



Fairy tales and metaphors – a novel way to write up a PhD

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Introduction

- Demonstrate how glimpses of fairy tales transformed data of a Realist Evaluation of a UK NHS Clinical Leadership Programmes (CLP) through analysis and interpretation of 'The Frog Prince' and 'The Emperor's new clothes'
- Explore a more innovative approach to retelling of participants' stories using fairy tales as extended metaphors and "writing for a good read"
- Utilised skills of creative writing

Why use metaphors to write up a PhD?

- Rhetorical device to make 'conceptual leaps' for the reader
 - Brings meaning and associations from outside the immediate context
 - Roles in fairy tales can become avatars for leadership challenges and events in organisational life
 - Recurrent theme in leadership literature
 - Metaphorical device of Context, Mechanism, Outcome (CMO) underpins realist explanations
- Metaphor advocated as a key part of effective communication training and teaching clinical concepts by allied health professionals

Conclusion:

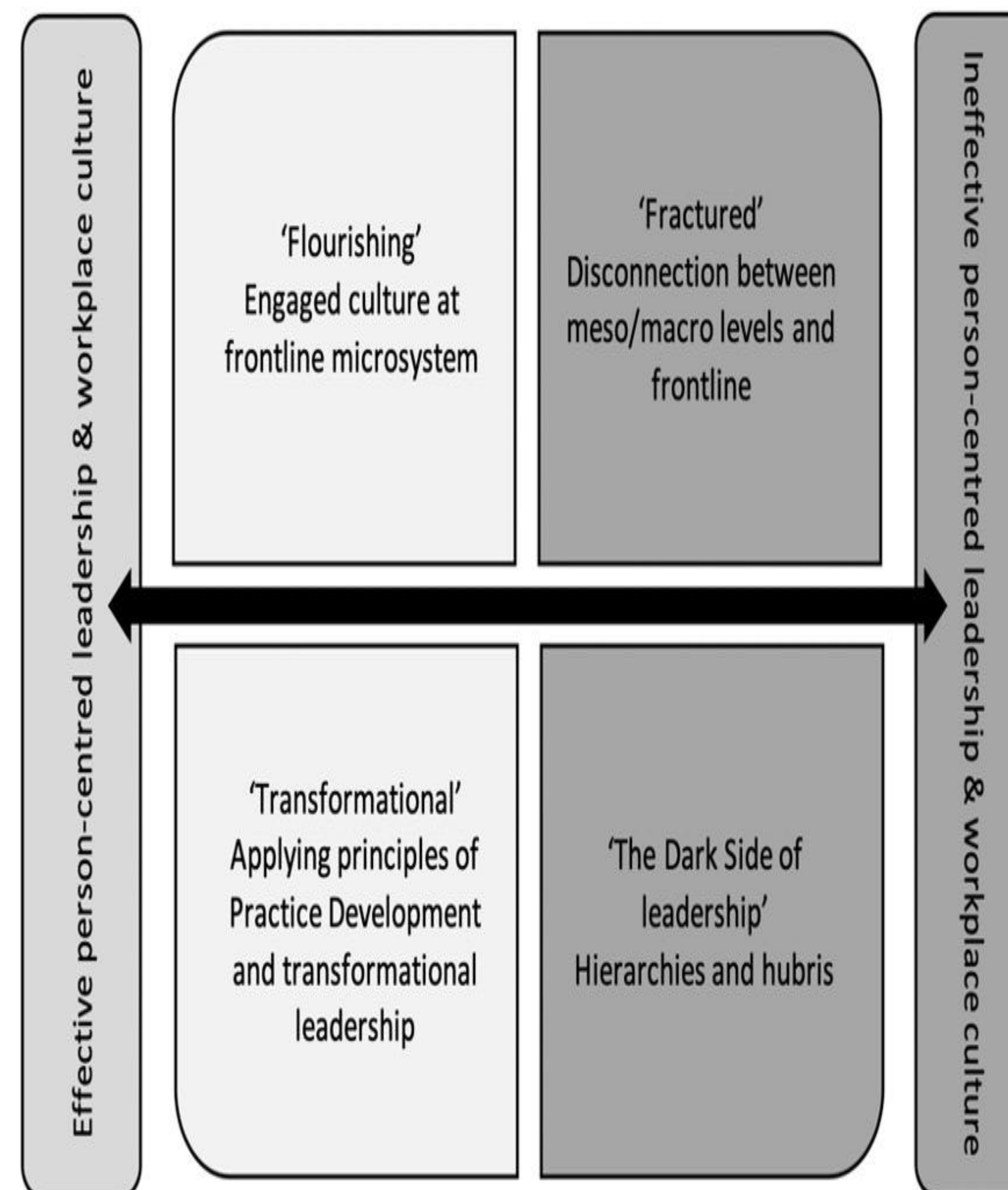
- Fairy tales bring issues to life and explored paradoxes within the data
- Realist Evaluation not only researches the positive attributes of a CLP *What works* but highlights *What doesn't work*
- Builds on the critique of practice development and the 'dark side' of leadership development programmes

The Paradoxes for Clinical Leadership Programmes

"Basically it's teaching you to treat people well...if you treat people well, you get the best out of them" (Medical CLP interview)



"Encourage the heart through listening and being brave, letting go and moving forwards" (Community CLP facilitator)



"The Emperor's new clothes – it's not the course that needs changing, it's the organisation!" (Focus group participant)



"We're being told one thing through the leadership programme and something completely different by the managers in the organisation" (Focus group participant)

'Simple Rules' for CLP strategies leading to flourishing workplace cultures:

- Focus on living the values and beliefs
- Focus on building interdisciplinary relationships
- Enable learning in the workplace and experiential learning
- Foster change and quality and focus on service improvement
- Foster transformational leadership behaviours
- Link to organisational objectives

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