

**Arts-based and Embodied Methods
of Leadership Development: Report
of a Literature Review focusing on
the visual arts**

October 2021

This report is one of the outcomes of the ENABLES (European Arts-Based Development of Distributed Leadership and Innovation in Schools) project which aims to strengthen collaborative leadership of innovation in schools by developing and disseminating innovative methods of arts-based and embodied collaborative leadership development. It runs from November 2019 to October 2021 (24 months). The project is supported by a grant from the Erasmus+ Programme of the European Union (Project Reference Number 2019-1-UK01-KA201-061963). The University of Hertfordshire co-ordinates the project.

The project partners comprise:

- University of Hertfordshire (UK) (co-ordinating institution)
- University of Jyväskylä (Finland)
- Institute of Lifelong Learning and Culture «VITAE» (Latvia)
- University of Innsbruck (Austria)
- Alexandru Ioan Cuza University, Iași (Romania).

Further information on the project is available on this web page:

<https://www.herts.ac.uk/study/schools-of-study/education/research/enables>

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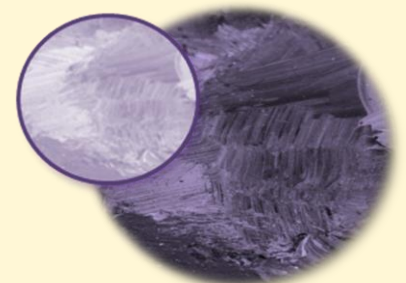


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Introduction

This literature review focuses on visual arts-based methods on leadership development and was conducted by the University of Jyväskylä, Finland. It is one of the four complementary systematic literature reviews prepared in the Erasmus+ ENABLES project (European Arts-Based Development of Distributed Leadership and Innovation in Schools). The ENABLES project aims to strengthen the collaborative and distributed leadership of innovation in schools by developing and disseminating innovative methods of arts-based and embodied leadership development.

The project partners comprise:

- University of Hertfordshire (UK) (co-ordinating institution)
- University of Jyväskylä (Finland)
- Institute of Lifelong Learning and Culture «VITAE» (Latvia)
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- Alexandru Ioan Cuza University, Iași (Romania).

Each of the ENABLES partners conducted a literature review on complementary aspects of arts-based and embodied (ABE) methods of leadership development. The reviews by Austria, Finland and Latvia focus on particular types of ABE (Table 1). The review conducted by the UK team, took a more general approach. It was not limited to any distinct type of ABE, rather seeking out any studies that researched arts-based methods of leadership development (which might include one or more of any arts-based activity) and included embodied methods of leadership development. To be included in the review, a publication had to report research into the use of ABE methods for leadership development and offer knowledge on how such methods affect leadership development.

Table 1: Literature review focus relating to leadership development

| Partner | Focus |
|---------|--|
| Austria | ▪ vignettes, narrative and design thinking |
| Finland | ▪ visual arts |
| Latvia | ▪ performance arts and drama |
| UK | ▪ arts-based activities (unspecified) and embodied methods |

The four reviews were brought together in the compilation report that constitutes and follows to form a Knowledge Platform - a state-of-the-art systematic review of existing research literature on ABE methods of leadership development. The intention is that this Knowledge Platform will:

- provide a knowledge foundation for the project, giving partners a shared knowledge of ABE methods, which can be applied to strengthening collaborative and distributed leadership in schools
- make an innovative contribution to the field of ABE leadership development which can be used by practitioners, policy actors and researchers across Europe and globally give further depth and context to other project outputs, such as the action research trials of ABE methods for collaborative and distributed leadership development, which partners are conducting.

The ENABLES project is investigating and developing embodied and arts-based methods for leadership development in educational contexts. The project aims to strengthen collaborative leadership of innovation in schools by developing and disseminating innovative methods of arts-based and embodied collaborative leadership development. This systematic literature review is a part of Output 2 (Knowledge Platform) for the ENABLES-project. It reviews existing research literature on arts-based and embodied learning approaches to leadership development and examines how they can meet the global needs and challenges of distributed leadership development in schools. As a knowledge foundation for both the project – and later as an open repository – it allows ENABLES-project partners to conduct “Action Research Trials (ARTs)” as well as an opportunity for the project to share knowledge and understanding of arts-based and embodied methods for larger audience.

Visual arts-based methods of leadership development: report of a literature review

1.1 Suomenkielinen tiivistelmä (Executive Summary in Finnish)

Osana Erasmus-Plus ENABLES-hanketta (European Arts-Based Development of Distributed Leadership and Innovation in Schools), teimme neljä toisiaan täydentävää järjestelmällistä kirjallisuuskatsausta. Jyväskylän yliopiston Suomi-tiimi keskittyi *visuaalisten menetelmien* käyttöön taide- ja kehopohjaisissa johtajuuden kehittämishankkeissa ja tutkimuksissa. Visuaaliset menetelmät koostuvat hyvin erilaisista työtavoista ja tuotteista, kuten *maalaukset, piirustukset, valokuvat*, joille on yhteistä näköhavainnot ja niihin perustuva esittäminen. Näköhavainnot ja niiden esittäminen puolestaan voidaan liittää erilaisiin tapoihin oppia, tarkastella ja kokea.

