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Enables



COLLAGE AND LEADERSHIP DEVELOPMENT: practical steps and ideas



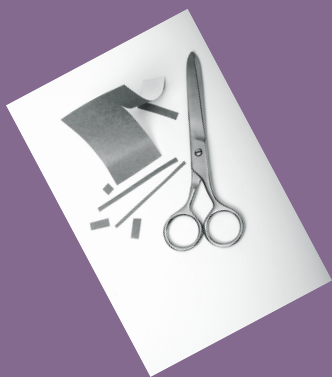
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Collage and leadership development: Practical Steps and Ideas



Invitation to find collective meaning to leadership practices

Collage can be a powerful tool to discover meanings collectively on terms related to leadership and share experiences of leadership and related concepts. It has also been used for community, relational development since it enables collaborative partnerships, nourishes co-learning and capacity building among partners besides being used as a leadership development tool (Dutton et al., 2019)



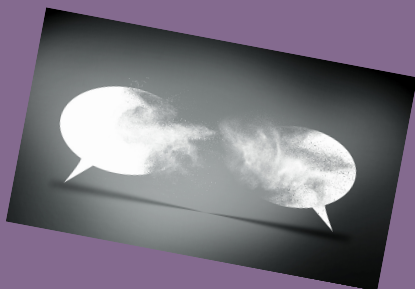
Materials that would be required

The required materials for preparing a collage include scissors, glue, magazines, construction paper in a variety of colours. Magazines and photos would ensure a variety of pictures, symbols, cultural representations that would allow exploration and imagination to be used extensively. Representation of different cultural and racial groups is helpful. (Langarten 1993).



Implementing a collage workshop for organizational teams

Instructors distribute collage materials to participants and they are given time to identify, cut out, and paste five to ten images to a construction paper, representing the concept of leadership or how they envision leadership. When participants finish, the instructor asks them, in groups of three to four participants, to discuss the images selected and why they felt these represented the concept of leadership. Groups then identify and bring back stories on what the collages represented and how what was similar or different in what they heard. This brings in to the room the existing mental models on leadership and supports further discussion.



Questions that can expand the potential of the dialogue around leadership

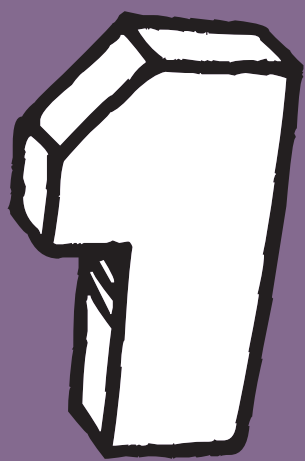
Facilitators might also ask participants to select items that symbolically represent good leadership, bad leadership, leadership as women leaders, different styles of leadership, different traits of leadership, leadership processes and leadership experiences they have had. This information could be harvested as a mind map using post it notes or recorded as data.



Group Collages

There are different techniques to engaging the group members and building knowledge on leadership. Refer to page 2 for three techniques to create a collaborative collage and engage in powerful dialogue.

Group Collages (Mc.Clellan, 2011)



Technique 1

Facilitators may also use group collages to invite individuals to explore meaning, emotion, and leadership practices. Assuming one wants participants to explore the concept of leadership versus followership; groups ranging from two to four participants could be invited to select different colored sheets of paper to represent the two concepts. After labeling one as leadership and the other as followership, the group would then identify and attach images, words, symbols, etc. to the sheets representing these concepts. When finished, the groups might discuss why they chose the images they chose and any similarities or differences they found between items on the two sheets and their meaning. They might also address what these suggest about similarities and differences between leaders and followers or leadership and followership, and the participants' own comfort/preferences for leading/following based on what their discussion reveals. As groups process and discuss their experience making the collage, fresh insights might emerge and cognitive shifts might be encouraged.



Technique 2

Different kinds of discussion may be encouraged by altering the process of how the collage is constructed. For instance group members might be asked individually identify and select images, but wait until all the members are done selecting their own choice of images. A dialogue can be woven around the images chosen and collectively agree to paste images on the sheet only when there is group consensus reached on the reason for choosing the pictures. Debriefing can then focus on why some images were selected and other were not, emotions associated with the process, and/or the dialogue and decision making processes used by the groups.



Technique 3

A third approach involves inviting participants to paste images on the paper(s) without talking or communicating in any way. After the collage is assembled, group members then identify the aspects of the collage that they most like and agree with and those they dislike and disagree with. Having them write their opinions down individually and then discuss them can foster interesting dialogue about the creation of the collage and different ideas, beliefs, and values in relation to the topic selected.

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Further information on the project is available here:
<https://www.herts.ac.uk/cel/enables-arts-based-and-embodied-leadership-development>

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