Week 13: Mentoring relationships and ethics:
The discussion will include mentoring expectations, the role of the Dissertation Advisory Committee, financial support, research direction, and support beyond graduation. Where do graduates of labs go after graduation?

Outline

I. Introduction
   A. Introduction of presenters by faculty member (5 min)
      (then the faculty members will leave, this will be a student only session)
   B. Introduction of workshop by presenters (5 min)
      - What we hope to accomplish
      Rules:
      Confidentiality
      This is not to entrap
      People may have different views – show each other respect
      Participate, but be choicful about what you share
      Please don’t name names if you are relating an incident
   C. Ice breaker exercise emphasizing communication (15 min)
      “Communication is a key to mentoring and it requires both listening and speaking”
      4 pairs of volunteers, the rest observe
   D. Discussion of the students’ expectations (10 min)
      – what they want to get out of the workshop

II. Role Plays
   A. Introduction to role plays (10 min)
      - Questions to have in mind (what went well; what can be improved)
      - Consider the situations from both perspectives (grad and undergrad)
   B. Role plays when the graduate student is in a position of formal power (35 min)
      “Being friendly without being their friend”
      1. Teaching Fellow in a formal situation
         (interacting with students concerned with grades)
         Student with manipulative, then aggressive, attitude
      2. Teaching Fellow in a less structured, but still professional, interaction
         (interacting with a student who is demanding of time out of class)
         <beware of setting troublesome precedents>
      3. Teaching Fellow managing personal/professional boundaries
         (responding to a student inviting the TF to a party; see p. 19 in grad handbook)
   -- Break – (10 min)
   C. Role plays when the student is in a position of formal power (20 min)
      1. Graduate students working effectively with their research advisor
III. Processing the experience (10 min)
   – ways to integrate these strategies into their own professional behavior