
Cultivating Mentors: Workshop A

This two and half hour workshop focuses on *giving and receiving critical feedback* in an effort to equip mentors in the biological sciences with the skills to infuse their professional relationships and spaces with the *core mentoring principle of humility*, thus contributing to establishing a culture in which all members thrive and next generation leaders are nurtured.

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PROGRAM OUTLINE

Introduction (10 min)

Introduce self

Hi, my name is ____, and I _____ with _____. I'll be your facilitator today.

Introduce this project

This workshop is part of a 3 part series focused on improving mentorship and leadership in the sciences. It was developed in collaboration between UNC's BBSP and local interactive theatre for social change group, Theater Delta. While you don't have to take all 3 workshops to get something out of this one, they do add up to be greater than the sum of their parts. Today we'll talk about Giving and Receiving Feedback. And, if you haven't already, we hope you'll check out the sessions on Conflict Resolution and Communicating Expectations in the Lab Environment.

Introduce the Format

Today our focus is on giving and receiving feedback.

Optional Personal Connection:

If the facilitator has personal thoughts or connections to why this is important, they might give a little acknowledgement here:

As someone who _____, I'm particularly _____ to be a part of this discussion with you all.

And because this is an important topic, we're hoping to go a little deeper than just giving you a list of platitudes. This will be interactive, because I know there's already a lot of wisdom on this topic in the room.

Over the course of our time together, we'll watch 2 different videos, interact with the content by doing some perspective taking, and then we'll have a larger discussion about what this all brings up for us. Just a note about the videos: the scenarios you'll see were written based on composite responses to interviews from in y/our field, so keep that in mind as you watch and think about what's worth discussing.

(ONLINE) Also—we will have a brief bio break at the one-hour mark!

(IN PERSON) Also—we will have a quick stretch break at the one-hour mark.

Leader's Note:

Consider sharing the Participant Notes handout (see pages 12-13 in this Guide) as participants arrive, or distribute at this point if you haven't already.

Grounding Intentions

To help us all get the most out of our time together, I want to propose some grounding intentions for the group:

1. **Stay present.** *Unplug from other conversations for this time. Turn off laptops and cell phones. Stay engaged to learn from what comes up in the group and within yourself.*
2. **Move forward/Move back.** *Please bring your voice to the conversation and also allow space for other voices.*
3. **And finally, lean into discomfort.** *We're not just here to diagnose the problems of others, but to experience some change ourselves, so I encourage you to be self-reflective. This may lead to some discomfort, but that's okay! Learning and change cannot happen without leaving our comfort zones a little. The methods we use in these workshops are modeled around the idea of a "rehearsal for life." This means we may mess up a little here and there. This is expected. But as you/we know from y/our work, mistakes and even failure are an important part of the process.*

Can I get some head nods that we're on board with these things? Anything we want to add or question?

Interaction: Empathy Storytelling (10 min)

Give Instructions

In the spirit of easing into the edges of our comfort zones, I want to get us all warmed up to the idea of bringing our voices into the space.

Turn to a partner and decide who is A and who is B. Okay, B you're going to talk first. Your task is to talk for 90 seconds about a time you made a mistake, you could share what happened, how you felt, as much as you feel comfortable sharing. A, your task is to just listen and be present. So partner B, share with partner A a story of a time you made a mistake.

[Time for 90 seconds]

Okay, partner B, finish this sentence. Let's all take a deep breath and let it out.

Now, partner A, it's your turn to talk, and B, it's your turn to listen. Same prompt: take 90 seconds to talk about a time you made a mistake. A talks for the entire 90 seconds, B listens for the entire 90 seconds. Go.

[Time for 90 seconds]

And Partner A, finish your sentence.

Online Alternative Warm-Up: Group Story

In the spirit of easing into the edges of our comfort zones, I want to get us all warmed up to the idea of bringing our voices into the space.

We're going to tell a collective story one short phrase at a time. I'll call on each person to make sure we keep it moving. When I call your name, unmute, and add onto the story just a little bit. You can say, "pass" if you need to, but I encourage you to try! Any questions about the instructions?

Okay. Here's our theme and our first sentence of the story to start us off: "This is a story about a time I made a mistake..."

[call on each person in the room at least once and let the story unfold.]

