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Mindfulness

Courses

Susannah Crump

Resources

Contact

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The 8 Week Mindfulness-based Stress Reduction Course (MBSR) is offered several times a year

This is a training in the practice of mindfulness through 8 weekly classes of two hours. Mindfulness is learned through mindfulness meditation practices. Home practice of about an hour per day is a vital part of the course.

The aim is to help develop new ways of handling challenging physical sensations, feelings, moods or experiences; to deepen understanding of the way we think, feel and react to stress and to understand and practice mindful responses to stress.

What are the benefits?

Evidence-based research has shown that training in mindfulness and MBSR can positively affect participants' ability to reduce medical symptoms and psychological distress, while learning to live life more fully. The MBSR programme has helped people with:

Stress

Illness and chronic pain, high blood pressure, heart disease, cancer, asthma, skin disorders.

Anxiety, panic, depression, fatigue and sleep disturbances.

Learning self-care, enhancing well-being and dealing more effectively with life's ups and downs.

People completing MBSR programmes report that they gain lasting benefits, such as:

More energy and enthusiasm.

A greater capacity for relaxation.

More self-confidence

An increased ability to handle stressful situations.

Dates and location(s) of the next available Mindfulness-based Stress

Reduction course(s) are given below. Click on the course information link for full details. Read the information carefully before completing the application form.

One to One courses

There is much benefit to be gained from learning with others in a group-based course. However, if this is not accessible for you then it is possible to follow the course on a one to one basis. Please enquire for details.

Other events such as Days of Mindfulness practice; Drop-in practice sessions and Residential Mindfulness Retreats

These events are offered over the year to support those who have already completed a course and would like to refresh, sustain and deepen their mindfulness practice.

Mindfulness Courses 2015 - 2016

Mindfulness-Based Stress Reduction: An 8 week

Course

Course starts: January 28th 2015, 8 Thursdays, 7.30pm to 9.30pm
(Plus, a day of Mindfulness Practice Saturday, 5th March)

[Click here for Course Information](#)

[Click here to download and save an Application Form](#)

Course teacher: Susannah Crump

Bodywork Centre, 4 Eastgate, Hexham, NE46 1BH

Cost: £225 (Concessions £150/£115 - ask for details)

Includes experiential day of mindfulness practice 7th March at Newton and Bywell Community Hall, Stocksfield, 6 miles from Hexham.

Drop in to Practice

Course dates: Saturdays, 10am to 11.30am, 12th December 2015, 23rd January, 13 February 2016. Further dates to be confirmed.

Course teacher: Susannah Crump

Bodywork Centre, 4 Eastgate, Hexham, NE46 1BH

Cost: £5.00 per session

Pay on the day (Concessions pay whatever you can afford).

These Saturday morning sessions are an opportunity to come and join with others in guided mindfulness practice and dialogue. They are for anyone who has completed an 8 week course and would like support in refreshing, deepening and sustaining their mindfulness practice.

You are welcome to come to every session or simply drop in

occasionally. There is no need to book - just come as you are.

A day of Mindfulness Practice

Course dates: Saturday, 7th November 2015 and Saturday, 7th March 2016, 9.45am to 3.30pm

Course teachers: Gwennie Fraser and Susannah Crump

Newton and Bywell Community Hall, Newton, near Stocksfield, NE43 7UL

Cost: £34 (£22 Concessions)

All those who have completed an 8 week Mindfulness-Based Stress Reduction (MBSR) or Mindfulness-Based Cognitive Therapy (MBCT) course are invited to join us for a guided and structured day of mindfulness practice. This is an opportunity to deepen and refresh our practice with others who integrate mindfulness into their lives and work, and to experience a quiet day of just being.

