

Bristol Leadership and Change Centre Annual Review

2019 - 2020



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Introduction

Professor Richard Bolden



I'm delighted to introduce the 2019-2020 [Bristol Leadership and Change Centre](#) Annual Review. BLCC is one of a number of research centres and groups within [Bristol Business School](#), with a thriving community of academics, practitioners

and students all actively engaging with and exploring the complex nature of leadership and change in contemporary organisations and society.

This review presents a number of highlights from our research, engagement and executive education over the past year, as well as an insight into current and forthcoming initiatives. As the richness and variety of the contributions attest, this is inevitably only a partial account of our work but should, I hope, give some food for thought and encouragement to get in touch and find out more.

In a year that has seen major political, social, economic and environmental turbulence and change I'm proud to share the work of colleagues that addresses issues of local, national and international significance. The focus of our work ranges from promoting equality, diversity and inclusion in NHS leadership and management, to supporting people with complex multiple needs in Bristol, to enhancing parental engagement in special schools, tackling dangerous driving, developing entrepreneurial learning in Turkey and supporting malaria elimination in Southern Africa. Such examples demonstrate the potential for inclusive and collaborative leadership to build a shared sense of purpose and commitment that makes a real positive difference to the lives of many people. It is a welcome antidote to the myth of the hero leader and the divisive and destructive practices that feature all too often in news and social media headlines.

In reflecting on the importance of meaningful debate, critique and action I am reminded of the quote by Margaret Mead: "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." Now, perhaps more than ever, is the time to explore and embrace more inclusive, sustainable and effective ways of tackling the many challenges we face.

Applied Research and External Engagement

At Bristol Leadership and Change Centre we explore the ways in which change is mobilised and sustained in complex and uncertain environments. Recognised as one of the leading university-based leadership centres in the UK, we have an excellent reputation for robust research, applied education and high-quality business and community engagement. The following projects showcase some of the work we have been involved in over the past year, grouped under the centre's four main research areas. Please [visit the research pages](#) on our website to find out more.

Leadership and Followership in a Complex and Changing World

A Non-Hierarchical Approach to Strategic Leadership in a UK Charitable Institute

Dr Peter Simpson and Dr Charlotte von Bülow



[Crossfields Institute](#) has found itself operating in an increasingly complex and uncertain marketplace as a consequence of significant levels of change at a sector level as well as in a volatile international context (not least Brexit). Seeking to respond to these growing challenges, over the last year, with the support of the Board of Trustees, the senior leadership team has initiated a managed process of strategic and cultural change.

The institution is a UK registered charity and not for profit company. It comprises an awarding and certification group offering services to a wide range of education providers. The institution designs and delivers their own specialist higher education programmes in collaboration with partner universities and offer organisational development and leadership consultancy to establishments and individuals.

The particular focus of this action research project is the ambition to transition the senior management structure from a traditional model of leadership by a solitary CEO, supported by divisional heads, to a team-based leadership structure with shared accountability and responsibility. In order to develop managers who are able to operate effectively, there is a requirement to investigate the key dimensions of the senior management role within the new organizational context. This action research project will involve Charlotte von Bülow and Peter Simpson engaging in a collaborative process of inquiry with members of the newly formed Strategic Leadership team in three main ways:

1. *The development of a Non-Hierarchical Strategic Leadership Team (SLT)*
2. *Organisational Role Analysis*
3. *Project Development and Implementation*

The collaborative action research will involve a process of co-inquiry into the nature and function of the senior management role in this kind of organisation.