Debrief Empathy Storytelling (5 min)

Now, let's take a few minutes to talk about what that was like for you. Without sharing the content of your partner's story, what themes or feelings came up in the doing of this little exercise? Was it difficult to talk? To listen? Did you notice an urge to fix, respond, justify, reassure, or hide? Let's talk about that.

Online Alternative: Debrief Group Story

Now, let's take a few minutes to talk about what that was like for us. Was anything particularly interesting or difficult? Did you find yourself listening to the story or focusing on what you were going to say next? What themes or threads arose within this collective story? Do those resonate with us?

Video of Scenario One: Giving Feedback (10 min)

Why do you all think we started off a conversation about giving and receiving feedback as part of our work with an activity reflecting on making mistakes?

*Right, **our attitudes toward mistakes—our own and those of others—are certainly part of giving and receiving feedback, but there's a lot more at play, too.** Let's watch this first scene and see what comes up for us.*

[Play Video 1: *The Problem is Your Writing*]

Interaction: Perspective Taking (15 min)

Thought Bubbles with Video 1

Okay, so, there was a lot in there to talk about. To help us dig just a little deeper, let's do some perspective taking with the characters we met. Let's go back to a moment from the scene...

[Navigate to a still shot from the video. Useful options are 2:42 and 3:46.]

If we were to put a thought bubble over Ellery's head right now, what might she be thinking?

[Collect a bunch of answers. Consider using the optional *Graphic Organizer 1: Thought Bubbles* found under “Resources.” This may be distributed individually to participants, projected onto a whiteboard, or screen shared during a virtual program.]

And what about if we put a thought bubble over Ro’s head. What might be going on for Ro?

[Again, collect a bunch of answers via similar means.]

Naming Notable Themes and Dynamics, Video One (7 min)

We’re going to spend a longer amount of time digging into the issues a little later, but to help us remember what’s coming up for us now, let’s make a list of themes, issues, and dynamics that seem important to address from this video. Just words or phrases right now, popcorn style. What themes, issues, and dynamics do you see at play here?

[Make a list for later. Consider using the optional *Graphic Organizer 2: Notable Themes* found under “Resources.” This may be distributed individually to participants, projected onto a whiteboard, or screen shared during a virtual program. Also consider using Jamboard or other online shared document tool for virtual delivery.]

Leader’s Note:

Remember this is a just an overview. Participants may be eager to dive into discussion, so be prepared to gently redirect and focus on identifying the issues. Keep this to just 5 minutes.

Guided Stretch and Bio Break (10 min)

Before we shift to our next scenario to consider, let’s just take 5 minutes to breathe, stretch and let what’s happened so far sink in.

First let’s take a deep breath in together....and out together. Now I invite you to inhale and stand as you’re able...

And exhale, let something shake out.

On the next inhale, reach up and out...

Exhale, let something stretch, maybe wrap your arms across your chest in a hug, touch your toes, or twist your trunk.

And take a few minutes here to move around the room, get your water, say hello, but don’t go far because we’re coming back in 4 minutes.

Video of Scenario Two: Receiving Feedback (10 min)

Like I said, we will come back to that first video for more discussion, but let’s dip into a different relationship and a different kind of feedback before we do.

[Play Video 2: *It's Not a Big Deal*]

Interaction: Perspective Taking (15 min)

Thought Bubbles with Video 2

Let's get beneath the surface of this video like we did the first one.

[Navigate to a still image from the end of the video. Useful options are 4:00 and 4:39.]

What would be in Dean's thought bubble right now?

[Collect a bunch of answers. *Consider using the optional Graphic Organizer 1: Thought Bubbles found under "Resources."* This may be distributed individually to participants, projected onto a whiteboard, or screen shared during a virtual program.]

And what about Kena?

[Collect more answers via similar means.]

Naming Notable Themes and Dynamics, Video Two (7 min)

And what are the themes, dynamics, or issues we're seeing at play in this video? Let's just name what we see. What do we need to address?

[Add to the previously generated list.]

Discussion (40 min)

So looking at our 2 lists, and remembering that these fictional scenarios were based on the real stories and experiences of people in labs like ours, what feels really important for us to be talking about here?

[Follow the energy of the group. Consider centering the conversation around "mentoring do's and don't's"]

[See table below, *Possible Large Questions*, to engage a reticent audience.]

[See also, *Resources: Learning Outcomes/Takeaway Points* for more discussion guidance.]