[Click here for Booking Form](#)

Residential Mindfulness Retreat

Deepening Practice: a Silent Mindfulness Retreat

Course date: Friday, 15th April - Sunday 17th April 2016

Retreat leaders: Gwennie Fraser and Susannah Crump

Shepherds Dene Retreat Centre, Riding Mill, Northumberland

Cost: **Single occupancy:** early bird rate £225 if paid by 1st February 2016, standard rate £265

Cost: **Shared room:** early bird rate £190 pp if paid by 1st February 2016, standard rate £210 pp

(Concessions available)

Fee includes all teaching, accommodation and meals

An opportunity to deepen and refresh your mindfulness practice in the supportive environment of a residential retreat. Suitable for anyone who has completed an 8 week mindfulness course. We will move gradually into silence enabling a deepening awareness through familiar mindfulness practices.

Shepherds Dene offers a spacious, comfortable, tranquil and supportive environment. All participants can be accommodated in single occupancy rooms. There is a fully accessible bedroom for wheelchair users. A reduced rate is available to those willing to share a room. Advance booking is essential and places on the retreat are limited.

[Click here for full information](#)

[Click here to download and save an application form](#)

Evening introduction to Mindfulness

Course date: Dates to be confirmed

Course teacher: Susannah Crump

Bodywork Centre, 4 Eastgate, Hexham, NE46 1BH

Cost: £15/£8 (concessions)

An opportunity to find out more about mindfulness, how you can begin to develop it and the potential benefits to your life.

To express interest please email: susannah@mindfulnessnorth-east.co.uk or call 07914 025415

Nourishing our lives with Mindfulness Day

Course date: Dates to be confirmed

Course teacher: Susannah Crump

Shepherds Dene Retreat Centre, Riding Mill, NE44 6AF

Cost including lunch and refreshments: £36/£22 (concessions)

A day to offer care to yourself in this welcoming retreat centre. This day is suitable for those who are looking for an introduction to mindfulness, as well as those who are familiar with mindfulness practice and would like to share a gently nourishing day. The day will offer guidance in mindfulness practices and exploration of ways to bring mindfulness into our lives. It will include time outdoors in the beautiful natural environment of Shepherds Dene.

To express interest please email: susannah@mindfulnessnorth-east.co.uk or call 07914 025415



"The course encouraged me to notice things in a totally new and transformative way - I feel as if I was blind and now I can see. And the process will continue..."

Site designed by Heidi Easton Tel: 01434 270661 Email: heidi@heidieaston.co.uk www.heidieaston.co.uk

Simon Fraser Photography Tel: 01434 220647 Email: simon@simonfraserphoto.com www.simonfraserphoto.com

CLORE SOCIAL LEADERSHIP PROGRAMME

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OUR PROGRAMME

Elements of a Fellowship
Who can be a Fellow?

What is the Fellowship programme?

The Fellowship a multi-faceted, holistic approach to developing people which includes coaching, residentials, Action Learning and a 360 review. [Learn about the Programme in more detail](#)

Every year aspiring social leaders from across the UK apply to become one of the Clore Social Fellows. After a competitive application process, we select around 20 of them to become part of our next cohort of social leaders.

We constantly strive for excellence and to be responsive to the changing needs of the sector. Each year we review our programme and make changes and improvements, so the shape of the programme changes with every cohort.

Why do we do it?



The short answer is because people are the ones who create social change. Developing effective, resilient leaders will make for stronger, better led organisations, and leadership that transforms lives. For more detail, [take a look at our framework for social leadership](#) - it underpins everything we do.

Can you be a Clore Social Fellow?

Applications for the 2016 Clore Social Fellowship are now closed. [Sign up to our newsletter](#) to be notified about the 2017 Clore Social Fellowship and other leadership development opportunities.



Contact us ►

0207 812 3770
5th Floor, Kings Place, 90 York Way
London, N19AG
info@cloresocialleadership.org.uk

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[Full Cookie Policy](#)



Management training: moving from manager to leader - taking on a senior management role

(Former name: Moving from manager to leader)

Course summary

Our senior management training course in London is for new or aspiring senior managers and chief executives who have at least three years' experience, with direct responsibility for managing both people and resources. In challenging times, it provides a much needed opportunity to focus on your strategic skills, your organisational understanding and your capacity to lead and manage through change. It offers an excellent chance to reflect on your experience with others who are similarly placed, tackle any difficulties, and raise your effectiveness even further. This is a two-day senior management training course, plus a follow up half-day.