ENABLES-hankkeen kirjallisuuskatsaus keskittyi 2000-luvulla ilmestyneisiin julkaisuihin. Visuaalisten menetelmien käyttöä tarkastelevien julkaisujen kartoittamisessa teimme ensin yleiskartoituksen käyttäen *Education collection- (Education database ja ERIC)* sekä *Business Source Elite*-hakusovelluksia. Saimme tulokseksi yhteensä 453 julkaisua. ENABLES-hankkeen kirjallisuuskatsauksen yhdessä sovitut menetelmiä soveltaen lopullinen lista sisälsi 21 julkaisua. Ne käsittelevät tutkimuksia ja hankkeita, jotka tarkastelevat visuaalisten menetelmien käyttöä johtajuuden kehittämisessä ja/tai tarjoavat tietoa visuaalisten menetelmien vaikutuksista johtajuuden kehittämisessä. Sisällytimme listaamme myös muutaman julkaisun, jotka eivät varsinaisesti käsitelleet johtajuuden kehittämistä mutta (1) joiden anti näytti olevan suoraan sovellettavissa johtajuuden kehittämiseen tai (2) joiden visuaalisen menetelmän kuvaus oli helposti sovellettavissa johtajuuden kehittämiseen. Näitä olivat lähinnä muutamat *visuaalisten menetelmien* käyttöä tarkastelevat empiiriset tutkimukset.

Lopullinen kirjallisuuskatsauksemme sisälsi kaksikymmentäyksi (21) julkaisua aikavälillä 2008–2020. Mukana oli julkaisuja, jotka tarkastelivat johtajuuden taidepohjaista kehittämistä ja tutkimusta, taidepohjaisten johtajuuden kehittämishankkeiden kuvauksia sekä tutkimuksia, joita voidaan joko suoraan hyödyntää tai helpolla soveltaa taidepohjaiseen johtajuuden kehittämiseen. Julkaisuista yksitoista (11) oli empiirisiä tutkimuksia, seitsemän (7) käsitteellisiä tai teoreettisia tarkasteluja,

kaksi (2) kirjallisuuskatsauksia ja yksi (1) ammatillinen essee. Niissä tarkastellut taidepohjaiset menetelmät tarjosivat laajan valikoiman visuaalisia työvälineitä johtajuuden kehittämisen ja tutkimuksen fasilitointiin ja tulosten tiedottamiseen. Nämä puolestaan käsittelivät aktiivista osallistumista visuaalisten menetelmien käyttöön johtajuuden kehittämisen ilmaisuissa, tiedon muodostamisessa, kriittisen ajattelun ja reflektion harjoituksissa sekä näköhavaintoihin perustuvien kehittämisten toteuttamisessa.

Julkaisujen kartoituksessa noudatimme ENABLES-hankkeessa sovittua hakutapaa. Täten emme käyttäneet varsinaista *visuaalisen taidemenetelmän* (visual arts) käsitettä hakusanana, jotta saisimme muita kirjallisuuskatsauksia vastaavan järjestelmällisen laajan yleiskuvan. Sen sijaan käytimme hakusanoina taidepohjainen (arts-based) ja kehopohjainen (embodied), ja etsimme tulokseksi saaduista julkaisuista ne, jotka näyttivät sisältävän visuaalisten taidemuotojen tarkastelun. Tämä tuntui tarkoituksenmukaiselta lähestymistavalta erityisesti sen vuoksi, että visuaaliset taidemuodot tunnuttiin usein sisällyttävän osaksi laajempaa taidepohjaisten menetelmien tarkastelua niin tutkimuksessa, koulutuksessa kuin kehittämisessäkin. Visuaalisia taidemuotoja näytettiin käytettävän yleisesti osana kokonaisvaltaisempia tutkimus- ja kehittämisasetelmia täydentämään moninaisia taide- ja kehopohjaisia työskentelytapoja.

Visuaalisia menetelmiä ei useinkaan sisällytetty julkaisujen nimiin, abstrakteihin tai avainsanoihin. Ne piti löytää julkaisuista tarkemmalla lukemisella. Esimerkiksi, yhdessä julkaisussa visuaalisia menetelmiä käytettiin kirjoittamisen fasilitoimisessa ja eräässä toisessa vaihtoehdoisen ilmaisuuden välineenä. Kummassakaan julkaisussa visuaalisia menetelmiä ei mainittu otsikossa, abstraktissa tai avainsanoissa. Julkaisuissa kuitenkin visuaalisia menetelmiä kuitenkin käytettiin, tutkittiin ja kuvattiin myös omina työvälineinään johtajuuden kehittämisessä.

Samalla tavoin emme voineet tarkastella johtajuuden kehittämistä pelkästään hakusanalla *leadership development*. Käytimme hakusanoina käsitteitä *leadership* ja *development* myös yksinään sekä muita johtajuuteen ja sen kehittämisen viittaavia käsitteitä. Hyväksyimme julkaisun kartoitukseemme, jos näiden käsitteiden sisällyttämisen lisäksi myös selkeä visuaalisten menetelmien käyttö sisältyi julkaisun tarkasteluun. Näin menetellessämme pyrimme myös varmistamaan mahdollisimman laajan näkökulman visuaalisten menetelmien käyttöön johtajuuden kehittämisessä sekä monipuolisen mahdollisuuden soveltaa opittua ENABLES-hankkeen taidepohjaisten menetelmien

koulutusjohtamisen kehittämisen toimintatutkimuskokeiluille (Action Research Trials, ARTs).