Possible Large Questions:

- Who has power in these scenarios? What kinds of power?
 - *tease out both the power of the mentor's role and the power of their social location/identity*
 - What's important for the people in power to know or do?
- What are strategies for giving positive feedback?
- What are ways we can elicit and receive feedback ourselves?
 - Do we know our own defenses against receiving negative feedback?
- Who has expertise in these scenarios?
 - *tease out the expertise that EVERY character might have*
 - How does power impact our assumptions about who has expertise and who doesn't?
- What would we like to see Ellery and Dean do next? What could they have done better?
- What can a mentor do to motivate a student?
 - *tease out intrinsic motivation vs. extrinsic motivation, note that we will touch on this point in other sessions, too*
- What can a mentor do that might demotivate/discourage a student?
- What's at stake in these scenarios? (particularly for Ro and Kena)

Closing (5 min)

We opened up a lot of big topics today...

[name a few from the lists that did or did not get covered]

and of course it wouldn't be realistic for us to imagine we could completely cover all of this in a couple of hours, but I appreciate that you all were present in this conversation, and I hope you all recognize your role in continuing it moving forward.

I encourage you to continue to reflect on the importance of fostering a wider sense of belonging in this field by integrating positive feedback, knowing your power and owning your blindspots, and leveraging intrinsic motivation of those around you.

OR:

I ask you to be intentional about reflecting on the importance of what we discussed today AND taking actionable steps to foster a wider sense of belonging in this field by integrating positive feedback, knowing your power and owning your blindspots, and leveraging intrinsic motivation of those around you.

I've got some resources to send you away with, and I hope to see you at one of our other sessions.

RESOURCES

Learning Outcomes/Takeaway Points

Positive Feedback

- Remember that mentorship and education are about supporting a person in their development and not just developing the work itself.
- Do not underestimate the importance of positive feedback. Critical feedback is better digested when given with positive feedback as well. We need to focus on what we want to grow as well as what we need to fix.
 - Be specific. Vague compliments like “good job” or “nice work” won’t stick as much as criticism. Start by finding specific details or elements that DO work.
- Be concrete with critical feedback.
 - Consider framing or couching critical feedback in relationship to a person’s strengths. (“I want your _____ to be as strong as your _____.” Or “You have a real knack for _____, which will be better supported if we improve your _____.” Or “_____ is really working well. So now let’s focus on _____.”)
 - Offer some tangible ideas in how to engage a problem area. (If a student needs to know the literature better...where should they start? If their writing is unclear, could you mark specific passages and offer suggestions?)
 - Example: “I’m giving you these comments because I have very high expectations and I know that you can reach them.” According to *Culture Code* author Daniel Coyle, that phrase contains three distinct signals:
 - You are part of this group.
 - This group is special; we have higher standards here.
 - I believe you can reach those standards.

Know Your Power and Your Own Blindspots

- Take inventory of your power and privilege.
 - These are areas in which small movements can do greater good and greater harm.
 - These are areas that directly relate to blindspots—an aspect of privilege is not having to think about certain things (like race for white people).
 - Recognize the lived experience you do not have and know that in those identities, you are not an expert. Trust the expertise of the person who has a lifetime of experience living in their social location.
 - If you receive feedback that points out a blindspot, this is a gift given at a risk and cost to the giver. Accept it with humility. Breathe. Soften defenses. Apologize. Resolve to educate yourself and do better.

Leverage Intrinsic Motivation

- An important role for a mentor is to leverage a mentee's intrinsic motivation.
- The Center for the Integration of Research, Teaching, and Learning delineates 4 pillars of deep learning and intrinsic motivation:
 - *Competence* - give students/mentees tasks that are appropriate challenges (this requires knowing where they are as a whole person)
 - *Autonomy* – give them choice (balanced with guidance and direction in making and following through with choices)
 - *Purpose* – keep them connected to a bigger sense of why this is important, to bigger ideas and trends
 - *Community* – give them opportunities to share what they're working on with others, connect their interests and work to additional resources—including humans.

Foster a Sense of Belonging

- Research shows that local culture affects publication and retention rates for URM students in particular. If we are handling the above 3 takeaway points, we are well on our way to creating a culture of belonging for these students.

Graphic Organizer: Thought Bubbles

Ro
(trainee)

A large, empty thought bubble with a red outline and a pointed left side, intended for Ro's thoughts.