Course outline

Senior Management Training Courses in London

Moving from manager to leader helps middle and senior managers to gain confidence, authority and skills. This senior management training course focuses particularly on the crucial leadership skills and strategies that you need to make the most of every opportunity, for both your organisation and yourself. Over the first two days you will cover:

- leadership in today's climate: what we can do
- from operational to strategic management: moving up a gear
- your organisation, its culture and its impact on your leadership approach
- power and authority: differences and similarities
- how power works in organisations
- leading and managing through change
- how to 'be' as a senior manager: handling yourself in role
- using your influence at work
- team-building for success
- your team leadership style
- the leader as communicator
- managing difficult conversations and meetings
- managing upwards and sideways
- advanced motivation skills: understanding and getting the most from different individuals
- critical incidents in organisations: how to avoid a crisis
- impression management: your personal PR
- a year of free support

Half-day follow-up session: After the two-day senior management training course, you will have the opportunity to return and critically review your progress, looking particularly at any sticking points and covering any materials of special interest or concern.

This senior management training course takes place at the Centre's central London training suite with easy access to tube, bus and mainline rail stations.

Who is this course for?

Our senior management training course, held in London, is specifically targeted at senior managers. It will be helpful, though not essential, to have attended either the Centre's Moving into management course or our Moving up in management course. The Centre works with people from all sectors including the public sector, voluntary sector, corporate sector and private sector.

What will this course help me do: learning outcomes?

After this senior management training course you will have a better understanding of the way power works in organisations. You will be able to operate within your own organisation with increased effectiveness, and handle yourself as a manager with increased assurance. Your people and resource management skills will be honed, and you will be in a position to use your new-found influence and authority wisely.

Other courses to consider

You can take [this course](#) at an endorsed level through the ILM - see more details.

You may be interested in some of our other management training courses such as Strategic planning and thinking; Diversity matters; Project management; Influencing skills; Finance skills for non financial managers.

You may also be interested in purchasing the Centre's published book: Management and leadership by Rachel Harrison.

Course dates

- 25 November, 2015 – 26 November, 2015 (plus half-day afternoon follow-up on 8 January, 2016) — **20% off**
- 4 February, 2016 – 5 February, 2016 (plus half-day afternoon follow-up on 29 March, 2016)

This course starts at 10am and will finish by 4.30pm. Lunch and refreshments are provided.

Course fee

- £655 plus VAT small charity price (applies to registered charities with an annual turnover of less than £3m)
- £825 plus VAT not-for-profit price (applies to all other charities and all other not-for-profit organisations, including public sector and housing)
- £925 plus VAT standard price (applies to all other organisations)

We can come to you!

Did you realise the Centre can come to you and deliver this workshop in-company at your venue? If you have four or more people who would like to attend the same workshop our trainer can travel to you and deliver the same workshop specifically for your staff.

If you'd like to know more about this option please contact one of our event coordinators on 020 7490 3030 or incompany@the-centre.co.uk. Our dedicated in-company coordinators manage all of our in-company events and can talk you through the logistics, pricing and whether you'd like a standard workshop or something tailor-made.

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ACT ONE: PASSING ALONG THE PROLOGUE

SCENE 1: GLAUCON IS TALKING TO SOCRATES.

GLAUCON'S FIVE-YEAR-OLD SON HAS A BIRTHDAY NEXT MONTH, AND GLAUCON IS LOOKING FOR ADVICE ABOUT PLANNING THE PARTY.⁵

Socrates: *What is your thinking thus far?*

Glaucon: *Well, we have a birthday party strategy. The goal is for everyone to have a safe and enjoyable time. We have specific and measurable objectives we want to accomplish. We have identified the key milestones from now until the party. We have a timeline to follow, including a tabletop exercise. We are assuming a three-hour operational phase followed by a two-hour recovery. That evening, we will conduct a hot wash to identify any lessons learned to build into next year's birthday party planning.*