Systems Leadership in Public Health

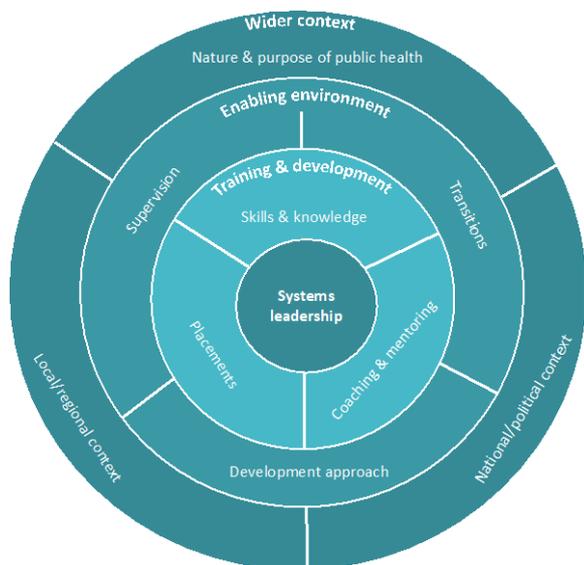
Professor Richard Bolden

The UK faces significant public health challenges. Life expectancy, which had been increasing for over a century has decreased since 2014; health inequalities, which had been diminishing for a decade, have worsened since 2010; and UK survival rates for cancer and other serious conditions continue to fall behind those of other European countries. The UK government have responded with strong, stated commitments to prevention, improving health and tackling health inequalities.

Working at the interface between health care, social care, local government and community, public health professionals are seen as having a key role to play in the leadership of system-wide initiatives to tackle complex and intractable issues. Such leadership, however, requires leaders to unite diverse personal and professional agendas, to span boundaries and to navigate complex landscapes of power and politics.

The current specialist training curriculum for public health registrars and consultants offers only limited opportunities for developing their capacity for 'systems leadership'. In autumn 2018 Professors Richard Bolden and Carol Jarvis were commissioned by Public Health England to work alongside Professor David Evans in the [Centre for Public Health and Wellbeing](#), as well as a number of independent consultants, to review available evidence and to consult with key

stakeholders to develop recommendations for strengthening systems leadership development for the sector. The [final report](#) was published in summer 2019 and is informing ongoing work by PHE and the Faculty of Public Health to ensure that training and development in public health remains fit for the future. This work now forms the basis for ongoing collaboration with the Centre for Public Health and Wellbeing on the nature and impacts of systems leadership in public health in the UK and beyond.



A framework for systems leadership development in UK public health ([Bolden et al., 2019](#))

Golden Key Local Evaluation

Beth Isaac



In 2015 a multidisciplinary team at UWE was commissioned to undertake a long-term formative evaluation of the 8-year [Bristol Golden Key](#) programme. Golden Key is part of a National Lottery Community Fund initiative to find new and sustainable ways of working with people with multiple and complex needs (including homelessness, criminal offending, drug and alcohol dependency and mental health issues). Since the evaluation began, the team

have worked closely with strategic, operational and delivery partners to inform and capture the learning from this work, producing a range of [evaluation reports and discussion papers](#). We are excited to be working with organisations including Second Step, 1625 independent people, Bristol Drugs Project, St Mungo's, Avon and Somerset Police, Avon and Wiltshire Mental Health Partnership NHS Trust, Bristol, North Somerset and South Gloucestershire Clinical Commissioning Group, Bristol City Council, and others to make a lasting impact on the experiences and opportunities for those living with multiple complex needs.

There are now just over 2 years remaining on the programme and we are focusing on understanding the impact of the systems change activity, no simple task when the project itself is growing, changing and learning at a rate of knots! To find out more, please speak to a member of the team, which includes Beth Isaac, Richard Bolden and Roz Gasper in Bristol Leadership and Change Centre, as well as Chris Pawson in Psychology, Richard Kimberlee in Public Health and Anthony Plumridge in Economics.

Cultures of Leading and Organising

Building Leadership for Inclusion

Prof Richard Bolden and Prof Carol Jarvis

The NHS, like all UK public services, has a responsibility to ensure that it effectively meets the needs of all citizens, irrespective of their gender, race, religion, sexual orientation, disability, etc. To ensure that this is achieved, the senior leadership and management should reflect both the full diversity of the NHS workforce, as well as that of the wider population. Despite an espoused commitment to such principles, however, there remain strong disparities that suggest systemic inequalities in progression opportunities for staff from minority and marginalised identities.

Over the past two years a team from Bristol Leadership and Change Centre, including Addy Adelaine, Richard Bolden, Carol Jarvis, Anita Gulati and Stella Warren, have worked with the NHS Leadership Academy to provide action research and evaluation to support [Building Leadership for Inclusion](#), an ambitious initiative to increase the level of ambition, accelerate the pace of change and ensure that NHS leadership is equipped to create a sustainable legacy of inclusion.

A [literature review](#) to inform this work was published in 2019 and the final evaluation reports have now been submitted and are informing the development of the

[NHS People Plan](#) that sets out a long-term strategy for staff development and retention in the NHS.