Ellery
(faculty)

A large, empty thought bubble with a red outline and a pointed right side, intended for Ellery's thoughts.

Kena
(trainee)

A large, empty thought bubble with a red outline and a pointed left side, intended for Kena's thoughts.

Dean
(faculty)

A large, empty thought bubble with a red outline and a pointed right side, intended for Dean's thoughts.

Cultivating Mentors, Session One

This two and a half hour workshop focuses on *giving and receiving critical feedback* in an effort to equip mentors in the biological sciences with the skills to infuse their professional relationships and spaces with the *core mentoring principle of humility*, thus contributing to establishing a culture in which all members thrive and next generation leaders are nurtured.

Introduction (10 min)

Grounding Intentions:

**Interaction:
Empathy
Storytelling** (15 min)

Observations:

**1st Scenario: Giving
Critical Feedback**
(32 min)

Perspective-Taking Exercise: Thought Bubbles

Naming Notable Themes and Dynamics

Bio Break (10 min)

**2nd Scenario:
Receiving Critical
Feedback (32 min)**

Perspective-Taking Exercise: Thought Bubbles

Naming Notable Themes and Dynamics

Discussion (40 min)

**Personal Summary
& Next Steps**

Extended Engagement

Continuing the Conversation: Reflection and Study

Workshop facilitators can continue the conversation with participants after the workshop concludes in a variety of ways. This toolkit includes 5 follow up suggestions that provide individual study and reflection resources. These may be shared in daily or weekly emails, as best suits the group. We suggest wrapping up with a lunch or open gathering to discuss the concepts and questions that resonate with participants.

- Follow up One: Privilege Inventory
http://www.cpedv.org/sites/main/files/oppresion_and_privilege_self_assessment.pdf
<https://uncw.edu/studentaffairs/committees/diversity/documents/privilege%20inventory%20-%20abbreviated.docx>
- Follow up Two: Leveraging Intrinsic Motivation
<https://www.youtube.com/watch?v=cFDfE6mK108&list=UUzR3xOuyh7-BlztnxpGqYVA&index=75>
- Follow up Three: Structure and Belonging
<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0209279>
- Follow up Four: Changing your Approach to Feedback
<https://www.inc.com/jeff-haden/why-emotionally-intelligent-leaders-avoid-feedback-sandwich-to-improve-employee-performance-backed-by-science.html>
- Follow up Five: Raising a Resilient Scientist Series https://www.training.nih.gov/workshops_and_trainings_for_extramural_principal_investigators
- Follow up Six: Sharpening Your Mentoring Skills (Identity Awareness and Bias + Honing in on Trainees' Needs) https://mentoring.ucsf.edu/sites/g/files/tkssra1151/f/wysiwyg/UCSF_FACULTY_Friday%20Sharon%20Milgram.pdf

Continuing the Conversation: Action Plan

Another way participants can continue the conversation after the workshop concludes is to develop an action plan (see next page for sample). Workshop A Takeaway Points are included on the back as “Actionable Practices” or possible goals. This Action Plan can function like a Mentor IDP (individual development plan). We suggest participants identify a mentor, partner, or small group to encourage accountability and progress.

Cultivating Mentors, Workshop A: Action Plan

Goal

Action Steps

Resources

Progress Check

Date:

Actionable Practices

Practice Positive Feedback

- Remember that mentorship and education are about supporting a person in their development and not just developing the work itself.
- Do not underestimate the importance of positive feedback. Critical feedback is better digested when given with positive feedback as well. We need to focus on what we want to grow as well as what we need to fix. Be specific. Vague compliments like “good job” or “nice work” won’t stick as much as criticism. Start by finding specific details or elements that DO work.
- Be concrete with critical feedback.
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Know Your Power and Your Own Blindspots

- Take inventory of your power and privilege.
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Foster a Sense of Belonging

- Research shows that local culture affects publication and retention rates for URM students in particular. If we are handling the above 3 takeaway points, we are well on our way to creating a culture of belonging for these students.

SCENARIO ONE: *The Problem is Your Writing (Giving Critical Feedback)*

(ELLERY [white woman] is in her office waiting for her weekly meeting with advisee RO [nonbinary individual, any race]. She has a recent draft of Ro's work on the desk waiting where they will soon be seated. It's covered in red marks. Ro enters and sits. Ellery is working on her computer and doesn't make eye contact at first.)

ELLERY: There you are.