Socrates: *That appears to be an efficient and sound strategy. Why do you want my advice?*

Glaucon: *In our past conversations, you have disagreed with everything I said. You have talked me out of all my initial beliefs. I thought I would use you as quality control, just to make certain I did not miss anything.*

Socrates: *I really do not have anything to add. Your strategy appears to be rational and well conceived. I cannot imagine anything could go wrong. Shall we have lunch after the party so you can tell me how your strategy worked?*

SCENE 2: ONE MONTH AND ONE DAY LATER.
GLAUCON MEETS SOCRATES FOR LUNCH.

Socrates: *How was the party?*

Glaucon: *If I have to do anything like that again, I will drink hemlock.*

Socrates: *It did not go well?*

Glaucon: *Let me count the ways. It rained for most of the day. More children and parents attended than we planned for. Some of the people arrived hours before we were ready. They brought food, gifts, and animals and changed our careful arrangements into utter chaos. Some of the animals went into my study and scattered my projects everywhere. Organizing the children was like trying to get puppies to march. They did not respect or sit still for the devotional sacrifice. The boys constantly hit and wrestled each other. Many of the girls insulted and then shunned the daughter of Panagiotis, the wealthy merchant. The child did not stop wailing. Her mother yelled at my wife. They cursed my family and left. One of the children painted his face and hair with our clothing dye. Then all the children did. And the parents blamed us for not hiding the dye. No one followed the order of the games we*

arranged. No one wanted to weave. Instead the children threw sticks and baskets at each other. They screeched like sea birds. The chaos went on forever until one child, unnoticed, left our house, walked to the end of our garden and fell into the sea. I have now made an eternal enemy of her father, the Tyrant Adamidis, and I fear for my life.

Socrates: *I see. Truly, that was a surprising outcome. Why did your strategy not work? What was revealed in your hot wash? Were there any lessons learned?*

Glaucou: *I am saddened to say it was a repeat of the lessons we have learned before: inadequate leadership, poor communications, ineffective planning, inadequate resources, and poor public relations.⁶ Can you help me understand why my strategy did not work?*

Socrates: *I am wise. But I am not that wise. Have you asked the women?*

Glaucou: *The women? Why would I ask the women?*

Socrates: *Talk with them and discover. Will you come back one year from today – if you are still alive, of course – and tell me what you have learned?*

SCENE 3: ONE YEAR LATER.
GLAUCON ARRIVES FOR LUNCH.

Socrates: *How was your son's birthday party?*

Glaucou: *How did you know there was a party?*

Socrates: *Are you not still alive?*

Glaucou: *It was a glorious and treasured day. All the guests were ecstatic. The children were filled with joy. The gods have smiled on my family. I no longer fear for safety or security.*

Socrates: *And the cause of this surprising change in fortune?*

Glaucou: *I did what you suggested. I listened to the women.*

Socrates: *What did they tell you?*

Glaucou: *Many things. But in short they said to make boundaries, create attractors, stabilize the patterns we desired, and disrupt the patterns that threatened danger and harm.*

Socrates: *I do not understand. Is there a story here?*

Glaucou: *We held the party at Panathinaikon Stadium. We set up places to eat, a site for crafts, a tent for shelter and rest, a station for music, and a space for art. Singers wandered and told stories. There was a field for wrestling and running and flying kites. We encouraged the children to try what they pleased. We helped if they asked, then we stepped back and watched. When*

there was hitting or crying or harsh words – and there was – we immediately spoke sternly or separated the offenders. Then we redirected them toward an established activity.

In sum, our strategy was to control only that which could be ordered. For those activities in the realm of that which is, and must be, unordered, we watched and we shaped – gently, but with insistence. Because I have learned to know the difference between the states of order and unordered, I am now seen by all Athens as the wisest of men. Second to you of course.

