

Scoping the leadership development needs of the cultural sector in England



tbr knows... economics, creative, skills, environment



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Prepared by TBR in partnership with Hilary Carty and Hilary Jennings

Commissioned on behalf of the sector by the Clore Leadership Programme with support from Arts Council England through the 'Developing Resilient Leadership' grant

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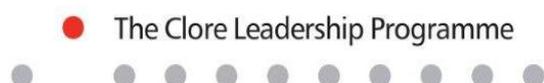
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TBR is an economic development and research consultancy with niche skills in understanding the dynamics of local, regional and national economies, sectors, clusters and markets. TBR has a wealth of experience in delivering mapping and skills based research in the creative and cultural industries and related sectors. TBR celebrated its 25th year in business in 2011 and is proud to continue providing invaluable evidence and knowledge from which strategic decisions can be made.

In delivering this research TBR worked in partnership with Hilary Carty and Hilary Jennings, highly experienced consultant working across the arts and cultural sectors.

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The Clore Leadership Programme

The Clore Leadership Programme is an initiative of the Clore Duffield Foundation which aims to strengthen leadership across a wide range of cultural activities.

This includes the visual and performing arts, film and digital media, heritage, museums, libraries and archives, creative industries and cultural policy and administration. The Clore Leadership Programme offers Fellowships and Short Courses for individual leaders, and training for members of Boards of Directors of cultural organisations. It also aims to disseminate the lessons it learns and to speak out more generally as advocates for cultural leadership and excellence.

<http://www.cloreleadership.org>



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The purpose of the Developing Resilient Leadership grant is to support the personal and professional development of cultural leaders. It aims to foster a strong national network of individuals who work collaboratively for more resilient cultural organisations and deeper local engagement.

The delivery of this commissioned grant will benefit leaders of arts and cultural organisations including: national portfolio organisations, museums, libraries, and diverse leaders of arts and cultural organisations which are not currently in the national portfolio.

The programme is one of the commissioned grants in the Arts Council's strategic funding programme. See more at:

<http://www.artscouncil.org.uk/funding/our-investment/funding-programmes>

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1. Executive Summary

1.1 Introduction

The creative and cultural sector is one of the nation's key assets. Employing almost 700,000 people¹ it is innovative, vibrant and diverse, with a wide array of institutions, organisations and individuals that are recognised internationally for their capacity to deliver a high quality cultural offer.

"British culture and creativity are now more in demand than ever before... The world clearly thinks this is a commodity worth buying into."²

However, as highlighted in Arts Council England's updated strategy, *Great Art and Culture for Everyone*, the advantage of the breadth and depth in the sector in terms of producing great art and culture, is balanced with the challenge that such variety naturally brings, in terms of the different business models, organisational structures and governance arrangements that operate within it.

The corollary of this is that such a varied and dynamic sector must be matched with varied and dynamic leadership. This too is a challenge, and it is recognised that the rich diversity in people and practice in the sector is not reflected in its leadership. In this context, it is vital to consider the mechanisms that exist to support leadership development, how access to such support is enabled and what barriers exist to promoting diversity in leadership.

This research, commissioned on behalf of the sector as a whole by the Clore Leadership Programme (with funding from the Arts Council England's Developing Resilient Leadership grant), seeks to understand barriers to and enablers of progression as a leader. This is considered in terms of participation in leadership development training and also the factors that either positively or negatively influence leadership progression throughout an individual's career.

The key stages of the project included a detailed web-search to identify leadership training available to the cultural sector, an online survey of almost 600 people working across the sector in England³ and a series of in-depth interviews and discussions with a range of individuals and groups.

The opportunity was taken in this project to focus on groups who have remained somewhat under-researched in relation to leadership. To this end, particular focus throughout the project was given to people from a Black, Asian or Minority Ethnic (BAME) background, disabled people and those aged 30 and under. Further interrogation of the project datasets could provide additional detail on different groups, for example women, mid-career leaders, senior leaders and so on.