Key insights from this work have included working with complexity and lived experience, facilitating productive spaces for discussion and action on inclusion and the role of allyship in championing diversity and tackling systemic inequality. The latter theme has also been the focus of a separate project in the South West led by Professor Carol Jarvis.



Aditya Adelaine, Anita Gulati and Richard Bolden sharing initial findings with an NHS audience in June 2019

A Toolkit for Living in a New Building: A visual post-occupancy evaluation of Bristol Business School

Dr Harriet Shortt



In last year's annual review, we reported on the large scale qualitative visual study being conducted by Dr Harriet Shortt and other BLCC colleagues, Drs Hugo Gaggiotti and Svetlana Cicmil, to evaluate how users feel about the Bristol Business/Law School building and whether

the building is being used as it was intended. This research project was funded by Stride Treglown (the architects and principal designers of the building) and ISG (International Building Contractors).

The aim of this cutting-edge study was to re-think how organisations approach post-occupancy evaluations and to explore the personal, emotional and sensory user experiences of the building through the use of visual methods in order to gain a richer, more detailed picture of how users feel about the new space.

Now, after 12 months of data collection and nearly 12 months of data analysis, the team are about to publish their report. With over 740 images from around 250 participants - including staff, students and visitors – this is one of the largest qualitative visual field studies in the field of Organisation Studies. Over the coming months the team will be disseminating their findings at various events and through multiple channels, and their final project report - which includes 9 key findings and key recommendations for other higher education building - will be free to [download](#) on the project website from the end of March.

Behaviour Change and Social Influence

Strengthening Parental Engagement in Special Schools

Dr Sara Spear



Sara Spear has been leading a project on the nature of parental engagement in special schools, funded by a BA/Leverhulme small research grant. The project takes a practice theoretical approach to parental engagement, which facilitates a view of this as emerging from everyday parenting and school practices. Case study research is being undertaken with two special schools in South Gloucestershire, to explore the practices from which parental engagement emerges, and to understand how parental engagement practices are configured within a wider configuration of family and school practices.

The first stage of research was conducted in 2019 and involved interviews with parents and workshops with staff at each school. Insights from the data collection were used in working with the schools to develop a programme to strengthen a culture of parental engagement, focusing on practices as the sites of intervention. The programme will be evaluated at interim and final points from January - July 2020, with

the findings used to make ongoing adjustments to parental engagement work in the schools. The project aims to develop guidelines in using a practice-oriented approach to enhance parental engagement, which could then be extended to other special schools, in order to embed parental engagement into special school culture.

Wheels, Skills and Thrills

Professor Alan Tapp



Tackling risky driving by young men from deprived areas has proven extremely difficult. A call for innovative ideas led to the Department for Transport funding a project called *Wheels Skills and Thrills 1* (WST1) in 2009. Led by [Professor Alan Tapp](#), this project worked alongside a community developer and with a group of young men from one of the most deprived areas in Bristol and ran from 2010-11. The vision of WST is exciting - we aim to equip these young men with not just the skills but also the higher-level attitudes to their driving that will lead to safer outcomes. However, while there is good evidence that the principles of advanced driving can improve hazard avoidance, we know that it is difficult to inspire hard to reach young men to undertake advanced driver coaching. Therefore, the WST intervention sought to combine social marketing, advanced driver training, and early versions of vehicle data recorders (telematics). Outcome measures found significant and sustained improvements in driving skills linked to safer driving (reported by [Tapp et al in the Accident Analysis and Prevention](#) journal) and this early promise provided the platform for WST2 that ran from 2017-19.

WST2 has established the feasibility of an expanded project with higher levels of technological specification for sophisticated multi-variable measurement of driver behaviour improvements. We also successfully completed a small-scale trial of an intervention design brought up to date with the latest thinking in social marketing, training methods, and feedback. We have now secured funds to finish the last stage of this work - a scaled up feasibility trial with 40 participants to be

compared to a control group of 40 non-participant drivers with a similar background. This work will run from 2020 to finish in 2022.