Socrates: *Truly your ideas appear to be sensible and well conceived. I cannot imagine anything ever could go wrong with that approach.*

Glaucon: *Yes, truly, the gods be praised. I cannot wait to use this strategy at the Agora.*

ACT TWO: “THE FUTURE IS HERE. IT’S JUST NOT WIDELY DISTRIBUTED YET.”⁷

A central justification for speculating about homeland security futures is to “make strategic decisions [today] that will be sound for all plausible futures.”⁸ Based on the nation’s experiences over the past five years, it appears the rapidly formed homeland security community remains too disordered to make coherent strategic decisions that have much intentional impact on even the short-term future.⁹ Instead, we have lots of people and organizations making and reacting to multiple homeland security decisions, generating a bubbling swamp of intended and unintended consequences.¹⁰

Most of the significant issues in the homeland security policy space are too undefined, too broad, too complex – in a phrase, too wicked – to allow an ordered and intentional journey into the future.¹¹ If this assessment is correct, how can strategic planning for the future of homeland security be anything other than what George Bernard Shaw said about chess: a foolish expedient for making idle people believe they are doing something very clever?

A Strategic Sense-making Framework for Homeland Security Futures¹²

Strategic homeland security issues can be located in five kinds of phenomenological space (Figure 1).¹³ “Known” and “knowable” issues are in the realm of the ordered (highlighted in Figure 1 in yellow), a world populated by scientific knowledge, research, technology, and standards-based human interactions. It is a world where efficiency is king.¹⁴ “Complex” and “chaotic” issues (highlighted in red) are in the province of the “unordered.”¹⁵ It is the



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RESEARCH

SEARCH:

- Publication
- Fellowship
- Names: all
- Themes: al

ASKING THE DIFFICULT QUESTION

I haven't seen a drop, never mind a trickle

Using Google+ to engage communities in complex markets: case study of the Transatlantic Trade and Investment Pa



Asking the difficult questions

By: Rachael Smith

March 2015

I haven't seen a drop, never mind a trickle

By: Ruth Bergan

March 2015

The Business of Philanthropy

Advising: How far should we go?

By: Cathy Elliott

February 2015



Leading by stepping back

By: William Lilley

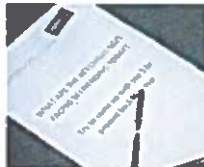
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Social Leadership Outside of Organisations

By: Michele Lee Golden

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By: Emily Lomax

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By: Judith Cross

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On Youth

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By: Omar Khan
August 2014

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Contact us ▶
0207 812 3770
5th Floor, Kings Place, 90
York Way
London, N19AG
info@cloresocialleadershi
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Advanced Diploma in Leadership and Performance Coaching

Nine Months by Block Mode Study

Coaching is a versatile, high impact tool and is increasingly being used to grow and release potential, increase motivation and boost performance.

The Advanced Diploma in Leadership and Performance Coaching is a flexible and practical programme designed to develop leader coaching skills and to work with others from a variety of backgrounds to share learning and best practice. Developing coaching as a key enabler to your business strategy can:

- Drive productivity and efficiency.
- Increase customer service and customer satisfaction.
- Enable culture change.
- Create flexible and resilient cultures.
- Retain and develop top talent.

he Programme

The Advanced diploma is taught over nine months and comprises 7 days formal teaching delivered in 3 modules.

The model of practice, feedback and reflection is sustained throughout the programme. The developing coach coaches and is coached by a peer and also coaches individuals from their own organisation. Learning through experience is facilitated through structured feedback and reflection and this can often provide the most significant learning.

The programme also considers theoretical and practical aspects of coaching. There is significant theoretical underpinning such as relevant psychological concepts and learning theory.

Coaching theory has tended to lag behind coaching practice and this programme is distinctive in the use of such academic theory. As the tutors are experienced practising coaches, the theory will inform practice and vice versa.

The ethical behaviour and professionalism of the coach is fundamental to the coaching programme which adheres to the ethics and standards of the main accreditation bodies: The International Coach Federation, The European Mentoring and Coaching Council and the Association for Coaching.