1.2 The leadership development offer and take-up

The review of leadership training currently available in England undertaken as part of the study identified a range of leadership development courses, including some specifically tailored to the cultural sector (for example, those developed by professional bodies such as the Chartered Institute of Library and Information Professionals (CILIP) or Clore Leadership Programme). However as one might expect, there is a greater number of 'sector generic' courses, delivered by a variety of different provider types including business schools, universities, private providers and professional bodies.

The strong and continued demand for leadership development training is highlighted by the fact that two thirds of respondents had either participated or sought to participate in leadership training during the last three years. Respondents to the survey demonstrated a much greater awareness of and preference for leadership training that is specific to, and delivered by, the cultural sector, despite this type of training

¹ Creative & Cultural Skills, The Creative and Cultural Industries: England 2012/13

² Maria Miller, Secretary of State, DCMS, British Museum, 24th April 2013.

³ It is interesting to note that very few artists/practitioners completed the survey. This highlights the challenge in supporting individuals to recognise themselves as leaders, particularly for those working independently.

making up less than a third of the offer.⁴ However, in-depth consultees were also keen to highlight the value that participating in training outside of the sector can bring in terms of exposure to new and different ideas and practice.

In terms of geography, almost half of the leadership training courses identified were located in London, which is perhaps unsurprising given that 46% of the workforce is in London and the South East.⁵ This clearly has implications for take up for the 54% of people living and working in the rest of the country. However, lack of local access was not raised as a particularly high level barrier to undertaking training. This suggests that people are currently happy to travel fairly significant distances for relevant training, although this may be linked to the fact that there is currently little alternative to doing so. Cost (to the organisation and individual, noted by 19% and 17% of respondents respectively) and time (17%) were raised as the main barriers to accessing leadership training and these are naturally exacerbated if travel outside of the local area/region has to be built in.

The accessibility of training is clearly an important consideration for those who are disabled. This relates not only to location, but also to duration and format. Increased consideration should be given to personalised accessibility to training. Engaging with individuals to help shape their own bespoke access support, rather than having a single accessibility plan, could be a significant enabler of participation for disabled leaders. There are also some very basic actions that the sector could insist on as standard to improve accessibility, for example, provision of materials in advance from guest speakers to allow for translation and/or familiarisation.

Cost to the individual was a particular issue for those aged under 30, which suggests that leadership training is more frequently funded personally by this group, over and above training provided by employers. Barriers noted by BAME respondents were more likely to vary from the average, with lack of availability within the organisation and caring responsibilities being more frequently noted.

1.3 Influences on leadership progression

The main barrier to progression as a leader cited by respondents is lack of confidence in their own ability (noted by 35%), which features ahead of caring responsibilities (23%) and lack of development opportunities within the organisation (22%). It is interesting to note the opposites of these, having confidence in one's own ability (16%), a lack of caring responsibilities (7%) and the availability of development opportunities (12%) do not feature at the top of the list of enablers. Whilst the first may be balanced by personal motivation and drive being cited as the key *enabler* of progression (27%), respondents are more likely to recognise the important positive influence of good role models (21%) and a range of organisational factors, such as active support from the organisation generally, line managers, peers/colleagues and mentors (20% and then 19% respectively).

Organisational factors (such as those listed above, plus specific development opportunities) were all likely to be more significantly influential enablers for BAME, disabled and younger respondents (aged under 30), demonstrating the importance of effective people development on the part of employers.

The value of contacts, networks, role models and mentors, particularly for BAME, disabled and younger respondents is also highlighted. A concern raised by in-depth participants in relation to this is the need to take action to increase the visibility of diversity. The reductions in public funding have had the effect of reducing the number and/or the scale and profile of BAME/diversity focused organisations, which means that there are fewer role models to aspire to (or the role models are less visible).

The important role of the organisation in supporting development is contrasted by the cluster of sectoral factors that are commonly noted barriers: ill-defined career paths (17%), lack of permanently funded job options (15%), lack of development opportunities in the sector (14%) and poor job opportunities in a geographic region (12%). All of these are noted as more significant barriers for BAME, disabled and

⁴ 135 courses out of the 195 identified in this project were available for any sector, 60 were specific to the cultural sector.