1.2 Executive Summary

In the context of the Erasmus-Plus project ENABLES (European Arts-Based Development of Distributed Leadership and Innovation in Schools), a systematic literature review with five complementary lenses were conducted. The Finland team focused on “visual methods” as a part of arts-based and embodied development projects and research of distributed leadership in schools. Visual methods included a broad range of tools (such as *painting, drawing, photographing*) and products (such as *paintings, drawings, photographs*) that connected with *visual perception* and *visual expression*. Perception and expression connect with different modes of visual knowing, inquiry and experience.

The ENABLES review strategy sought to identify and select publications published in or after the year 2000. For the visual methods part, our broad initial searches from *Education collection (Education database and ERIC)* and *Business Source Elite* produced total of 453 hits that were narrowed down to final list of 21 publications included in this review which reported research or projects using visual arts-based and embodied (ABE) methods of leadership development and / or offered knowledge concerning whether and how such methods contribute to leadership development. We also included some off-context – not directly addressing leadership development – publications that appeared to be (1) directly transferable to the leadership development context or (2) described methods with such clarity that it would be easy to adapt for leadership development context. This decision was made due to the small number of empirical studies using *visual methods*. Included publications ranged from ones published in 2008 to 2020. Both Arts-Based Development (ABD) and Arts-Based Research publications were included, as well as publications describing Arts-Based Education projects and / or research that could directly contribute and / or be easily adapted for such use. Eleven (11) of the publications reported empirical studies, seven (7) were conceptual or theoretical papers, two (2) were reviews and one (1) was considered as a professional

essay. ABE methods studied in the publications comprised a wide repertoire of visual tools connecting with knowledge propagation and facilitation within the goals of the development and research projects context. Both active participation in doing, namely expressing, and active construction of knowledge, namely critical and reflective thought exercises and facilitation based on perception, were used.

The search strategy for the visual arts followed the agreed ENABLES project search strategy. The focus in this part of the review is on visual ABE methods and data was examined, constructed and processed in that light. For achieving a systematic but overarching review, the actual visual arts phrase was not used within the search parameters. Instead, broad searches with terms ARTS-BASED and EMBODIED were conducted, and then results were screened for indication of use of any visual methods. This approach was deemed fitting as academic writers and scholars often appeared to address visual methods within broader context of arts-based methods in research (ABR) or training / education / development (ABD) projects using methods connecting with ABE. This is fitting as visual methods are commonly used as a part of more holistic training programmes or research settings where, for example, visual methods are used as complementing or adjoined with other arts-based approaches. Thus, visual methods are not clearly indicated in abstract or title with a simple and suitable search term. For example, in one paper visual methods were used as a tool for facilitating writing and in another as an alternative way of expressing, amongst others, but in either, the term visual was not included in title, abstract or key words. However, visual methods were also used, investigated, and reported as *stand-alone tools* too. Furthermore, while LEADERSHIP DEVELOPMENT was on the focus of this review, it was not used as an exclusive search term and selected articles that were deemed potentially applicable for LEADERSHIP or organisational DEVELOPMENT and that included clear example of VISUAL METHOD were included in review data. This decision was also warranted by our aim to discuss the possible applications of visual methods in LEADERSHIP DEVELOPMENT and to apply learning in the ENABLES Action Research Trials of professional trainings for the field of educational leadership.

1.3 Method of review

In this section we outline the approach taken to search for and select publications included in this review. First details and decision rationale for the search strategy and inclusion considerations are provided. Then we will describe the included publications and provide a description of the review process, types of publications, included visual methods, and research methods included. Searches were conducted from year 2000 onwards on two databases *Education collection* (*Education database* and *ERIC*) and *Business Source Elite* through JYU library service interface of ProQuest. We begin with an overview of the search strategy.

1.3.1 Search strategy

ENABLES project team established and agreed on the general outlines for the review. Team Finland was allocated with context of *visual methods* for this review and action research trials (ARTs). Team Finland established the principles of the search strategy with a clear focus on *visual ABE methods* and any publication chosen for inclusion in this review had to meet a set of inclusion criteria which we outline in this section. Inclusion criteria was formed through an iterative team process.

The first initial search for literature to review was conducted with a very tight focus on literature in the field of leadership development AND *visual ABE* (arts-based and/or embodied) in the fields of education and business.

Initial searches were made with terminology of VISUAL METHODS and LEADERSHIP DEVELOPMENT which we searched from TITLE and ABSTRACT fields of two databases:

- 1) **Education collection** and
- 2) **Business Source Elite** accessed via JYU library PROQUEST interface.