Leadership and Organisational Learning and Development

Supporting Innovative Entrepreneurship Through Research and Practice

Dr Selen Kars

Dr Selen Kars was awarded £35,000 by the [British Council](#) in 2019 to run a project for the Newton Fund Research Environment Links Programme. This is a one-year international capability-building project to be based in the Izmir University of Economics (Turkey). Over the next 12 months, Dr Kars will be joined by BLCC members Prof Carol Jarvis, Emir Kullar, Dr Harriet Shortt, Dr Hugo Gaggioitti, Lauren Davies and other colleagues at the University Enterprise Zone and the Faculty of Arts and Creative Industries in a series of workshops and study visits to support the research and academic environment at the partner institution. This international collaboration focuses on the exchange of best practice and knowledge on BLCC's expertise for conducting practice-relevant, impactful research and for translating the research outputs in the design and delivery of practice- and team-led teaching and learning strategies.



Dr Selen Kars joined by the Turkish partners in the first project meeting. Left to Right: Prof Burcu Güneri-Çangarlı, Dr Selen Kars, Sevay Aydın, Prof Mehmet Gençer, Seda Çakmak, Taylan Demirkaya.

Fighting Malaria in Namibia: Postgraduate Certificate in Professional Practice in Change Leadership

Professor Peter Case

Professor Peter Case's research on malaria healthcare service provision expanded to Namibia this year. Peter's research teams, including three recent Zimbabwean graduates from the FBL Postgraduate Certificate in Professional Practice in Change Leadership, are currently working with Namibia's Vector-borne Diseases Control Programme to combat malaria by improving frontline prevention and treatment of the disease in Kavango Province.



In order to help make the overall Organization Development for Malaria Elimination work sustainable in the region, FBL is supporting a fresh cohort of twelve students (pictured) to complete a postgraduate certificate in Professional Practice in Change Leadership. The module has been launched with a two-day course delivered in Rundu by Dr Greyling Viljoen. By all accounts, the taught programme was very well received and students gave extremely positive feedback on their experience. The efforts of FBL's Professor Carol Jarvis and Felicity Cargill should also be acknowledged as they have assisted greatly with setting up the course and enrolling the new cohort.

Most of the students enrolled on the module are also members of project task force which is developing and implementing detailed action plans for malaria healthcare improvements in Kavango. Following the PPCL course, they will be working with Dr Viljoen and one of the Zimbabwean graduates from last year, Munashe Madinga of the Clinton Health Access Initiative, to review and further refine service improvement plans.

The overall project in Namibia is a collaboration between UWE and the [Malaria Elimination Initiative, University of California San Francisco](#). The work is funded by the [Bill & Melinda Gates Foundation](#).

Leadership for Improving Frontline Talent

Dr Rob Sheffield and Jane James



As in previous years, in 2019, we were again commissioned by South West NHS Leadership Academy to deliver a cohort of the [Leadership for Improving Frontline Talent \(LIFT\)](#) programme. The 2018-19 academic year saw the successful completion of LIFT with our fifth cohort of 40 NHS leaders. This leadership programme is specifically designed for clinical leaders and non-clinical leaders who work in clinical environments, social care and public health settings. During the programme participants were faced with an innovation challenge, where they acted as a 'resource group' to invited, external clients, and worked on a live issue.

We will be running a workshop in May 2020 to share insights from this and related programmes with senior and middle-level leaders from the NHS in order to outline an approach that includes an explicit focus on socialised power, personal and relational qualities of leaders, community-building and meaning-making all influenced by cognitive and feeling processes of the different stages of adult-ego development.

Teaching and Learning

BLCC members contribute to a wide range of undergraduate, postgraduate and executive education programmes. Our members help to develop and teach a range of open courses, as well as working with organisations to create bespoke courses and customised learning solutions to meet specific training needs. To find out more about the range of programmes on offer please get in touch or [visit our website](#).

Senior Leaders Masters Degree Apprenticeship

Dr Doris Schedlitzki



After a successful launch of the [Senior Leader Masters Degree Apprenticeship](#) (SLMDA) and the [Chartered Manager Degree Apprenticeship](#) (CMDA) in 2018, our leadership and management degree apprenticeship programmes have seen a steady growth in cohort numbers. Indeed, the popularity of the SLMDA means that we have seen a doubling of student numbers on the [Executive MBA Programme](#) through which the SLMDA is delivered.

In September 2019, we have also welcomed our first cohort to the Top-Up route through the CMDA. This new advanced entry CMDA programme holistically integrates university processes with the apprenticeship framework by accrediting prior experiential learning of experienced managers. This increases the potential for social mobility significantly by challenging traditional university entry requirements based on certified learning and recognising prior experiential learning as equally important.