⁵ Creative & Cultural Skills, (2013), The Creative and Cultural Industries: UK 2012/13.

younger respondents and, alongside confidence, and all are identified as the barriers most likely to impede future development.

1.4 The future

It's clear that, as in any sector, a range of factors drive the demand for leadership development skills. Key drivers noted include digitisation, environmental sustainability and changes in sector governance. However, the predominant concern in the sector is how to respond to the reduction in public funding, to the extent that there is a risk of 'tunnel vision'. Whilst it is natural that dealing with the effects of funding change is high on the list of priorities at this time, it is important that this is not at the expense of dealing with other issues. It is vital that leaders are encouraged to maintain a breadth of perspective and that the leadership training available reflects this.

Collaboration is seen as the key route to being able to do more with less and the ability to seek, form and maintain effective collaborative relationships is therefore paramount. Reflecting the enablers of career progression, in-depth consultees underlined the importance of a strong network to support collaboration. Many rated the informal Clore network (i.e. those who have participated in a Clore course, particularly the fellowship but also the short courses) as vital to them. A challenge here is creating similar opportunities to meet and engage that are open to all.

Nearly all respondents (91%) expect to undertake training to support their future development in the next five years. The skillsets considered to be most important to develop include: leading people (noted by 10%), fundraising and philanthropy, strategic planning, setting the vision and lobbying, advocacy and influence (all 9%).

It is interesting to note the differing perspectives to developing and leading people. Survey respondents were very focussed on the need to develop skills to lead people, yet only 2% sought to improve people development skills going in the future. In contrast, in-depth interviewees were clear that it was essential for leaders to ensure they are effectively developing the careers of their staff. Given the important role that pro-active development from within the organisation has already played in shaping the leadership progress of BAME, disabled and younger respondents, this must be a priority in the future.

Whilst the future skills for development identified by younger respondents tended to follow the overall average, BAME and disabled respondents showed variances in demand. Disabled respondents in particular were much more likely to note lobbying, advocacy and influence (32% compared to a 12% overall average) and BAME respondents were more likely to note developing strategy and policy (17% compared to 6%).

Despite 91% of respondents stating they would seek to access training, only 73% felt they would do so in relation to the aforementioned skills. Reasons for this were to cost to the individual (32%), cost to the organisation (31%) and availability within the organisation (25%). This may suggest that there is a particular premium for courses dealing with these subjects.

Leaders (either current or aspiring) expect externally delivered training to form an important part of their development going forward. Whilst a range of anticipated training formats were noted, the Clore short course, Clore Fellowship, part-time courses with external providers, external mentoring programmes and workshops/seminars made up 44% of responses. Of concern however, is that 18% of respondents didn't know what type of training they would access, an issue of greater significance for disabled respondents, 24% of whom are currently unaware of how they will meet their training needs.

1.5 Next steps

The project has consulted broadly and considered a range of perspectives in order to understand current demand for leadership provision from the cultural sector. It is clear that there is a strong and continued demand for leadership development training and that programmes offering strong sector contextualisation are highly valued. It is hoped that this research will support organisations, providers and stakeholders across the sector in planning the future development of leaders within the workforce.

2. Introduction

2.1 Context

"British culture and creativity are now more in demand than ever before... The world clearly thinks this is a commodity worth buying into."⁶

The cultural sector in England is vibrant and diverse, comprising a strong mix of internationally significant institutions, organisations and individuals. Culture in England is celebrated for its heritage and tradition whilst simultaneously admired for its innovation and entrepreneurship. Organisations feature at every size and scale, and variety underpins the breadth and depth of the cultural offer. This makes England an attractive destination for culture and cultural leaders, and its cultural institutions great places for learning and development. The sector is not, however, without its challenges:

