

Inclusive Research Leadership

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Preface

These are materials that could be used in an inclusive research leadership workshop.

This content is written in Quarto. To learn more about Quarto books visit <https://quarto.org/docs/books>.

About this content

Researchers and research software developers have developed experience and expertise in their areas of work. They have spent time learning how to code, analyze data and are experts in their domains. As people become leaders in their field, whether it's a small group or a large team, they also need to develop leadership and management skills, but often haven't had the opportunity to learn them, or are self-taught. This lack of knowledge around team leadership negatively impacts the person in the leadership position as well as those in their team. Therefore there is the opportunity for short-format, practical, hands-on training for people in or transitioning to research leadership roles.

We know a lot now from research around leadership as to what makes effective leadership, meaning leadership that allows a team to do its best work, both for the individuals on the team, and the team itself. That includes elements of creating psychological safety and providing opportunities for mastery, autonomy and purpose, and centering inclusiveness, accessibility and culturally responsive practices. Overall, what we know makes for effective leadership, is not always how we see leadership practiced. Therefore not only are there not learning opportunities, but what people learn by 'watching' are not effective practices.

We are developing a course on Inclusive Research Leadership modeled on the The Carpentries 2-day workshop format, which aims to provide participants with opportunities to learn about leadership, based on what we know works, and that values people - both the leader themselves and the people they lead.

Introduction

This the beginning of a set of content for an inclusive leadership workshop.

Ideas for this curriculum are currently being discussed at an SSI CW22 workshop and we're planning a sprint to develop scenarios that could be used as exercises in a workshop.

Feedback welcome!

This is content that is still coming together and ideas and feedback are welcome! Add issues in [this repo](#) or get in touch with Tracy Teal or Neil Chue Hong.

Part I

Scenarios

For a leadership workshop, the exercises are scenarios, where people can practice going through them, either reading and responding themselves, or practicing with a partner.

We'd like to develop scenarios that give workshop participants the chance to practice the things they have just learned in a module. For example, for the 'Giving and receiving feedback' module, you would want practice scenarios where you could practice giving feedback to someone and practice receiving difficult feedback.

Like any skill, only practice helps you get better! These scenarios in a workshop setting give you the space for that practice.

Scenario format

Each scenario has its own page. This is an example.

For each scenario include:

Skill: List the skill being practiced

Format: Is this an individual, paired or group exercise

Directions: Are there any particular directions?

Time:: How much time should participants spend on this exercise? How much on the scenario and how much on the reflection questions?

Scenario: The story of the scenario

Reflection questions: What questions might you ask yourself or others after the scenario?

Creating a new scenario

To create a new scenario

- Clone repo
- Copy the file `scenario_example.qmd` to `scenario_NEWNAME.qmd`
- Edit `scenario_NEWNAME.qmd` (editing instructions)
- Add the name of the new file to `__quarto.yml`
- Push or put in a pull request to repo
- You will see the file now included at URL

Editing the scenario.qmd files

The files for this book are written in [Quarto](#). .qmd files are like R Markdown files. You can edit them in any text editor, or in the RStudio IDE.

Instructions on how to work with Quarto books locally is here: <https://quarto.org/docs/books/>

Scenario Template

This is an example scenario. To create a new scenario, copy this file to a new file in this same directory 'scenarios/' then fill in your own content in the different sections.

Title of Scenario

Skill

What skill are you practicing?

Format

Is this an individual, paired or group exercise?

Directions

Are there any particular directions for this exercise?

Time

How much time should participants spend on this exercise? How much on the scenario and how much on the reflection questions?

Things to remember

Are there quick tip things to remember from the lesson in this scenario?

Scenario

Write the story of the scenario. It may just be for one person, or you may write 'parts' for 2 or more people.

Person 1:

Person 2:

Reflection questions

What questions might you ask yourself or others after the scenario?

Example Scenario

This is an example scenario. To create a new scenario, copy this file to a new file in this same directory 'scenarios/' then fill in your own content in the different sections.

Feedback: Scenario 1

Skill

The skill being practiced is giving feedback.

Format

2 person

Directions

In this scenario one person will be the one giving the feedback and the other will be the one receiving the feedback. Both people should read the scenario.

Time

Spend 3 minutes giving the feedback and responding, 2 minutes discussing.

Things to remember

Remember: You want to provide feedback, so that the student is aware of the issues and can work with you on finding solutions. You don't want to provide solutions for the student.

Scenario

Person 1: You are a professor leading a lab of 3 students and 2 postdocs. A third year student in the lab has been working on a project for awhile and not making progress. The student is frustrated with their lack of progress, and you have to report out on the findings from this grant in 6 months in order to continue receiving funding. In your regular meetings with your student you notice that they keep using the same approaches and seem reluctant to try new approaches.

Person 2: You are a third year graduate student. You've been working on a project for awhile and are frustrated you're not making progress. You are embarrassed though that you haven't made more progress and don't want to look bad to your professor or lab mates, but don't know what to do to change things.

Reflection questions

Person 2: How did that feedback feel to you?

Person 1: How did giving the feedback feel to you? Anything you would have done differently?

References

References will be added.