Studying via the apprenticeship route offers a highly cost-effective way for students to complete professional and university accredited programmes as they are part-funded by employer contributions to the national Apprenticeship Levy.

North Somerset Community Partnership Leadership Programme

Dr Rob Sheffield and Jane James

This 2-year programme was aimed around 180 leaders from this North Somerset healthcare organisation, and ran from November 2017 – November 2019. It was commissioned directly and customised to meet the leadership and cultural needs of the organisation. A team from UWE delivered the programme: Rob Sheffield, Jane James, Carol Jarvis, Jane Hadfield and Mark Patterson. The programme covered real-time strategic and organisational challenges, as well as learning around resilience, power, influence, creativity and innovation. We have worked with the executive team to evaluate the programme, including reviewing the health of their organisational climate for innovation at start and end of programme. We are working with the Organisational Development Director to share and publish key learning from the intervention.

ILM Vocational Qualifications in Coaching and Mentoring

Dr Arthur Turner

During 2019 the coaching and mentoring team, Arthur Turner, Gina Burns, Katie Joyce and Emir Kumar, have been working hard towards being able to offer the new version of the popular [ILM vocational award](#) in October 2019 at Level 5 and 7. Since then we have started a further 3 cohorts involving 64 post-graduate students from all walks of life. The increased popularity of this qualification has been reflected not only in the increased numbers but also in the distance candidates are prepared to travel to attend the workshops (the recent cohort included people from Sheffield, Leeds, London and Cornwall).

The delivery team have consolidated their experiential approaches to teaching and have made several significant additions to the materials and the subjects taught. Often keen to use coaching and mentoring as an adjunct to their existing leadership roles, delegates have thrived in workshops that have been characterised by small group work, experiential variety and the explicit inclusion of topics such as power, critical reviewing and modern organisational structure and cultures. In addition we have added workshop exercises including music and pictures by the illustrator Quentin Blake.

In February 2020 we launched a new cohort in Exeter and this small group have been working together away from the University campus but as part of scheme to expand this successful course to delegates from Devon and Cornwall.

We continue to develop approaches and techniques and Arthur has published four papers since 2017 covering aspects of creative approaches to executive coaching and mentoring.

RoundTables for Experienced Managers

Lucy Wilson



In April 2020 we are proud to be working alongside international partners for a one-week [‘RoundTables for Experienced Managers’](#) course to examine what’s happening at the front line, in the experience of people who are leading, managing and organising businesses, public services, social enterprises and cross-sector initiatives.

Participants come from all over the world, with contributions from world-leading experts including [Professor Henry Mintzberg](#) and [Professor Jonathan Gosling](#). In 2020 the RoundTables will be hosted for the first time in Bristol, in partnership with UWE’s [Bristol Leadership and Change Centre](#). As well as those lucky enough to take part in the whole process there are opportunities for local organisations to host short investigative visits, when they will be subject to curious but friendly scrutiny – always a source of intriguing insight and provocative questions.

Titled *‘Managing Around the World’*, the programme concentrates on the challenges that each person is facing. In structured, progressive peer-to-peer exercises we analyse and re-frame those challenges, bringing fresh insights and broader perspectives. We visit local organisations (in multi-national teams) and delve into the dynamics of ‘two cities’ Bristol.

Postgraduate Research

BLCC supports the thriving postgraduate and doctoral research community at UWE, Bristol.

There is an active and growing community of doctoral and other postgraduate researchers at UWE, Bristol many of whom are supervised and/or collaborating with members of our academic faculty.

Currently, 10 PhD students are directly affiliated with BLCC, four of whom are in the post-viva examination phase, working on amendments. Two further BLCC PhD students have been awarded the degree since August 2019.

BLCC has a well-developed capacity for supervising practising managers/leaders at the doctoral level. Part-time PhD students have, historically, made up a larger proportion of the BLCC doctoral cohorts, illustrating the Centres’ expertise in applied research and engagement with practice. Several BLCC academics are also members of supervisory teams for PhD candidates located in other research groups and faculties at UWE, demonstrating a particular interest in interdisciplinary and cross disciplinary research.