The programme is also mapped against the International Coach Federation competencies and the Executive Development Centre is a member of the Association of Coaching. This ensures that the programme has professional credibility backed by academic rigour.

Assessment

Assessment is via three formally assessed written assignments bringing together a review of relevant theory and your reflections of your development as a coach. You will also receive feedback from your peers and module tutors regarding your coaching practice. This structured feedback together with personal reflections will form a 'coaching portfolio' to be submitted at the end of the programme.

Endorsement

Don't just take our word for it, please see below some endorsements:

"The coaching programme has been excellent, and has enabled me to develop professionally and personally.

From the very start a refreshing approach is taken which emphasises developing a quality coaching conversation. This is about listening, asking questions, helping the coaches to focus on issues and identify changes that will help them to move forward. Tools and techniques are added later in the programme, building on this.

I am now putting everything that I've learned into practice by coaching people at work and I have developed personally as a result of the programme."

Lisa Rippingdale, Newcastle City Council

"My expectations were exceeded - the programme has resulted in me de-constructing and re-constructing my coaching practice, taking it to another level."

Mike Frankland, Training Manager, Sunderland City Council

"The programme enjoys excellent facilitation as the facilitators have expertise in coaching and the ability to communicate that expertise effectively. I'm also with a very able and motivated group of participants from whom I am learning a lot."

Mike Batty, Head of Community Protection, Stockton-on-tees Borough Council

Entry Requirements

If you are interested in joining the programme you should be employed and meet one of the following criteria:

- An HND or Foundation Degree in the areas of business, leadership or management
- A recognised level five Diploma in leadership or management
- An equivalent professional qualification
- Over 2 years appropriate work experience

ees

For details of current fees please email et.admissions@northumbria.ac.uk

Apply Online

Before applying please make sure that:

- You have attended an interview with your Education advisor if appropriate
- If eligible you have completed the ELC claim form. Our ELC code is 1286
- If eligible you have received your Claim Authorisation note from ELCAS

[Apply Now](#)

The Artist as Leader

<http://www2.rgu.ac.uk/subj/ats/ontheedge2/artistasleader/index.html>

The Artist as Leader

Introduction to the research



Research into the role of the artist working in public indicates that artists are uniquely placed to inform and creatively develop public life. In seeking to understand the Nature of Creativity in public contexts, this research focuses on the concept of 'leading through practice'. It opens up a new trajectory of thinking about leadership that is not predominantly management based, in which the role of artist operating within social, cultural and environmental contexts is scrutinised for what it can reveal about creativity in general.



Background on Nature of Creativity Scheme

**For further
information
please contact :**

Prof Anne Douglas
email:
a.douglas@rgu.ac.uk
tel: 00 44 (0)1224
263647

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download PDF

"How to exploit the nation's creative skills more fully" was the key challenge facing Sir George Cox in his Review of Creativity in Business, prepared for the Chancellor in 2005 (*"Cox Review of Creativity in Business: building on the UK's strengths"*). His findings have won the support of Gordon Brown, who announced, "we must recognise the role of our cultural leaders in delivering [economic] success and ensure the emergence of a talented and diverse group of future leaders". Funded by the AHRC in collaboration with the Arts Council England, the Economic and Social Research Council and the Department for Trade and Industry, the Research Networks and Workshops - Nature of Creativity scheme seeks to enhance understanding about the nature of creativity and its relationships with innovation. The project, Artist as Leader, is described on the AHRC website as follows

(http://www.ahrc.ac.uk/awards/award_detail.asp?id=326187). The project also features as a case study in the AHRC's annual report for 2006-7 (<http://www.ahrc.ac.uk/news/publications.asp>).

Annual Report and Accounts
2006-07



Arts and Humanities
Research Council
Annual
Report and Accounts
2006-2007 *Artist as
Leader* featured as a
case study



The Artist as Leader
Research Report
2009



The Artist as Leader Partners

Four established organisations have been brought together to form the basis of the network: On the Edge Research, directed by Douglas and launched by a previous AHRC research grant, which is a practice-led visual arts research programme at Gray's School of Art, The Robert Gordon University; Performing Arts Labs, London, which provides action-based developmental laboratories for the creation of radical thinking; Cultural Enterprise Office, Glasgow which offers business support for artists and creative micro businesses; and the Scottish Leadership Foundation which focuses on raising the quality of leadership in Scotland's public services.