Search strings:

- (1) ti (VISUAL METHOD) AND ab (LEADERSHIP DEVELOPMENT) AND ab (VISUAL METHOD)
- (2) ti (LEADERSHIP DEVELOPMENT) AND ab (LEADERSHIP DEVELOPMENT) AND ab (VISUAL METHOD)]

However, this initial search proved to produce only a few publications and this limited amount was not plausible for achieving a systematic review. Apparently, the term visual method (or coined terms visual arts, visual) were not used. Instead, more elaborate terminology of sub methodologies (such as video, photo, painting in different forms) were used with arts-based connotations. Following this notion, *visual arts* phrase was not used within the search parameters and it was replaced with broad searches with terms *arts-based* and *embodied*.

While this alone raised the potential publications count, it was further considered that also *leadership development* appeared to be a bit exclusive. This was especially prevalent in the **Education collection** -database, where *leadership development* was not so explicitly phrased in titles or abstracts, thus results appeared to exclude publications that might still fall under the scope of this review.

After few iterations and manual inspection and comparison of search results, Team Finland decided that it was meaningful to conduct searches with rather broad terminology that would then be narrowed by manual screening of these results. This was also actually deemed less work intensive approach due the following reasons:

- (a) test searches had already indicated that scholars used mixed terminology
- (b) using specific search terms like video, photo, painting would produce overtly complicated strings and still we could not really rely on those
- (c) visual methods were often used in part of bigger wholes in that manner that they were not necessarily mentioned in either title or abstract
- (d) databases allowed easy export of search outcomes and that the manual screening could be efficiently arranged within reference management systems

Final search strings:

(1) ti (ARTS-BASED) AND ab (LEADERSHIP DEVELOPMENT) AND ab (ARTS-BASED)

(2) ti (LEADERSHIP DEVELOPMENT) AND ab (LEADERSHIP DEVELOPMENT) AND ab (ARTS-BASED)

(3) ti (EMBODIED) AND ab (LEADERSHIP DEVELOPMENT) AND ab(EMBODIED)

(4) ti (LEADERSHIP DEVELOPMENT) AND ab (LEADERSHIP DEVELOPMENT) AND ab (EMBODIED)

for Business Source Elite -database

(5) ti (ARTS-BASED) AND ab (DEVELOPMENT) AND ab (ARTS-BASED)

(6) ti (DEVELOPMENT) AND ab (DEVELOPMENT) AND ab (ARTS-BASED)

(7) ti (EMBODIED) AND ab (DEVELOPMENT) AND ab (EMBODIED)

(8) ti (DEVELOPMENT) AND ab (DEVELOPMENT) AND ab (EMBODIED)

for **Education Collection** -database

These broader database searches produced in total 453 publications that were included in the first manual screening of review publications. The basic inclusion criterion and the first requirement of any publication to be considered for review was that it reported research into the use of visual ABE methods of leadership development and offered knowledge concerning whether and how such methods contribute to leadership development. Total number of 453 publications was reduced by exclusion of duplicates in the mechanical phase and then with more substance oriented manual screening of each title and abstract exported from the search engine in reference management system. This quite rapid phase resulted considerably lower number of 67 included publications, from which 22 from **Business Source Elite** and 45 from **Education collection**. For more elaborate screening, the whole text versions were imported into reference management system. After the first cycle of manual screening of title and abstract, the status of some publications remained inconclusive, and authors needed to consult the whole text of those. During the second cycle of manual screening, authors made the initial decisions of included publications and finalised the inclusion criteria for this systematic search.

Final inclusion (IC) and exclusion criteria (EC):

- Title and abstract did include semantical indications of *visual methods* (IC)
- Title and abstract did include semantical indications of *leadership development* or equivalent, such as *managerial development* or *leadership identity* (IC)
- Title and abstract did include explicit semantical indications of some non-visual method (EC)

- Title and abstract did include explicit semantical indications of some non-leadership target group (partially EC)
- If inconclusive after reading *title* and *abstract*, whole text was consulted, and the same rationale as above was applied
- Later it was decided that also publications that utilized clear visual method and easy utilization model for leadership development could be included

It is fair to note that in this already analytical phase, team members made annotations and notes within reference management system and preliminary draft versions of the review. Along the manual screening and annotation process it became apparent that some visual methods were not used in *leadership development* and would be excluded if this criterion would be upheld. At this point, team decided to process those publications that illustrated easy application and contained clear *visual method* so that those could be later included if needed. This decision was warranted by our aim to discuss the possible applications of a broad range of visual methods in *leadership development* and apply the review findings in the ENABLES ART trials in the field of educational leadership. The criteria were applied by two team members individually, who then negotiated case by case and included the selected publications. The final total number of publications selected for systematic review was 21 publications, with publication dates ranging from 2009 to 2020 as presented in Table 2.