Aspiring researchers are encouraged to take a look at the [Graduate School webpages](#) and to follow up with relevant [staff members](#) to enquire about PhD and other research opportunities.

The Faculty of Business and Law is currently offering up to [four fully-funded, full-time PhD studentships](#) starting in October, with an application deadline of 23 March 2020. There are also opportunities for co-funded studentships where an external organisation commits to covering the remaining costs.

For individuals and organisations looking for shorter, more practice-orientated opportunities, the [Knowledge Transfer Partnership](#) (KTP) scheme offers excellent opportunities for translating scholarship and research into tangible business outcomes, with a significant call for management-based KTPs expected over the coming months.

We also regularly bid for research funding from a range of sources (including many of those outlined earlier in this report). Please do not hesitate to get in touch if you have an idea for research you would either like to commission or see opportunities to apply for.

Seminars and Events

Throughout the year we host a range of seminars and events to promote discussion and engagement around key issues in leadership and change. These include our research seminar series, as well as a range of practitioner workshops and international conferences. To find out more please [visit our events page](#) or [join our mailing list](#).

Distinguished Professorial Address: Jackie Ford



On Tuesday 24th March 2020 we're delighted to be hosting a public lecture by [Professor Jackie Ford](#) from the University of Durham, titled '*A critical rethink of relational leadership: recognising the mutual dynamic between leaders and led*'.

This is an evening lecture and will be preceded by an afternoon seminar, where Jackie and her long-standing collaborator Professor Nancy Harding from the University of Bath will share insights into the elusive nature of collective leadership, alongside Dr Gareth Edwards and Professor Richard Bolden from BLCC.

Like many of our seminars and events, there is no charge to attend although we ask people to register in advance. Please use the following links find out more and reserve your place:

[More information and registration for the DPA](#)
[More information and registration for the Seminar](#)

18th International Studying Leadership Conference

From 13-15 December 2019 Bristol Leadership and Change Centre hosted the *18th International Studying Leadership Conference*, which was attended by around 140 delegates from 13 different countries.

The conference featured three keynote addresses (Prof Peter Case from UWE, Prof Sonia Ospina from the NYU Wagner Graduate School of Public Service, and Prof Elena Antonacopoulou from the University of Liverpool), a panel discussion at City Hall (chaired by Prof Robin Hambleton with contributions from Mayor Marvin Rees, Kalpna Woolf and Andy Street), five parallel streams (including almost 90 separate papers) and a gala dinner at the Marriott Royal Hotel on College Green.

Participants have been invited to submit their papers for a special issue of the journal *Leadership* on the conference theme of '[Putting leadership in its place](#)', which will be edited by Neil Sutherland, Gareth Edwards, Doris Schedlitzki and Richard Bolden.



Panel discussion at City Hall, including (left to right) Professor Robin Hambleton, Mayor Marvin Rees, Kalpna Woolf and Andy Street.

Systems Leadership in Public Services

On 5th February 2020 [Bristol Leadership and Change Centre](#) hosted a one-day workshop on behalf of the National Leadership Centre and Cabinet Office Open Innovation Unit. The event was attended by 30 delegates, including leading authorities on systems thinking and systems leadership. The workshop is one of a series of four events being hosted around the country to inform the research strategy of the [National Leadership Centre](#), created by the Government in 2018 to support cross sector leadership to tackle the toughest challenges the country faces.

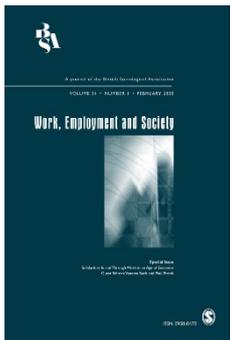


Publications

Research by BLCC members is published in leading academic journals, as well as in a range of books, reports and practitioner articles. Below are just a few recent publication highlights. For a full list of research outputs please see the [UWE Research Repository](#).

