

Homework 1. Due by 11:59pm on Sunday 9/13.

Building and maintaining healthy mentor/mentee relationships

Read pages 1–7 of *On Being a Scientist*, which is linked on the syllabus, <https://ionides.github.io/810f26/syllabus.html>. Write brief answers to the following questions, by editing the tex file available at <https://github.com/ionides/810f26>, and submit the resulting pdf file via Canvas.

1. Describe one mentorship relationship that has been important in your professional development.

YOUR ANSWER HERE

2. Describe a situation you have experienced in which the interests of the mentor and mentee are aligned. In RCRS contexts, “interest” has a technical definition of benefit or advantage (meaning 11 of <https://www.dictionary.com/browse/interest>). Please be careful about this. If you use “interest” in the common non-technical meaning (something that excites the curiosity of a person) that is incorrect in an RCRS context such as this homework.

YOUR ANSWER HERE

3. Describe a situation you have experienced in which the interests of the mentor and mentee are conflicting.

YOUR ANSWER HERE

4. What is your understanding (or best guess) of how people typically find a PhD thesis adviser in the UM Statistics Department.

YOUR ANSWER HERE

5. Collaboration: What are the advantages and disadvantages for an aspiring statistician of building a mentorship relationship with a researcher who is not a statistician? This could be in addition to, or instead of, having a mentor who is a statistician.

YOUR ANSWER HERE

6. Mentoring relationships can have difficulties, like any personal relationship. Describe a problem you have encountered either in a mentoring relationship of your own or a colleague. Was any action taken to resolve the problem? Was it successful?

YOUR ANSWER HERE

7. A graduate student instructor (GSI) can receive mentorship from the faculty instructor. What are the benefits for a Statistics PhD student of building a constructive professional relationship while teaching?