- The economic downturn has led to significant decreases in funding for culture at both macro and micro levels with a 30% decrease to the Arts Council England budget by 2014/15. The outlook for 2015/16 looks no better, with the DCMS managing a 7% decrease in funding whilst passing on a 5% cut to the Arts Council England). Yet, in the circumstances, ACE Chairman Peter Bazalgette has described this as 'a best case scenario' for the sector.
- Secretary of State Maria Miller makes 'no apology for making the economic case'⁷ for the arts. The advice to the sector is to sharpen their focus on economic factors and advocate their fiscal prudence, extrinsic resonance and community impact. The latter is particularly pertinent in the light of swingeing cuts to the arts budgets for local authorities such as Newcastle (50%) and Westminster (100%) by 2014/15. With local authorities facing a further 10% cut to budgets from 2015, arts provision is seen to be facing a significant 'double whammy'.
- Investment in training and development in the creative and cultural sector was found to be lower than other sectors in the UK, particularly because of the structure of the sector, where 86% of organisations employ fewer than five people.⁸
- Changes proposed in the National Curriculum Review and the recently introduced English Baccalaureate appear to disregard creative subjects, by default implying that they are academically second-rate or "soft". Evidence is also emerging that schools are now less likely to teach these space and resource intensive subjects, and teacher training places for art and design have been cut back.⁹ In addition, rising tuition fees are thought to have discouraged applications from students to study art and design subjects, with a decline in applications in 2010.¹⁰
- Rapid and constant innovation in the digital/technology spheres present challenges for cultural institutions in terms of keeping pace with increasing demands for digital content - *What online/digital platforms to adopt? How to keep pace? Where and how to build new audiences?* - are just a few of the questions now permeating cultural practice and provision.
- Different structural and delivery models are being investigated by cultural organisations, for example community interest companies, social enterprise¹¹ and co-creation¹² - and new legislation such as the Social Value Act¹³ - will require additional knowledge and approaches to leadership.

⁶ Maria Miller, Secretary of State, DCMS, British Museum, 24th April 2013.

⁷ The Guardian, 20 June 2013, Available at: <http://www.guardian.co.uk/commentisfree/2013/jun/20/argued-for-arts-and-won-philistines-economic-case>

⁸ Creative and Cultural Skills (2012), The Creative and Cultural Industries: England 2012/13 Blueprint Statistics.

⁹ The Design Commission, (2011), Restarting Britain: Design Education and Growth, Page 8.

¹⁰ *ibid.*

¹¹ <http://www.guardian.co.uk/culture-professionals-network/culture-professionals-blog/2012/sep/20/theatre-arts-social-enterprise>

¹² <http://www.participatorymuseum.org/chapter8/>

¹³ <http://www.guardian.co.uk/society/2013/feb/05/social-value-act-public-services>

- For Arts Council England's National Portfolio Organisations, environmental sustainability has moved up the agenda with the need to collect environmental data and have in place an Environmental Action Plan and Policy.

These challenges make the role of the cultural sector leader more complex and challenging than ever before. The longstanding demands of leading creative risk, business innovation, workforce development, resource optimisation and stakeholder management are compounded by the pace and dynamics of change.

Arts Council England continues to support the sector in navigating this complex environment, with the 2013 revision to its 10 year strategic framework encouraging "*long-term collaborative action [...] to bring about positive change throughout the arts, museums and libraries.*"¹⁴

The updated strategy: *Great Art and Culture for Everyone*¹⁵, highlights the challenge of a broad arts and cultural sector, covering a range of different business models, organisational types (from independents and micro businesses, to large institutions), governance arrangements (from DCMS appointed Trustees to informal associations) and priorities. Across this range of entities, leadership styles and structures differ and, consequently, so do the routes to developing leadership skills.

The sector includes a significant proportion of individual practitioners (artists, makers, producers, curators etc.) whose leadership practice may be through influence and advocacy rather than organisational hierarchies. It is also rich in diverse people and practice, however it is recognised that the current profile of cultural leaders is not reflective of society, a point specifically reflected by the Arts Council England in the updated strategy.¹⁶

Set against this backdrop, the requirement for a complex, varied and dynamic approach to leadership development is both critical and essential to meet the various elements of the sector's leadership requirements.