Captive in Cycles of Invisibility? Prisoners' work for the private sector

Dr Jenna Pandeli



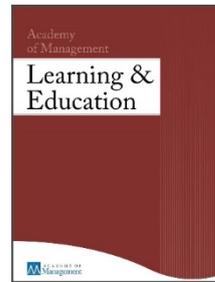
In the summer of 2019 *Work Employment and Society* published a journal article based on my PhD research exploring privately contracted prison labour. Along with my two co-authors, Michael Marinetto and Jean Jenkins, we critique the current practice of privatised prison work and question its rehabilitative potential. Based on a ten-month ethnographic study, including forty interviews with prisoners, we argue that this type of work largely fails in engaging or upskilling inmates, leaving them pessimistic about its value as preparation for employment post-release. We use the concept of invisible work - work that is devalued, non-economic and informalised - to help us understand the wider implications of this negative experience of work for prisoners. We argue that private prison work merely continues the cycle of disadvantage that most prisoners experience. More needs to be done to provide *real*, meaningful activity during incarceration if we are to take rehabilitation in prison seriously.

[More information about this article](#)

Academic Arrhythmia: Disruption, dissonance, and conflict in the early-career rhythms of CMS academics

Dr Olivier Ratle with Dr Alexandra Bristow & Professor Sarah Robinson

Published in the [Academy of Management Learning & Education](#), this study conceptualises organisations as polyrhythmic spaces, where different rhythms organise the lives of people working within them. We draw attention to what happens when those rhythms conflict one with another.



Olivier Ratle from Bristol Leadership and Change Centre says: “We are truly delighted to see the excellence of our work being recognised through this publication in a journal that is highly esteemed by a very broad international audience. We hope that the argument we make will be stimulating for business schools, universities, and professional organisations all over the world to think about how to create more healthy workplaces”.

[More information about this article](#)

Bringing the Ugly back: A dialectic exploration of aesthetics in ethical leadership

Dr Gareth Edwards & Dr Doris Schedlitzki



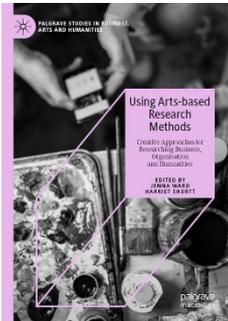
In this paper published in [Human Relations](#) we adopt a dialectic and ethno-narrative approach to examining aesthetics in ethical leadership to negotiate ‘looking good’ from ‘being good’ in organisations. We explore the connection between ethics and aesthetics through a re-reading of the Enron case informed by our dialectic approach to beauty and ugliness in leadership ethics. By linking to existing concepts from the literature such as ‘aesthetic craving’, ‘beautyism’ and recent writing around disgust in organisations we challenge binary notions of ethicality and toxicity in the leadership literature.

Drawing on a popular example of unethical leadership practice – Enron – we identify three social processes linked to denigrating the ugly in favour of the beautiful. We call these suppressing the ugly, a fetish for ‘looking good’ and beautifying the toxic masculine. We conclude that re-framing the Enron example through this dialectic perspective on aesthetics in ethical leadership highlights the wish to ‘look good’ within organisational narratives that suppresses moral judgement by leaders in organisations.

[More information about this article](#)

Using Arts-based Research Methods: Creative approaches for researching business, organisation and humanities

Dr Harriet Shortt and Dr Jenna Ward



Dr Harriet Shortt and Dr Jenna Ward (University of Leicester) have recently published their edited collection as part of the business, arts and humanities series with Palgrave. It is a 'how to...' guide for students, researchers and practitioners who wish to broaden their palette of research methods. It includes chapters on drawing, photography and the use of Instagram as a data collection tool (this chapter is based on Harriet's [recent research project](#) that was featured in the 2018-2019 BLCC Annual Review), letter writing, and pocket-film making. Each chapter offers the reader a guide on how to use the method in a research project/ work-based intervention, a case study from an expert in the field, the challenges you might face, and how to navigate ethical approval when using such methods.

The authors hope this book will encourage those working in business, arts and humanities to feel empowered and permit them to think differently and practice differently when designing and planning research projects. It is worth remembering the words of Edgar Schein when he identified contributions art and the artist can and do make to 'other elements of society like business and government' (2013:1)

- Art and artists stimulate us to see more, hear more, and experience more of what is going on within us and around us
- Art does and should disturb, provoke, shock and inspire
- The artist can stimulate us to broaden our skills, our behavioural repertory, and our flexibility of responses

The authors hope this book and the creative and innovative approaches within it provoke, shock, inspire and stimulate you, your research and practice.

[More information about this book](#)

Understanding Customer Satisfaction in the UK Quick Service Restaurant Industry: The influence of the tangible attributes of perceived service quality

Dr Guru Prabhakar



Guru's article in the [British Food Journal](#) won the paper of the year award 2019 by Emerald.