RO: Hey, sorry. I was in the lab until like 3am last night and then slept through my alarm.

ELLERY: Mhm. It's okay.

RO: Sorry. *(Seeing the draft, picking it up.)* Oh, is this my draft of...okay, yeah.

ELLERY: Yeah. *(Finally turning her attention to RO.)*

RO: Yeesh.

ELLERY: Yeah. Your writing still hasn't improved, Ro.

RO: I...yeah.

ELLERY: Take a look and tell me what I'm most concerned about.

RO: *(Flipping pages.)* Um...

ELLERY: Page 3.

RO: Something with the graphs?

ELLERY: I couldn't really assess any of it, because I don't know what you did.

RO: I thought I laid it out.

ELLERY: But you didn't. Where are any of the statistics you used to make conclusions about these graphs? You put p values of .001, but you didn't explain where they came from. Unless you tell me the statistics you used, I don't know what those values mean.

RO: Sure, okay, I can go back and do that.

ELLERY: I mean, a lot of the problem is your writing, which we've talked about before.

RO: Right.

ELLERY: But then you're also not citing the appropriate papers. You need to know the literature better.

RO: The literature...

ELLERY: Yes. It just all adds up to be hard for me to trust your work. If you're submitting drafts that look like this, what am I left to think about the work that went in at the bench before you started writing? You know? And it's my reputation on the line here, too.

RO: I know I need to do better.

ELLERY: I mean, I think you can, I just need to see it. It's taking too long to see results, Ro, and this should be a softball.

RO: I think I've just gotten so in my head about it. It's gotten really hard to stay motivated.

ELLERY: That's why I'm trying to push you, Ro. You know, we're all idiots when we're first getting started. We don't know anything. I was the same way. But I had people who pushed me, and it taught me to push myself.

RO: Yeah.

ELLERY: At a certain point you've got to start taking initiative.

RO: Well, so I did have an idea for a new approach. I emailed you—

ELLERY: Oh right, (*turning to computer again to pull up the email as a reminder*) your idea about focusing on the underexpressed variant...Yeah...I mean, besides the fact that other people have explored that possibility and no one else has gotten anything out of it...this is the approach we need to confirm.

RO: Okay. Yeah, I figured.

ELLERY: I'm trying to set you up for success here. I just can't figure out why you're not meeting me even halfway.

RO: I really am trying. Maybe it's that...I don't know. This approach--I'm not sure what I can really make of it that's worthwhile. I'm not sure it's actually replicable in this application.

ELLERY: I know it's not sexy, but it should be reliable. There's no reason it shouldn't work.

RO: It's not that I'm against it. Or that I think I'm too good for the project or anything. I don't know. I know I'm struggling. It's probably just me. I'm sorry.

ELLERY: Listen: go back, clean up your work, and spend more time with the primary material. We need to be moving on from this.

RO: Okay. Thanks.

ELLERY: Oh, and we need to schedule your committee meeting. The chair has been pestering me to make sure everyone has their meeting scheduled by the end of the semester.

RO: Okay. Can I email you about that?

ELLERY: Sure.

RO: Great. See you.

(RO leaves. A few moments later, JEREMY [white male] enters.)

JEREMY: Were you just meeting with Ro?

ELLERY: *(Sighing)* Yeah.

JEREMY: Are they okay?

ELLERY: They're struggling. That's for sure.

JEREMY: Yeah, a few of us are worried about them. They've been wearing the same clothes all week.

ELLERY: Yikes.

JEREMY: Do you get the sense that they might be depressed?

ELLERY: Overwhelmed maybe. *(Considering a moment)* I don't know, it's possible. Honestly, I've never really dealt with anything like this before. I'm...I'm not trained for that.

SCENARIO TWO: *It's No Big Deal* (Receiving Critical Feedback)

(DEAN [white male] and his advisee, KENA [Black female] are finishing up a weekly one-on-one in his office.)

DEAN: Excellent, so if you want to go over your notes for the presentation with me beforehand, just reach out before Wednesday.

KENA: Great. I'll do that. Thank you so much.

DEAN: Okay, so we've talked about your presentation, and we've gone over your data to get to the collaborators...anything else you need from me?

KENA: No, I think that's it. I'll email you if I run into any roadblocks.

DEAN: Sounds like a plan.

(KENA gathers her things to leave.)

And congratulations again on the HHMI Award.

