

Act 1

Learning Objectives

- Practice active listening skills in communication
- Identify and list your values and how they may differ from other people's values
- Apply personal scripts to responding to a request to do something you don't want to do

Expected Preparation

Watched Introduction videos and all episodes in Act 1

Workbook: Completed workbook exercises up to page 15; in particular Cultures of Excellence and Owing Your Career (p.6), Values Articulation (p. 7), Decision Making Framework and Personal Scripts (p.14)

Video Summaries

Episode 1.1: New grad student Ana Sofia Flores arrives for her first day in the lab of Dr. Jules Sorenson and finds herself immersed in the interpersonal dynamics of a high-functioning research lab. She accompanies postdoc Dr. Jayna Bell to a meeting with colleagues in a collaborating chemistry lab led by Dr. Malcolm Heideberg. Tensions rise over the differing working styles of the labs; the chemists and biologists "other" their colleagues, dismissing their work and its value.

Episode 1.2: Dr. Sorenson is in an airport lounge, heading home from a conference, when she learns a pending grant has been awarded. She shares the news with Dr. Evelyn Towne, a colleague who attended the same conference. They talk about what lab growth means as the PI shifts from hands-on involvement in day-to-day activities to a bigger-picture role. Evelyn offers some advice.

Episode 1.3: Harold Wendling, a third-year grad student, is struggling with replicating the work of postdoc Dr. Darren Novak synthesizing the compound used in the collaboration. Darren is disengaging as he prepares to leave the lab for a faculty position. Dr. Malcolm Heideberg directs Darren to put grad student Meena Anand in charge of collaboration under Darren's supervision.

Episode 1.4: Jules Sorenson returns to the lab. Lab manager Dr. Loretta Wenstrup brings up items requiring her urgent attention. Jayna talks to Jules about her frustration with the Heideberg lab. Jules throws the lead back to Jayna for resolving this issue and asks Jayna to take Ana Sofia under her wing.

Episode 1.5: Darren informs Meena of Malcolm Heideberg's decision to move responsibility for the collaboration with the Sorenson lab to her, in a major blow to Harold.

Episode 1.6: Grad fellow Alex Park is struggling to find a starting point for his project—and the review for his fellowship is approaching. Loretta notices his struggles

and suggests he meet with Jules. Alex reluctantly agrees to a meeting. Alex is frustrated by her mentoring style, as he is seeking “answers” for what to do.

Episode 1.7: Jayna is struggling and feels time-pressured, so she suggests Ana Sofia seek to replicate previous work with the Heideberg lab as a preliminary project—and to keep her occupied. Ana Sofia cannot understand the lab notebooks, so consults Alex, who confirms that there is some disarray in the lab protocols. Alex makes a racist comment about Jayna. Ana Sofia voices her disapproval, modeling ‘upstander’ conduct.

Workbook Activities Summary

- Reflecting on cultures of excellence
- Reflecting on your career
- Articulating your values
- Identifying and reflecting on career TRAGEDIES in your life
- Reflecting on the characteristics of an effective leader and their relationship to values
- Using DMF to address an interpersonal issue
- Practicing active listening and asking good questions
- Practicing upstander skills

Purpose Statement

Explain to participants that it is a personal responsibility to build professional skills and manage your career to match your values and aspirations. Through this discussion participants will connect their career goals to their values as well as the values of cultures of excellence. Participants will also explore how their core values influence their decision making. It is important to build awareness of how our values and biases influence our decisions.

Expected Preparation

Watched episodes 1.1 to 1.7

Workbook: Completed pages 7-20

Full Group Discussion: Act 1 Reflections (15 min)

1. Ask participants to share the main takeaways from watching the videos in Act 1 and completing the workbook. You may consider the following prompts to get the conversation going:
 - Which situations resonated with you?
 - Which tools (career tragedies, decision making framework and personal scripts, listening intentionally) were most valuable to you?
 - Which ones will you continue to use?
 - How has your thinking or behavior changed?

2. Make a list of the most useful tools mentioned by participants and ask them for ways in which they could continue practicing them.

Small Group Discussion: Core Values (7 min +7 min share out)

1. Ask participants to share their core values with others in their group and note how they are the same and different.
2. Discuss the following prompts:
 - Think about what drives you in your career and why you do what you do. How is that a reflection of your values?
 - Think about conflicts that you have experienced in your professional lives. How do they reflect conflict among strongly held values?
3. Share takeaways with the bigger group. Depending on the size of the group you may want to limit the sharing out to one takeaway per group.

Small Group Discussion: Decision Making Framework (10 min +10 min share out)

1. Read the 2MC on page 14 of the workbook:

“You have recently joined a lab and were assigned to take over the lead on a project using techniques with which you are not completely familiar. You are happy to be getting the experience, though you have concerns about putting the project and your reputation at risk from your lack of in-depth experience with the technique. You come to understand that the PI replaced one of the more experienced lab members with you—and this other person seems really unhappy about it. You are not sure if you or the PI is the focus of the feelings. What you do know is that the relationship between the two of you is strained. What do you do?”
2. Practice using the DMF by walking through each step in order as it applies to this situation and share your responses with others in your small group.
3. Share your personal scripts (**page 15**) if someone asks you to do something you’re not sure you want to do for whatever reason (time, interest, other conflicts).
4. Share takeaways with the bigger group. Make a list of personal scripts on a Google doc or chart.

Small Group Discussion: Active Listening and Asking Questions (10 min + 10 min shareout)

[This discussion would use pages 16 and 17 of the workbook]

Full Group Discussion: Lab Manual (10 min)

Revisit the list of information would be helpful to have in advance, or available on your first day joining a lab from the previous discussion session. What revisions would you make to that list?

Reflection (5 min)

Revisit your entries on **pages 19 and 20** in the workbook and reflect on how your thinking has changed after today's discussion.

Additional Resources