Articulating Your Values

Part One: Your Values and Reputation

Who do you admire? The people we admire often embody the values we care about. Think of two people—in your personal life or work life—taking a moment to consider the quality of their work and character, and how they embody their values.

Now, list their names and specifically what you admire about each of them.

1.

2.

Read through this list of values and circle FIVE that guide your life.

Achievement	Financial stability or money	Personal growth
Adventure	Friends & family	Privacy
Authenticity	Helping society	Professional recognition, respect
Autonomy	Honesty	Rationality
Collaboration	Humor	Relationships
Community	Impact	Reputation
Compassion	Independence	Responsibility
Competence	Inspiring Others	Security
Creativity	Integrity	Self-respect
Curiosity	Intelligence	Stability
Decisiveness	Justice	Status
Dedication	Life-long learning	Supporting others
Duty	Loyalty	Tolerance
Empathy	Mentorship	Wisdom
Excellence	Open-mindedness	Work ethic
Fairness	Personal faith or religion	Work-life balance

Reducing a long list of values to only five requires us to focus. How did you made your choices to get to five values? Academia can be a demanding discipline and each of us has our own reasons for pursuing a research career. Consider the core of what you love about what you do and the values that guide your choices. Think about (write down) what you want people to say about what kind of person you are at the end of your career.

Part Two: Now consider the following questions and scenarios:

- What do I want to teach my research group?
- How do I want to change my field?
- What do I want to accomplish for my community ?
- What do I admire about other lab groups, publications, or careers I've observed?
- What am I working to embody or bring into the world more?
- What do I want less of, or to avoid in my group, publication record, research contributions?

Scenario One:

You have identified supporting group members as a top priority among your values. Another is preparing in advance and not being a last-minute artist. You are in a busy patch, as you're teaching a new course this semester and preparing for an upcoming site visit. In your group, you maintain a calendar into which important dates (like submission dates) are to be added, and you ask your students to give you a week to review their submissions before any due date both to allow you time to do a careful job and to help them work in advance of deadlines. One of your most troubled students asks you to review a poster for a meeting that is due at midnight tonight.

What will you do?

Scenario Two:

You completed a postdoc with a very well known and also dictatorial PI. You do not want to run a group the way she did. What practices are you comfortable requiring in your group, and which ones do you want to leave to group members to manage for themselves? Consider:

- Communication platforms
- Rotation or assignment of group duties
- Presentation styles for conferences
- File naming conventions
- Group meeting formats
- Working hours
- Determining authorship inclusion and order for manuscripts
- Decisions about which data to share with collaborators or requestors
- Organizing social events
- Choosing statistical analyses for research projects
- Choosing publication outlets
- Professional development goals

Scenario Three:

You are working on a research project with a tight deadline for publication. A colleague suggests omitting a few data points that don't support your hypothesis, arguing that it's common practice and won't affect the overall findings.

What would you do? Why?
How might this decision impact your reputation, your team, and the integrity of your field?

Scenario Four

You've been collaborating with a senior faculty member on a project. When it comes time to publish, they suggest listing themselves as the first author, even though you did the majority of the work.

What will you do?