

Collaborative leadership in a research group: what does it mean, how is it practised and what are its impacts on post-graduate students?

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Understanding the post-graduate research student experience in a culture of collaborative leadership



Objectives:

- to explore meanings of 'collaborative leadership'
- to examine the impacts of collaborative academic leadership on leaders, post-graduate research students and professional services staff
- to identify ways to enhance the learning experience of post-graduate research students working under collaborative leadership

Methods:

- Scoping review, interviews
- Interviews
- Scenario workshops

Outcomes:

- understand collaborative academic leadership
- examine pathways to enhance learning and career outcomes for research students





AstrobiologyOU

AstrobiologyOU, Photo by Hannah Cooper, 2021

Perceptions – collaborative leadership is ...



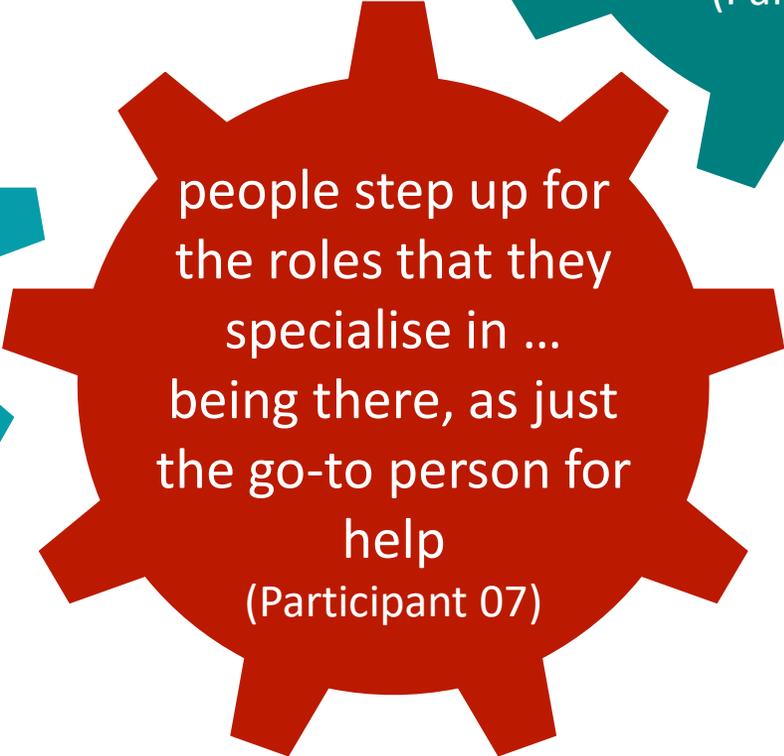
students, research fellows, research assistants, support staff ... you all have the same vision

(Participant 09)



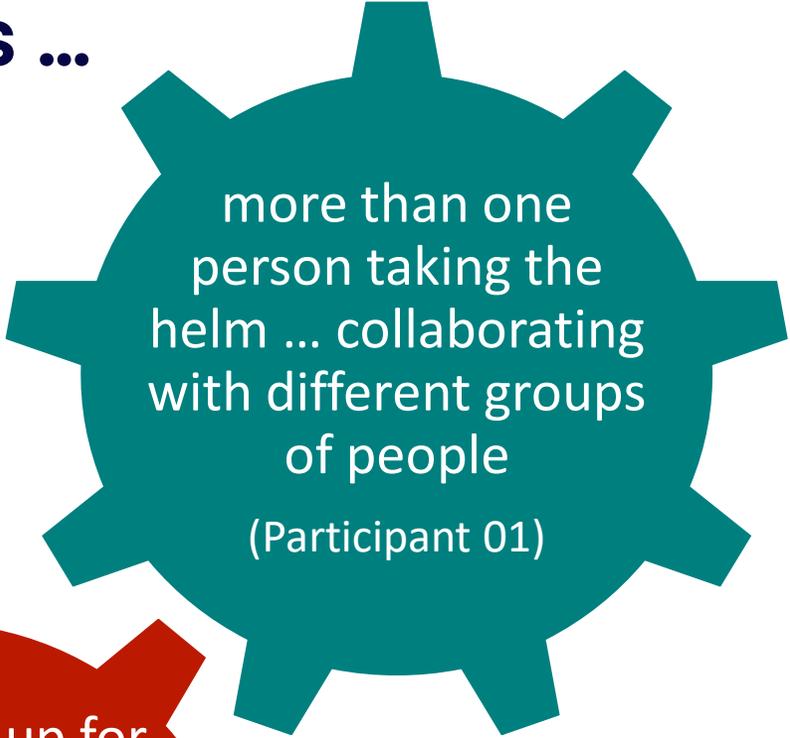
bringing together ... skill sets from very different fields

(Participant 02)



people step up for the roles that they specialise in ... being there, as just the go-to person for help

(Participant 07)



more than one person taking the helm ... collaborating with different groups of people

(Participant 01)

shared vision and values, interdependence and shared responsibility, mutual respect, empathy and willingness to be vulnerable, ambiguity, effective communication, and synergy

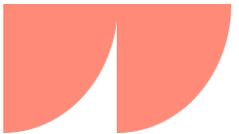
Lawrence, 2017, p92 DOI: [10.1002/ace.20262](https://doi.org/10.1002/ace.20262)

Access to knowledge, experience and expertise



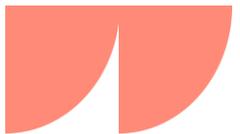
access to people who are experts in their specific thing

Participant 01



[you can] go to **the** person. If you want to go to someone about rocks, you go to the rock person

Participant 03

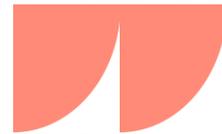


Personal development



... quite often [scientists] work in a little bubble where it's, 'oh well, we just do our little sciency work' and we don't really think about the implications of our work and the wider context of what we do, where our data comes from, how our data is used, the history behind how we've acquired that data ...

Participant 01

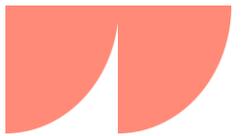


Challenges



The different forms that you have to fill in ... the different ways of doing your upgrade, what you need to do the upgrade ... it is the same process pretty much, but because you're in different schools ... Me and my flatmate had different things that we needed to do. So we were 'Well, what are we doing?'... 'I don't understand why you have to do this by *then*, but I have to do this by *then*'... 'Why are you having to fill in this form? ... I don't have to fill in this form'. So then you end up filling in all the forms just in case ...

Participant 01



Thank you to ...



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