

DISCUSSION AT CONCLUSION OF ACT 1

Session Goals

- Share reflections from individual work on the LTW program.
 - Practice active listening skills in communication with a large group.
- Practice applying personal scripts to responding to a request to do something you don't want to do.
- Discuss what sections to include in a lab manual.
- Discuss the process for creating a data management plan for the lab.

Suggested Preparation

Watched episodes 1.1 to 1.7

Workbook: Completed pages 7-20

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

Participants should have already gone over these content areas and tools in the LTW programs:

- 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
- iREDS and data management plans

Suggested Structure

1. Introductions (if you have not done them before)
2. Reminder of guidelines of discussion
3. Agenda (how the session will be structured)
4. Full group discussion: Act 1 reflection
5. Small group discussion: decision making framework
6. Small group discussion: practice active listening and asking questions
7. Full group discussion: lab manual and data management
8. Reflection

Steps 1-3 should be very quick if you have already had an introductory session. Depending on your goals, you may only have time for one small group discussion. You could ask participants to vote on whether they would like to discuss #5 or #6. You can also split this session into two shorter sessions, each with one full group discussion and one small group discussion.

Full Group Discussion: Act 1 Reflections (15-20 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: Decision Making Framework (10-15 Min Discussion+ 5-10 Min Share Out)

1. Assign participants to smaller groups. You may assign one person from each group to lead the discussion and someone to take notes and report out. Each group should then go through the following steps:

- 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?”

- 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.

- Share your personal scripts from the logbook (page 15), if someone asks you to do something you’re not sure you want to do for whatever reason (time, interest, other conflicts).

- Discuss which personal scripts resonate the most with everyone’s experiences.

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 (10-20 Min Discussion + 5-10 Min Shareout)

1. Assign participants to small groups. Depending on the size of the group each person takes one turn as a speaker, one person takes turns being the listener, and others will observe and take notes on anything they notice.

2. Once participants are in groups they should go through the following steps.

- Each person will select as challenging situation that they are facing related to work or home. Examples may include an experiment not working, deciding on where to publish a paper, balancing family and work demands. You will then choose who will speak and listen first and who will observe.

- Set a timer to two minutes (120 seconds) for each speaker to talk about their situation.

- As the person speaks, The listener poses clarifying questions to help understand the challenge and encourage sharing. The listener should not give advice or their opinion. Example questions/ responses:

- “Can you tell me more about that?”

- “Help me understand more about...”

- “I heard you say “x”, can you tell me more what you mean by that..”

- “How did that make you feel?”

- Nodding and affirming (“yes...”, “uh huh”)

- When the timer goes off, the listener should briefly repeat back what they heard. The observers should take notes about what they heard and saw.

- The group will then select another speaker, listener, and observer, until everyone has had a chance to speak and play the different roles.

- At the end, everyone in the group should discuss the following:

- Which role (speaker/listener) was working harder? Why?

- How did it feel to be listened to that intently?

- How did it feel to listen to someone intently?

- What seemed to be good ways of listening/asking questions?

- What did you notice that surprised you?

- If listening was on your list of areas to improve, did this practice help you?

Full Group Discussion: Lab Manual & Data Management (10-15 Min)

1. Revisit from the previous discussion session the list of information it would be helpful to have in advance, or available on your first day joining a lab. Ask participants what revisions they would make to that list based on the work they have now done in the LTW program.
2. If your lab has had an iREDS discussion, you may ask participants:
 - What were some key takeaways from the iREDS discussion?
 - Is there additional information you would add to the lab manual based on the iREDS discussion.
3. Make the necessary revisions to the list of information to include in the lab manual as participants share their ideas.

REFLECTION (5 MIN)

Ask Each Participant To Write for 5 Minutes About the Session Using the 3-2-1 Summary Format:

- What are 3 ideas that have captured your attention from today's discussion?
- What are 2 questions that you are thinking about related to today's discussion?
- What is 1 thing you will try to implement right away?

You can also give participants other prompts for the final reflection (see **Menu of End-of-session Reflections.**)