KENA: (*Face clouding, dismissive.*) Oh. Yeah. Thanks.

DEAN: What was that?

KENA: What was what?

DEAN: Did something happen with the fellowship?

KENA: No, why? What do you mean?

DEAN: I just noticed when I've brought it up twice now, you don't seem very...I don't know...happy about getting a bunch of funding?

KENA: It's whatever. It's not a big deal.

DEAN: You were pretty excited about the possibility while you were applying for it.

KENA: I guess so. But it's not like it's for something real...I guess it's just--Eric made a comment and it got to me. I'd rather forget about it.

DEAN: Are you sure? Is this something I should know about?

KENA: No. I'm sorry I brought it up. It's really not a big deal. (*Beat.*) Yesterday I mentioned I got the fellowship and Eric was like, "Well, of course *you* got funding. Must be nice."

DEAN: What did he mean by that?

KENA: Because I'm Black. Of course I got funding because of a diversity initiative.

DEAN: Oh. Are you sure that's what he meant? Maybe he was—

KENA: No, that's definitely what he meant.

DEAN: You're a great scientist. Maybe he meant it was a foregone conclusion because...

KENA: I know what he meant, Dean. This is why I didn't want to say anything. Just leave it.

DEAN: *(Feeling awkward)* Well, maybe...give him the benefit of the doubt, you know? And don't take it to heart.

(KENA starts to just go, but she stops and turns back around.)

KENA: You know, most of the time, I don't say anything about stuff like this, but when you say things like that, Dean, I know you're trying to help, but it's kind of like you're telling me I'm making stuff up. But I'm not. I am the only Black person in this lab. There's only one other Black person on this floor. Every day it takes effort to convince myself that I do belong here. That I know what I'm doing.

DEAN: It doesn't necessarily have to have anything to do with race, Kena. Everyone feels that way in grad school. It just comes with the territory.

KENA: Yeah, but this territory is different for me. Because I'm Black. And I'm a woman.

DEAN: I just don't want to see you making things harder for yourself than they need to be.

KENA: I appreciate the sentiment, Dean, but you don't really know what you're talking about. You don't even see the problem.

DEAN: *(Stern)* Kena. I don't know where this is coming from.

KENA: I just wish I didn't have to...It sends a message when Eric—a white guy—is always the first person you look to in a lab meeting, but I'm the first person you'll send the photographer to when it's time to redo the webpage. And yeah, I'm grateful for this fellowship, and thanks for pointing me to it, but why this one and not the CDC opportunity last year?

DEAN: Kena, I see that you're upset, but I'm feeling a little attacked here. I don't think it's fair. This lab—this whole department is taking great efforts to cultivate diversity and make the sciences more inclusive. Do you not want to be a part of that?

KENA: Of course I do, but I don't want that to be the only reason I'm here.

DEAN: Well of course that's not the only reason you're here.

KENA: But there is this insinuation that because I'm Black I—I don't have to work as hard or something. But I have to work twice as hard. It's so draining.

DEAN: Well, I know we've still got a ways to go, but society—science—has come a long way since I was in your place. If there's something we can do in the lab to...to...

KENA: *(Shakes her head.)* Do you get funding for having me in the lab?

DEAN: What? No. Not special funding. Why would you ask that?

KENA: People make comments. I try not to think about it, but it's always in the back of my mind. And then like, you and I have a good relationship now, but that took a lot of time. I remember when you brought Andy in and you two so clearly hit it off immediately, and he was getting so many projects and help and...I've really had to prove myself to get that. I'm always having to be so careful—

DEAN: Kena...

KENA: Why did you really pick me for the lab?

DEAN: *(Defensive)* Because...I had a good feeling about you. You have good ideas, a good work ethic, you're professional. I—I hire good scientists regardless of...And it's natural that some people are going to click quicker than others, but I go out of my way—and I don't give anyone preferential treatment. I was just trying to encourage you here today. I'm sorry if you're taking it some other way, but don't... put that on me. Okay?

KENA: *(Withdrawing)* Yeah. Okay. I'm sorry I said anything.

DEAN: *(Deep breath)* So...we good?

KENA: Yeah.

DEAN: Okay. *(Glossing over.)* Now go out and celebrate that fellowship, young lady.

(KENA nods silently and leaves. We see her pause once she gets out the door, and maybe curse under her breath in regret/fear/frustration/dread/disappointment.)