2PM every day.”

Below, reflect on your boundaries.

My boundaries regarding students ...

My boundaries regarding peers ...

My boundaries regarding advisors ...

Below, reflect on your values.

# Centering in Your Values

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- Boundaries and values are interrelated. To help you clarify your boundaries, let's take a moment to reflect on your values.
- Values are like the guiding internal compasses that help us make decisions. In the text box, reflect on what commitments shape your life.
- You can revisit these values when you make decisions about projects, how you are investing your time, relationship dynamics, and setting boundaries.
- Values can sound like “I want to work on projects that center the experiences of communities I care about.” Or, “I want to center my health as I navigate a PhD.”



**BRING IT ALL TOGETHER**

# Share With Mentors & Cultivate New Mentors

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- Now that you have a strategic plan (with tasks and calendar), bring it all together!
- You can share your plan with your mentor(s)! Your mentor might know of upcoming workshops or conferences that you might be a good fit for. The plan can help your advisor set up a standing meetings to check in on your regular progress.
- Now that you have a plan, you can also feel more confident about reaching out to that faculty member who you've been wanting to connect with.

Who will you share your strategic plan with?

What new faculty member or workshop or working group do you feel more confident reaching out to?

# Communicate Boundaries & Needs

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- Now you are back in communication with your mentor or in-communication for the first time with a mentor.
- Know that you can re-set or re-negotiate or re-calibrate your relationships. This can look like:
- “I know I was more available last semester, but this semester I can only meet on Fridays.”
- “I am excited about our collaborative project, but I am going to have to focus on studying for my exam until X date.”

What values can you bring into how you develop mentors and projects?

What boundaries do you need as you develop mentors and projects?

**Who are your mentors?**

**What are you working on this semester?**