The Project

In response to the Cox Review this partnership is constructing 'The Artist as Leader', a practice based network within the AHRC's Nature of Creativity scheme. The research strand of The Artist as Leader is directed by Douglas. The second strand is developed by the partnership and takes the form of 2 residential laboratories in January and June 2008 with five artists, five policy makers and a number of provocateurs to develop the implications of 'Artist as Leader' for the practices of both art and policy development. This strand is funded by the Scottish Arts Council, Arts Council England's Creative Leadership and the Jerwood Foundation.

Douglas has started to research the role of creativity in culture using the concept of 'leadership', posing questions such as 'When is an artist the leader?', 'How does the artist's critical thinking influence practices of leading?' and 'Who can be leader in addressing new and emerging challenges in the social public sphere?'. These questions are forming part of in depth interviews undertaken by Chris Fremantle, research associate to On the Edge. The interviews take place with artists across art forms and managers who work with artists. Both groups are able to

draw on the experiences of real life practice to inform the research. Contacts of each partner's distinct sectors are drawn upon and unite to provoke truly collaborative discussions.

The project proposes that artists lead through their practice. One quality of experiencing art is that artists enable us to see the world differently. Our focus is on the ways in which this may constitute a different understanding of leadership from that of organisational models.



Leading Through Practice - artwork by Reiko Goto

Photograph: Tim Collins

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an Research Papers
Leading Through Practice

The most recent output has been commissioned as a co-authored research edition by 'a-n' featuring artists such as Suzanne Lacy, Helen Mayer and Newton Harrison, Reiko Goto and Francis McKee (*Leading through Practice* Douglas A. and Fremantle, C., 2007, commissioned by a-n Commissions fund). Noting Cox's recommendations, the project addresses issues of raising the profile of creativity through networks and broadening the creative understanding and skills of tomorrow's leaders. Chris Smith, the Director of the Clore Leadership programme, described the project as unique and unprecedented in its grasp of the significance of the artist's role in leading.



Partners

The On the Edge Research at Gray's School of Art, Robert Gordon University, Aberdeen (academic research partner)
www.ontheedgeresearch.org

Performing Arts Labs (PAL) in London (cross-disciplinary development of professional creative practitioners in the arts, sciences, education, industry and government)
www.pallabs.org

Cultural Enterprise Office, Scotland (business support for artists and Micro Businesses in the creative industries)
www.culturalenterpriseoffice.co.uk

Scottish Leadership Foundation (raising the quality of leadership in Scotland's public sector) <http://www.slfscotland.com/>



Outputs and presentations

Douglas, A. and Fremantle, C. (2007)

When is the artist a creative leader? A provisional framework

Invited keynote for 'Creative Rural Economy. The arts and regeneration: mapping the new creative rural industries',

[CRE Conference PDF](#)

organised by Littoral - <http://www.littoral.org.uk/HTML01/>

Douglas, A. and Fremantle, C. (2007)

Leading through Practice

Commissioned research paper - a-n Commissions fund; invited contributions from Francis McKee, artist, writer and Director of CCA Glasgow; Reiko Goto-Collins, artist and environmentalist; Linda Frye Burnham; director of [communityarts.net](#) and Tim Nunn, playwright and Director of Reelin and Writhin theatre company. ISBN: 0 907730 75 2

http://www.a-n.co.uk/leading_through_practice

Douglas, A., Fremantle, C. and Goto, R. (2007)

The Artist as Leader

Invited paper in 'Common Work' conference 19 - 20 April 2007, organised by

Dr Heather Lynch, Institute of Education, University of Stirling.

Douglas, A. and Fremantle, C. (2007)

The Artist as Leader

Invited presentation, Collective Gallery, Edinburgh (October)