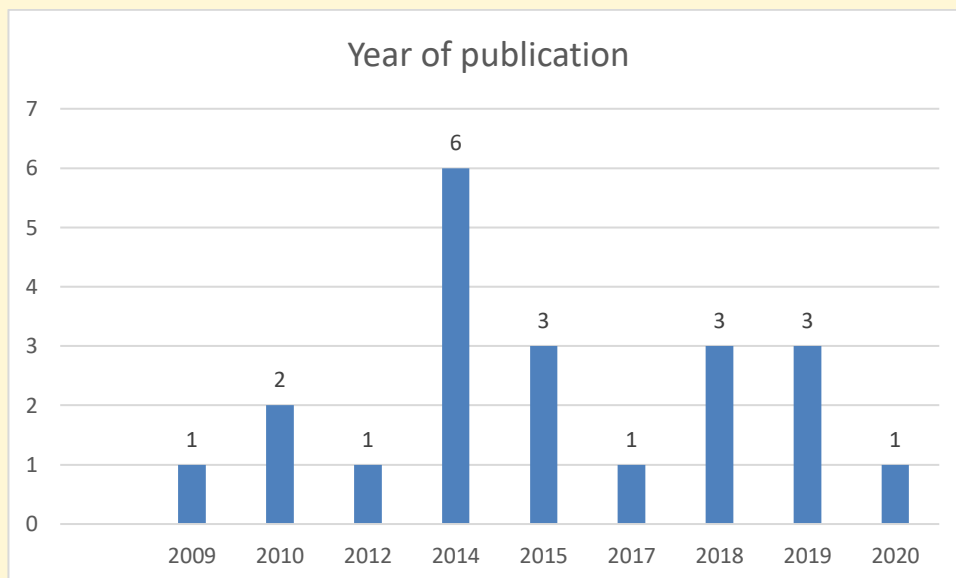


Figure 1. Year of publication

Summary of the decision steps and the key points of the search strategy:

- Following the initial search that produced quite limited number of results authors had an in-depth discussion to determine the more suitable search criteria for this independent piece of a systematic review
- Instead of using apparently limiting term *visual methods* or its more elaborate parts describing specific method making searches complicate, authors opted to use broader terms based on general ENABLES outline, namely *arts-based* and *embodied*
- In addition, for **Education collection** -database, term *leadership development* was replaced with just *development*.
- Manual screening was deemed more inclusive over narrow search terms
- As a result, quite broad searches of two databases – **Business Source Elite** and **Education collection** – were completed in summer 2020 and final inclusion decision was made through manual screening of this data body by joint decision of both team members
- Final searches produce 453 publications from which 67 were included more thorough manual screening with full text
- Final publications included in this part of review

The following sub-sections outline the types of publications, the review process itself, the VA approaches and the research methods used.

1.3.2 Types of publications in the Review

The table below demonstrates what types of publications the strategic search approach provided for reviewing.

Table 1: Types of publications

| | |
|-------------------------------|-----------|
| Leadership development | 10 |
| Empirical | 3 |
| Literature review | 2 |
| Others | 4 |
| Relevant conceptual | 3 |
| Relevant empirical | 8 |
| Total | 21 |

As described in relation to the search strategy, the number of publications meeting the requirements of handling both visual arts and leadership development was small. Of the 21 selected publications, only ten dealt with both. Of these, three had visual arts in the title, four in the abstract and all ten in the text. Similarly, six included leadership development in the title, eight in the abstract and nine in the text.

To find the relevant leadership publications, we accepted also publications that referred to specific types of visual arts (collage, drawing, film, mask, video etc.) instead of referring to the general type of visual arts. Correspondingly, we accepted leadership being replaced with management, and development with learning, as long as the relevance with the scope of the literature review was met. We can note a significant variation and diversity in what concepts were used.

As to the relevant conceptual and empirical publications, they all included visual arts in one way or another, but not a direct connection with leadership development. In some publications, the scope of visual arts was more dominant, in others embedded among other types of arts with various degrees of emphasis in visual arts. As described in the search strategy, all the selected publications, however, included relevance for reviewing them to learn about the use of visual arts in leadership development.

1.3.3 Review Process

Here we outline the process we took to analyse the review of the selected 21 publications, before moving on to discuss in section 3.5 what we found in terms of themes relevant to visual art approaches to leadership development.

As the two researchers in the Finnish team had agreed on the publications for the reviewing, one researcher reviewed all the 21 publications constructing annotations on them to obtain data to apply similar lenses as the UK team had applied in their review. We carried out this policy to create consistency in the overall literature review.

As the data was somewhat different, the final analysis comprised of the following eight lenses.

- basic information of publications (yellow)
- methods (light green)
- focus (turquoise)
- processes (purple)
- outcomes (red)
- evidence of impact (olive)
- future research needs (emerald)
- implications for leadership development (grey)

The eight lenses were a result of the dialogue among the purpose of the review, the researchers and the data. Based on the annotations, the other researcher analysed the annotations applying the above lenses and their colour coding.

In all, we established eight excel tables of analysis. Prior to the final synthesising, they comprised of 246 columns for various kind of analysis categories and 1,118 items of analysis in correspondence to the eight lenses.

1.3.4 Types of Visual Arts methods in the Publications Reviewed

The review process enabled us to identify the types of visual arts approaches used that featured in the literature. Table 2 provides an overview of these. It is noteworthy that the table is based on the synthesis of several lenses and, hence, of analysis tables. Sometimes the type of visual art was the focus. On other occasions, it was a tool for the process or the outcome of the process. In the reviewed literature, some types of the visual arts were used for various purposes, others merely for one task.