The purpose of this study is to examine the impact of the five dimensions of service quality on customer satisfaction in the UK fast food market and to indicate which factors among the five dimensions have a main role in driving overall customer satisfaction.

The results of the analysis indicate that tangibles, responsiveness and assurance play the most important role in driving customer satisfaction, followed by reliability and empathy. This research incorporates unique and original insights in relation to the British fast food restaurants market and the results constitute novel findings pertaining to the importance of physical facilities and attributes. The findings of this research have implications from a managerial point of view in the highly competitive UK fast food and wider foodservice industry.

[More information about this article](#)

Being an Early-Career CMS Academic in the Context of Insecurity and 'Excellence': The dialectics of resistance and compliance

Dr Olivier Ratle with Dr Alexandra Bristow & Professor Sarah Robinson



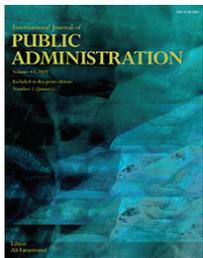
Published in a special issue of the journal Organization Studies on the topic of resistance in and around organisations, this article by Alexandra Bristow, Sarah Robinson and Olivier Ratle has been one of the most cited and downloaded articles from that journal in the last three years. It examines how a specific group of academics (early-career academics in

Critical Management Studies) manage the tensions and contradictions inherent to their doubly-marginal position within the contemporary business school, thus actively contributing to re-constituting their complex field. This article provides a theoretical contribution to the study of resistance in organisation by relating how individuals understand their position within their organisation, to the resistance strategies they pursue.

[More information about this Article](#)

Mobilizing Change in Public Services: Insights from a systems leadership development intervention

Prof Richard Bolden, Anita Gulati and Dr Gareth Edwards



This paper explores the mobilization of systems change through analysis of a place-based 'systems leadership' development intervention aimed to develop the capacity of cross-sector partnerships to tackle 'wicked' health and social care challenges.

Particular attention is given to the role of independent 'enablers' in opening up 'adaptive spaces' where partners can navigate competing priorities and develop new ways of working.

This paper contributes to existing literature by providing an overview of recent developments in the field of public leadership, applying these to the challenge of developing systems leadership capacity and considering implications for future research, development and practice.

[More information about this article](#)

Working with Attention and Distraction in Leadership Development

Dr Peter Simpson, Dr Robert French & Dr Rob Sheffield

This paper, published in Organizational and Social Dynamics in December 2019, reviews Bion's theory of groups to explore the dynamics of learning. Bion's model of work-group and basic-assumption mentalities, which we equate with the dynamics of attention and distraction, is used to reflect on a two-

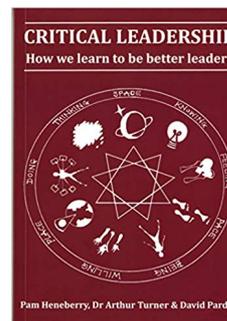
month period of a development programme in a UK public service organisation.

In related literature there is a tendency to focus on the pathology of basic-assumption mentality with limited interest in the healthy functioning of work-group mentality. Basic-assumption mentality contributes to understanding a group that is distracted from its purpose, but a focus on this, without comparable attention to work-group mentality, can lead to an inappropriately negative view of group process. This is contrary to Bion's essential optimism about the powerful psychological structure of work-group mentality. The article demonstrates the importance of combining an analysis of both attention and distraction to fully appreciate the complex dynamic of groups engaged in a developmental process.

[More information about this Article](#)

Critical Leadership: How we learn to be better leaders

Dr Arthur Turner with Pamela Heneberry and David Pardey



Organisations need better leaders to cope with the rapid changes taking place in way they work and the environment in which they operate. Critical Leadership has been written to address the needs of leaders (and aspirant leaders) at all levels, in organisations of all sizes and types. The book is not about the practice of leadership so much as the process of developing your leadership capability. It is built round three key concepts that collectively shape how leaders behave: 1. Knowing, Being, Doing 2. Thinking, Feeling, Willing 3. Space, Pace and Place. These ideas have been developed and tested over several years on programmes we have run with clients from all sectors and industries, giving us the confidence that anyone who has the commitment can use these ideas to help them become a better leader.

[More information about this book](#)

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