

2.9

Facilitator Slides

- ★ Goals for Session
- ☰ Agenda and Activities
- ⏪ Final Reflection



2.9 Session Goals

GOALS:

Share the work that you are doing on your own as you go through the course

Reflect on your learning

Practice some of the tools that you were introduced to in the course

Get to know others in your lab/class

STRUCTURE:

Will meet every _ weeks for _ hours

Large and small group discussions

Logbook Activities, Program Reflection, Better Science, and Lab Manual questions can be part of each session



Activities and Discussions

Power and Questions



Questions are a powerful communication tool. Different situations warrant different types of questions. Do you need to gain consensus? Diagnose a problem? Learn something new? In this scene, Loretta's communication strengths lie in listening and asking questions. She's able to connect with Alex by observing his discomfort and asking the right questions.

Discuss the following questions in your small groups (10-15 Minutes):

- Think about the last substantive question you were asked. Was it confrontational, influential, problem-solving, curious, or some combination of these? If the question didn't quite work (e.g., the purpose wasn't clear, or it made you feel uncertain in your response, or it felt aggressive), how would you re-phrase that question to be a more effective one?
- What did the last question you were asked help you learn?

Power and Questions

Large Group Discussion

Share one or two key takeaways from your small group discussion with the whole group (5-10 Minutes).

As a large group, discuss (5-10 Minutes):

- Thinking back to feedback you've received when you made a mistake, how might that feedback have been more effective if posed in question form?
- How might an approach of questioning, rather than telling, help you better learn from your mistake?

Practice – Asking Questions



Confrontational	<i>Inserts your ideas in the form of a question, often requires a yes/no response</i>	Did that make you angry? Why didn't you say that in our meeting?
Influential	<i>Takes a position to suggest how you might hope the other person might respond</i>	What is the current situation? Can you give me an example?
Problem-Solving	<i>Diagnostic in nature, attempts to understand what is going on in the situation</i>	How did you feel about that? How would you do that differently?
Curious	<i>Accesses your own ignorance, questions that attempt to understand the other person and the situation without any judgment</i>	What is happening right here, right now, between us?

Consider a situation you are facing at work. Write one type of question from each category that you could use in a conversation.

Share your questions/situations with your groups (10-15 Minutes)

Practice – Asking Questions

Now, put yourself in the position of a principal investigator or senior researcher:

- You have just been approached by two graduate students who have not been delivering.
- One of the students is new, and the other student has a track record of underperforming.
- Instead of solving their own problem, the students are asking you to take the valuable research time of a senior post doc to help them.
- Consider the four categories of questions, and what you need from these two students.

With your small groups (10 Minutes):

- Write out at least two questions you could ask in this scenario to get closer to a resolution and then discuss with your group.
- Note and discuss which category the questions fall into
 - (1) Confrontational, (2) Influential, (3) Problem-solving, (4) Curious

Better Science Discussion

Key to the topic of this episode is the general disarray of the lab notebooks in the Sorenson Lab.

Discuss the following questions (10-15 Minutes):

- What controls should be in place to ensure that all relevant information makes it into a lab notebook?
- What IS relevant information [while that might differ project to project, are there any pieces of information that should ALWAYS be included in a lab notebook?]?
- How can lab members hold each other accountable?

Lab Manual Discussion Questions

Consider how at the center of these scenes are issues of communication, specifically asking questions and creating a culture of civility and disclosure.

In small groups, discuss the following (5-10 Minutes):

- How could this specific aspect of communication -- asking effective questions -- best be addressed in a lab manual?