

Marion Macalpine BA Hons Oxford, MA Brunel

Marion.macalpine@blueyonder.co.uk

Marion is a Visiting Fellow in Management and Leadership Education in the Centre for the Study of Policy and Practice at Thames Valley University. She works across the public and voluntary sectors to help managers with problem-solving in order to deliver services to diverse communities in line with their values. She does this through work-based leadership development; through leading and supervising action research; through facilitating within and across organisations sometimes with service users; and through mentoring and coaching. She has been deeply involved in work to challenge organisational inequalities for many years in different roles.

With Sheila Marsh, she designed the Masters in Leading, Managing and Partnership Working. She now co-directs the programme for a dynamic group of cross-professional and cross-agency managers from health trusts, PCTs, social services departments and the voluntary sector commissioned by the SE London inter-agency Steering Group. She leads the dissertation element of this Masters, which is a double module focused on a work-based Inquiry Project; this enables participants to research into particularly complex and puzzling issues in the workplace.

From 2000 to 2007 she also led the Critical Organisational Theory module on the Masters in Communities, Organisations and Social Change in the Sociology Department of City University, London.

She has carried out research into a range of topics including gender, nursing and leadership; the issue of whiteness in organisations; and also into on-the-ground experience of partnerships including with users across the public sector and voluntary sectors, with Sheila Marsh and available at www.swampyground.org. This research focuses on 'the swampy lowland,[where] messy, confusing problems defy technical solution. ... in the swamp lie the problems of greatest human concern' ¹ (Schon 1987:3)

Her key interests are:

- making a difference to people's sense of involvement and confidence through working in a participative way with a range of people involved, for example through action research/action inquiry and through participative appraisal

¹ Schon D. 1987 *Educating the reflective practitioner: towards a new design for teaching and learning in the professions* San Francisco Jossey-Bass

- surfacing issues of power and difference in order to reduce inequalities in organisations
- usefully linking theory and practice, to enable reflection and confidence that can lead to positive change

She was formerly Head of Training and Staff Development for the Inner London Education Authority.

Selected consultancy projects

Ongoing:

Co-director of Masters in Leading Managing and Partnership working and leading and supervising action inquiry dissertations

Mentoring senior managers, project directors and other consultants

Using participative appraisal with users, staff, managers and funders in strategy and evaluation for many voluntary sector organisations and projects

Co-leading the Women's Community Photography Project in Hackney

2007–8 Co-facilitation of a number of learning events for a large resource division in an inner London local authority, aiming to increase the effectiveness of the division

2007 Consultation with multi-agency refugee project using large group methodology

2003 Major review of Continuous Professional Development for all professions at Barts and the London Trust, as member of *Health Directions* consultancy team,

2003 User involvement through action inquiry, Wexham Park Hospital Trust, Berkshire

2003–4 Diversity Change Consultant for one year action inquiry project on diversity for YMCA nationally, resulting in research report to the National Board and National Assembly

2002 – Organisational review of Umbrella health and social care voluntary agency in Hounslow, jointly with Sheila Marsh

Marion also has substantial experience working on issues of gender and leadership in Uganda, Bangla Desh, Kenya, Trinidad and Tobago, Nigeria