Table 2: Types of visual arts methods

| Type | No. |
|-----------------|------------|
| Collage | 6 |
| Photo | 6 |
| Drawing | 4 |
| Video | 4 |
| Installation | 2 |
| Painting | 2 |
| Selfie | 2 |
| Cartooning | 1 |
| Colouring book | 1 |
| Film | 1 |
| Gestalt | 1 |
| Mask | 1 |
| Social media | 1 |
| Water colouring | 1 |
| Total | 33 |

1.3.5 Types of Research Methods in the Publications Reviewed

Here, we present a summary of our findings on the methodologies and research instruments used in the empirical publications reviewed. As described in chapter 3.3., three leadership development publications presented in chapter 3.3. were based on

empirical research (3, 6, 8). They all applied qualitative methods and used interviews in one way or another as part of the research. One connected interviews with a workshop (3), another with collage (6), and the third with narrative enquiry (8).

Of the eight relevant empirical studies (4, 5, 9, 10, 13, 17, 19 and 20), all were case studies applying qualitative methods. One (9) included also national-level longitudinal research making use of multi-methods and surveys. In addition to interviews, the studies had used collages (20), drawings (20), multi-selfies (19), photos (20), videos (13, 17 and 20) and workshops as research instruments. Some studies (13, 19 and 20) emphasised the participatory nature of their research.

1.4 Findings

1.4.1 Foci

The analysis of the publications created in all 40 categories and 67 analytic items. We synthesised them further into three main categories. The first one comprises of the phenomena to be developed with visual art methods, the second of developing application of with visual arts, and the third of the types of visual arts used. As the sample of publications was small, the frequencies of the categories are very small, too. This may also mean that visual arts are being used for many purposes.

As for the phenomena to be developed, we reached the following findings as presented in Table 3.

Table 3: Phenomena to be developed with visual art methods

| Phenomenon | No. |
|---|-----|
| Impact of visual art leadership development | 7 |
| Leadership development | 5 |
| Openness capability | 3 |
| Leadership identity | 2 |
| Awareness capability | 2 |
| Belongingness | 1 |
| Change | 1 |
| Communication design | 1 |
| Creativity | 1 |
| Diversity | 1 |

| Phenomenon continued | No. |
|--|------------|
| Emotional intelligence | 1 |
| Emotions | 1 |
| Empathy | 1 |
| Feedback orientation | 1 |
| Feminine creation | 1 |
| Impact of visual art leadership development | 1 |
| Problem solving | 1 |
| Relationship between place, experienced life and community | 1 |
| Stance-taking | 1 |
| Students' learning outcomes | 1 |
| Students' reflection skills | 1 |
| Teacher education | 1 |
| Total | 36 |

Table 4 - Summarises the categories for developing application of visual arts.

| Category | No. |
|--|------------|
| Methods of applying visual arts for learning | 2 |
| Concepts and language used with visual arts | 1 |
| Gestalt approach in business management training | 1 |
| Unstructured narrative | 1 |
| Use of visual arts in curriculum | 1 |
| Use of visual arts in mass media | 1 |
| Visual art processes | 1 |
| Total | 8 |

Finally, table 5 shows which types of visual arts were mentioned as foci in the publications.

Table 5: Types of visual arts as foci

| Type of visual arts | No. |
|----------------------------|------------|
| Collage | 5 |
| Photo | 4 |
| Drawing | 3 |
| Installation | 2 |
| Selfie | 2 |
| Video | 1 |

| Type of visual arts cont. | No. |
|----------------------------------|------------|
| Cartooning | 1 |
| Film | 1 |
| Mask | 1 |
| Sculpture | 1 |
| Social media | 1 |
| Total | 23 |

1.4.2 Processes

The analysis of the publications created in all 40 categories and 134 analytic items. We synthesised them further into three main categories. The first one comprises of our general notions about the processes of applying visual arts for leadership development. Typically, authors (15) described the processes to consist of various phases, stages or steps. Some publications presented process models derived from corresponding previous efforts, while others outlined process models constructed as results of their own efforts.

A few authors (4) emphasised the importance of art methods as catalysts or stimuli for the processes. One, however, criticised this conception stressing that art methods have much more to offer. Commonly, art methods were described as alternative and new methods for traditional development approaches (7) and ways to analyse (7). One publication warned participants of the demanding nature of art methods, and two stressed selecting art methods like collage to avoid participants' need to possess advanced artistic capabilities.

Table 6 presents the identified phases, stages and steps of processes. They may concern either the organisers or the participants, or both. Distinguishing between the three scopes was both challenging and leading to confusing results. Hence, we included them in the table as mere titles for the various parts of the processes. What appears to depict the processes from the perspective of their parts, in addition to the processes consisting of several phases, is that applying art methods for leadership development is of participatory nature and can both include and be used for a multitude of purposes.

Table 6: Phases, stages and steps of processes

| Phase, stage or step | No. |
|-----------------------------|------------|
| Reflection | 8 |
| Analysis, evaluation | 7 |
| Engaging with process | 7 |
| Sharing | 6 |
| Exploration with stimuli | 6 |
| Gathering material | 5 |
| Engagement with arts | 5 |
| Coaching | 3 |
| Creation of art | 3 |
| Facilitating process | 3 |
| Guidance | 3 |
| Selecting material | 3 |
| Planning | 2 |
| Synthesising findings | 2 |
| Observation of process | 2 |
| Justifying with arts | 2 |
| Providing platform, zone | 2 |
| Governance of process | 1 |
| Definition of problem | 1 |
| Finding solution | 1 |
| Providing (pre-)lecture | 1 |
| Walk | 1 |
| Total | 74 |

The third, and last, category that we established for our analysis of processes focused on what kind of products were described as outcomes of the processes. These include both pieces of visual arts and leadership development outcomes strived for in the processes.

