Research Team Management Series
Quick Tips for *Building a Productive Learning Environment for Your Lab/ Research Team*

Align Expectations in your Research Team:

- Establish team goals
- Establish expectations of mentors and mentees
- Provide annual feedback on professional goals and performance (utilize an Individual Development Plan)
- Use lab manuals as a tool to establish expectations

Manage Conflicts:

- Acknowledge and address conflicts comprehensively
- Recognize your team members' personality types
- Be a good facilitator
- Encourage cooperativeness and compromise
- Promote open and honest conversations
- Listen to both parties behind closed doors

Create and foster a "Growth Mindset":

- Emphasize effort, not results
- Utilize peer feedback
- Destigmatize failure

Tools for Establishing Healthy Research Teams:

- Lab manuals
  - Establish expectations and responsibilities
  - Establish a code of conduct
  - Include an overview of lab resources
  - Include an overview of general policies
- Individual Development Plans
  - Identify and promote career goals
  - Establish appointment length
  - Identify skills and strengths for development
  - Define approaches for acquiring skills and strengths
  - Establish timeline for acquiring skills and strengths

Strategies for Improving Lab Climate:

- Regular team meetings
- Schedule regular mentor-mentee meetings
- Create opportunities to learn and lead, and encourage independence
- Promote well-being of team members
- Create a and foster a diverse team

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Resources:

- **How to give difficult feedback:**
  http://www.forbes.com/sites/susanadams/2012/03/12/how-to-give-difficult-feedback/
- Weiss, J & Hughes, J. (2005) **Want Collaboration? Accept—and Actively Manage—Conflict**. Harvard Business Review:
  https://hbr.org/2005/03/want-collaboration-accept-and-actively-manage-conflict
- **Guide to Best Practices in Faculty Mentoring: A Roadmap for Departments, Schools, Mentors and Mentees**, Office of the Vice Provost for Faculty Diversity and Inclusion, Columbia University:
  http://facultydiversity.columbia.edu/files/viceprovost/mentoring_best_practices_1.pdf
- Lee, A., Dennis, C., Campbell, P. (2007). **Nature's guide for mentors**, *Nature*; 447: 791-797:
  https://www.nature.com/articles/447791a
- **Guide for Inclusive Teaching at Columbia**: https://ctl.columbia.edu/resources-and-technology/resources/inclusive-teaching-guide/
- **P&S Standards. Procedures, and Policies regarding the learning environment**:
  http://ps.columbia.edu/education/curriculum/learning-environment/learning-environment-standards-procedures-and-policy
- **myIDP**. *Science.* https://www.sciencemag.org/careers/2013/05/myidp

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Additional Resources

Office of Postdoctoral Affairs
The Office of Postdoctoral Affairs' mission is to holistically support and assist Columbia University Postdoctoral Research Scientists, Scholars and Fellows in their professional training and development. It offers in-depth guidance and resources to the Columbia University community on matters pertaining to postdoctoral affairs.
Website: https://research.columbia.edu/office-postdoctoral-affairs

Resources for PIs
This site provides resources such as appointment letters and requirements and mentoring resources for PI's who wish to hire postdoctoral fellows.
Website: https://research.columbia.edu/faculty-and-administrators

Graduate School of Arts & Sciences
One of the nation's oldest and most distinguished graduate schools, GSAS confers graduate degrees in the humanities, natural sciences and social sciences. Its renowned faculty works with students to cultivate advanced knowledge and offer preparation for a variety of careers.
Website: https://gsas.columbia.edu/

The Columbia University Compliance Hotline
The Hotline serves as a channel for employees to report or seek guidance on possible compliance issues. It is available to Columbia personnel through the telephone and the internet with the option to report anonymously.
Website: https://compliance.columbia.edu/hotline

Additional Readings of interest:

- Else, H. (2018). **Does Science Have a Bullying Problem?** *Nature*: http://www.readcube.com/articles/10.1038/d41586-018-07532-5
- (2018) **No Place for Bullies in Science**. *Nature*: https://www.nature.com/articles/d41586-018-05683-z
- Duhigg, C. (2016). **What Google Learned from Its Quest to Build the Perfect Team**. *NY Times*: www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html
- Edmondson, A. (1999). **Psychological Safety and Learning Behavior in Work Teams**. *Administrative Science Quarterly*, 44(2), 350-383. doi:10.2307/2666999 https://www.jstor.org/stable/2666999?seq=1#metadata_info_tab_contents
- Goleman, D. (1995) *Emotional Intelligence*, Bantam Books, New York.
- Goleman, D. (1998) *Working with Emotional Intelligence*, Bantam Books, New York.
- Garmston, R.J. (Summer 2005). **Group Wise: How to turn conflict into an effective learning process.** *Journal of Staff Development*, 26(3), 65-66. https://www.learningforward.org/docs/jsd-summer-2005/garmston263.pdf?sfvrsn=2
- Austin, J. & Alberts, B. (2012). Editorial: **Planning Career Paths for Ph.D.s.** *Science*. https://www.sciencemag.org/careers/2012/09/editorial-planning-career-paths-phds
- **Individual Development Plan for Postdoctoral Fellows**. *Federation of American Societies for Experimental Biology*. (2012). http://www.faseb.org/portals/0/pdfs/opa/idp.pdf.

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