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### ADMINISTRATIVE INFORMATION

**Support** - University of Applied Sciences Berlin.

**Review Stage at time of this submission** - Completed but not published.

**Conflicts of interest** - None declared.

**INPLASY registration number:** INPLASY202460123

**Amendments** - This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 30 June 2024 and was last updated on 30 June 2024.

### INTRODUCTION

**Review question / Objective** The objective of this review is to assess the empirical evidence on the outcomes of art-based leadership development from the perspective of participants. In order to substantiate the credibility of art-based methods and to highlight existing research gaps, a systematic review and qualitative metasummary of empirical studies on art-based leadership development was carried out.

**Rationale** A substantial body of conceptual papers and application reports collectively asserts the benefits of art-based methods in leadership development. Empirical evidence supporting these claims has thus far only been subjected to systematic investigation to a limited extent.

**Condition being studied** The review focuses on art-based leadership development, examining its

outcomes and effectiveness from a participant perspective.

### METHODS

**Search strategy** A systematic search was conducted in electronic databases including Business Source Complete, ERIC, PsycINFO, Scopus, and Web of Science. The Boolean phrase (leadership AND (development OR training OR education OR pedagogy OR learning) AND (art OR arts OR painting OR sculpture OR music OR dance OR drama OR poetry OR movie)) was applied to titles and abstracts.

**Participant or population** This review encompasses all forms of leadership training and development, including higher education and professional development programs.

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**Intervention** Studies that engage learners in the visual arts (painting, drawing, sculpture, etc.), performing arts (theater, dance), music, film, or poetry, or that encourage learners to create artistic expressions in order to develop their leadership capacities.

**Comparator** Not applicable.

**Study designs to be included** Qualitative studies, quantitative studies, and mixed-methods studies.

**Eligibility criteria** Studies had to focus on the impact of art-based methods on program participants, specifically considering personal development, competence development, and learning experience. Excludes studies focusing solely on participant satisfaction.

**Information sources** Primary research studies were identified through systematic searches of relevant electronic databases and a manual search using Google Scholar.

**Main outcome(s)** Outcomes were categorized based on their impact on reflective practices, cognitive skills, emotional intelligence, and interpersonal competencies.

**Additional outcome(s)** None.

**Data management** Data management was conducted using Citavi 6.18, with screening and assessment using the Joanna Briggs Institute System for the Unified Management, Assessment, and Review of Information (JBI SUMARI).

**Quality assessment / Risk of bias analysis** The Quality Assessment for Diverse Studies (QuADS) tool was used to assess methodological quality, evidence quality, and reporting quality.

**Strategy of data synthesis** Evidence was synthesized through a qualitative metasummary. Outcome findings were grouped based on thematic analysis.

**Subgroup analysis** Does not apply.

**Sensitivity analysis** Does not apply.

**Language restriction** Screening was limited to studies published in English.

**Country(ies) involved** Germany.

**Keywords** Art-based leadership development; art-based learning; experiential learning; competence

development; leader development; leadership development; leadership skills; leadership training; qualitative metasummary-art-based leadership.

**Dissemination plans** The findings will be disseminated through academic journals and professional networks.

#### **Contributions of each author**

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