Table 7: Products of processes

| Product | No. |
|-----------------------------|------------|
| Metaphors | 6 |
| Arts capabilities | 4 |
| Drawing | 2 |
| Innovation | 2 |
| Drawing | 2 |
| Collage | 1 |
| Gestalt | 1 |
| Personalised map | 1 |
| Use of arts to make a point | 1 |
| Video | 1 |
| Total | 21 |

1.4.3 Outcomes

The analysis of the publications created in all 49 categories and 222 analytic items. We synthesised them further into four main categories. The first one of the main categories comprises of identified outcomes of developing participants' leadership competences applying visual art methods. It consists of 13 categories and 98 analytical items as presented in Table 8.

Table 8: Participants' leadership competences as outcomes

| Participants' leadership competences as outcomes | No. |
|---|------------|
| Better awareness | 15 |
| Individual development | 14 |
| New solutions and perspectives | 14 |
| Self-reflection skills | 11 |
| Identity development | 10 |
| New skills and practices | 8 |
| Visual art based judgement | 7 |
| Realising full potential | 6 |
| Artistic capabilities | 6 |
| Organisational development | 3 |
| Managing change | 3 |
| Lasting impact | 1 |
| Total | 98 |

The second main category focuses on the methods and methodological aspects applied and/or established as part of the efforts described in the reviewed publications. This main category includes 11 categories and 41 analytical items as shown in Table 9.

Table 9: Methods as outcomes

| Methods as outcomes | No. |
|--|------------|
| Integration and bridging | 7 |
| Socio-cultural praxis | 7 |
| Multi-artistic scope | 6 |
| Experimentation | 5 |
| Restructuring development/learning | 4 |
| Restructuring research | 3 |
| Visual art methods have become more common in leadership development | 3 |
| Space for developing/learning | 2 |
| Context-driven interpretation | 2 |
| Outlet for emotions | 1 |
| Time for developing/learning | 1 |
| Total | 41 |

The third main category captures our findings on the characteristics of visual art methods in leadership development, as described in the reviewed publications. This main category has 18 sub-categories and in all 73 analytical items. Common to the various kinds of characteristics is that visual art methods appear to constitute an alternative approach to conventional ones, meet several of the challenges in the complex and dynamic operational environments, and are able to provide positive learning outcomes.

Table 10: Characteristics of visual arts methods

| Characteristics of visual art methods | No. |
|---|------------|
| Self-reflection | 11 |
| Visual art methods are a powerful tool | 10 |
| Visual art based judgement | 7 |
| Visual art methods support simplifying complexity | 6 |
| Visual art methods support constructing the big picture | 5 |
| Visual art methods support going deeper and being more authentic | 5 |
| Visual art methods support sense-making | 5 |
| Visual art methods enhance reflexivity and repertoire in organisational phenomena in leadership development | 4 |
| Visual art methods support collective thinking: from me to us | 4 |
| Visual art methods create high engagement | 3 |
| Conventional methods dehumanise | 2 |
| Conventional methods are focused on instrumental learning objectives | 2 |
| Visual art methods enhance contextual thinking like leader-follower relationship | 2 |
| Visual art methods enhance double-loop thinking | 2 |
| Visual art methods support synthesising | 2 |
| Visual art methods are more personalising than conventional | 1 |
| Visual art methods have more impact than conventional methods | 1 |
| Diversity in applying visual art methods | 1 |
| Total | 73 |

The fourth and last main category looks at outcomes as products, as indicated in Table 11. Similar to the corresponding perspective in chapter 4.3. on processes, products include both pieces of visual arts and leadership development outcomes.

Table 11: Outcomes as products

| Outcomes as products | No. |
|-----------------------------|------------|
| Discoveries | 7 |
| Collage | 5 |
| Photo | 4 |
| Drawing | 3 |
| Video | 2 |
| Installation | 2 |
| Film | 1 |
| Gestalt | 1 |
| Sculpture | 1 |
| Total | 26 |

1.4.4 Evidence of impact

The analysis of the publications created in all 16 categories and 30 analytic items. We synthesised them further into three main categories. The first main category (Table 12) presents the sources for described in the publications. In all, four types of sources were mentioned, and eight analytical items were identified. Of course, all the 21 reviewed publications included evidence of impact in one way or another. What we captured here is what the publications specifically mentioned as their sources, excluding the numerous references.

Table 12: Sources of evidence

| Sources of evidence | No. |
|--|------------|
| Based on research | 4 |
| Students tell | 2 |
| Own experiences | 1 |
| A thousand arts-based and embodied method articles 1977-2013 (including visual arts) | 1 |
| Total | 8 |

The second main category focused on the types of evidence the authors presented as one for the impact of visual arts on leadership development. We identified seven different kind of types, and in total 11 analytical items.

Table 13: Types of evidence

| Types of evidence | No. |
|---|------------|
| Identified patterns | 2 |
| Identified commonalities | 2 |
| Identified differences | 2 |
| Similar results elsewhere | 1 |
| Diversity in results | 1 |
| Visual art methods have more impact than conventional ones | 2 |
| Visual art methods have become common in leadership development | 1 |
| Total | 11 |

Finally, the third main category collected various leadership competences that the reviewed publications described as ones with evidence of being developed with visual art methods. They constituted five sub-categories and 11 analytical items in all.

Table 14: Leadership development impacts with evidence

| Leadership development impacts with evidence | No. |
|---|------------|
| Visual art methods develop awareness | 3 |
| Visual art methods enhance reflexivity and repertoire in organisational phenomena in leadership development | 2 |
| Visual art methods enhance contextual thinking like leader-follower relationship | 2 |
| Visual art methods enhance double-loop thinking | 2 |
| Visual art methods support synthesising | 2 |
| Total | 11 |

1.4.5 Future research

The search for suggestions for further research on applying visual art methods for leadership development brought us with fewer data than we had anticipated. Sixteen of the reviewed publications did not raise the issue of the need of future research. Hence, the eight suggestions representing both the sub-categories and analytical items were identified in five publications, as presented in Table 15.

Table 15: Suggestions for further research

| Suggestions for further research | No. |
|--|------------|
| Restructuring leadership development with visual art methods | 1 |
| Providing more practical examples of visual art method applications | 1 |
| Providing information to understand the use of visual arts better | 1 |
| Providing information on the use of visual art methods in organisational development | 1 |
| Need for large-scale research | 1 |
| Need for follow-up research | 1 |
| Studying application of different kind of and combinations of arts | 1 |
| Capturing participants' experiences | 1 |
| Total | 8 |

1.4.6 Implications for leadership development

The analysis of the publications created in all 44 categories and 143 analytic items. We synthesised them further into six main categories. One of these included the five publications that did not suggest any implications for leadership development, and another what applying visual art methods in leadership development does not offer: success. To the question where one can use visual art methods in leadership development, we obtained seven categories with 17 analytical items as presented in Table 16.

Table 16: Where can visual art methods be used in leadership development?

| Visual art methods can be used in leadership development in | No. |
|--|------------|
| Human Resource programmes | 7 |
| Team building | 3 |
| Problem solving | 2 |
| Strategy work | 2 |
| Working with data | 1 |
| Curriculum work | 1 |
| Visual art methods have become more common in leadership development | 1 |
| Total | 17 |

The second phase of analysis on implications for leadership development answered the question what applying visual art methods in leadership development provides. As answers, we identified 22 categories including in all 85 analytical items as presented in Table 17.

Table 17: What does applying visual art methods in leadership development enable?

| Application of visual art methods in leadership development provides | No. |
|---|------------|
| New perspectives and solutions | 10 |
| New practices and skills | 9 |
| Self-reflection | 9 |
| Enhancement | 8 |
| Exploration with stimuli | 6 |
| Justification with arts | 5 |
| Engagement with art | 4 |
| Method to restructure development | 4 |
| Stimulation | 3 |
| Autonomy and personalisation | 3 |
| Visual art methods enhance reflexivity and repertoire in organisational phenomena in leadership development | 3 |
| Visual art methods enhance contextual thinking like leader-follower relationship | 3 |
| Visual art methods support synthesising | 3 |
| Visual art methods connect doing and making in leadership development | 3 |
| Safe outlet | 2 |
| More impact than conventional methods | 2 |
| Visual art methods enhance double-loop thinking | 2 |
| Visual art methods support development of creativity | 2 |
| Method to simplify complexity | 1 |
| Discomfort as a new method | 1 |
| Empathy | 1 |
| Empowerment | 1 |
| Total | 85 |

The third round of analysis brought us answers to what one can achieve by applying visual art methods in leadership development. In, we obtained four categories with 24 analytical items as shown in Table 18.

Table 18: Benefits of using visual art methods

| Applying visual art methods in leadership development enhances | No. |
|---|------------|
| Better awareness | 9 |
| Ability to see the big picture | 7 |
| Reaching full potential | 6 |
| Capability to message with visual images | 2 |
| Total | 24 |

Unlike in all other main categories, the last main category provided us with analytical items that we considered not answer any particular question or rather to several. We grouped these into miscellaneous notions. They consist of 8 categories and 11 analytical items.

Table 19: Miscellaneous ideas

| Miscellaneous ideas | No. |
|---|------------|
| Conventional methods dehumanise | 3 |
| Conventional methods focus on instrumental learning | 2 |
| Change starts with students themselves | 1 |
| Learning includes change | 1 |
| People dislike change | 1 |
| Leaders need technical, emotional and creative skills | 1 |
| One has to attend visual art training rested | 1 |
| Learning with visual art methods not easily described to others | 1 |
| Total | 11 |

1.4.7 Concluding remarks

Our search for research of visual arts for developing leadership provided, if not ample, some valuable data. The data included an interesting picture of the purposes of visual arts and how visual arts are used. We could also find information about visual arts providing scopes and benefits that traditional methods do not appear to reach. Hence, we recommend experimenting, applying and developing visual art methods for leadership education and development. In addition, we express the need for further research on the practice of all aspects of using visual arts for leadership development.

1.4.8 List of reviewed publications

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