2.2 Aims and objectives

In recognising the challenges in developing relevant leadership training in this context, the Clore Leadership Programme (with funding from the Arts Council England's Developing Resilient Leadership grant) commissioned TBR, working with Hilary Carty and Hilary Jennings, to undertake this study to deliver insight on the cultural sector's leadership development needs. This study also seeks to highlight any barriers to engagement, assess the current leadership training available and the gaps in provision.

The research is undertaken on behalf of the sector as a whole, providing a resource to enable and support shared learning and to underpin a collaborative approach to developing leaders who will drive the sector's future success.

In order to deliver against these aims, the core objectives of this study were to:

- Collate evidence of the current leadership needs of the sector.
- Identify leadership development opportunities and resources useful to the cultural sector.
- Identify duplication and/or gaps in provision.
- Identify areas for development in provision over the next 5 - 10 years.
- Identify barriers to engagement with key leadership providers (particularly under-represented groups) and suggesting how they might be addressed.

¹⁴ Arts Council England (2013) Great art and culture for everyone 2010 – 2020, Available at: http://www.artscouncil.org.uk/media/uploads/Great_art_and_culture_for_everyone.pdf

¹⁵ *ibid.*

¹⁶ *ibid.*

- Explore models of good practice; and potential for collaboration or partnership.

2.2.1 Delivering new insight

A core aim of the Developing Resilient Leadership grant is to provide development opportunities for diverse leaders to ensure the sector, at all levels, is increasingly reflective of society. Prior research from Arts Council England had identified people from a Black, Asian or other Minority Ethnic background (BAME) and disabled people as being key under-represented groups in the profile of cultural leadership across the UK.¹⁷ As such, a key focus of this research is to highlight barriers to participation both in leadership training and leadership roles for people in these groups.

A further aim of the grant is to support the development of a range of professionals at different stages of their careers. With a view to considering the future of the sector, the research also takes as a focus young and emerging leaders. Aligned with one of the Clore Leadership Programme's charitable objectives to develop a new generation of leaders in the arts, and evidence from previous studies that those under 30 were under-represented on Clore Short Courses, the perspectives of respondents aged 30 and under are also explored in detail.

2.3 Methodology

In order to deliver these objectives, the following stages were carried out:

- A high level literature review and informal stakeholder consultation to understand the current stock of knowledge against the study's objectives. This identified gaps which the researchers focused on in the survey and consultation.
- Consultation with a sounding group brought together by the Clore Leadership Programme in order to finalise the definition of leadership to be used in this research.
- Desk research to gather a list of key organisations to target for an online survey.
- A database of leadership training courses available in England was developed via a process of online web searching and web harvesting. It should be noted that any provision mapping exercise is an in-exact science. The range of provision is a constantly moving feast, and as such the database can only be indicative, rather than comprehensive.
- An online survey relating to the skills needs of cultural leaders in England was developed and completed between July and September 2013 with a total of 589 useable responses.
- In-depth interviews with 13 individuals from across the cultural sector and consultations with two group sessions (with Newcastle Cultural Partnership and the What next?: Next Generation group) were also carried out, to add further detail to the survey findings.

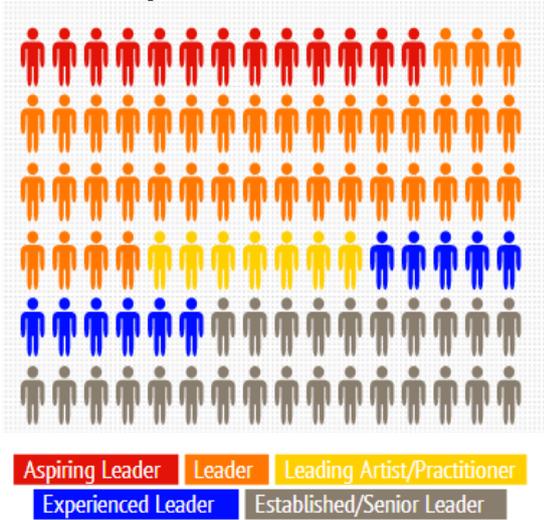
2.3.1 Respondent profile

In total, 589 cultural leaders/aspiring leaders participated in the online survey relating to leadership skills needs. A summary profile of respondents is outlined below:

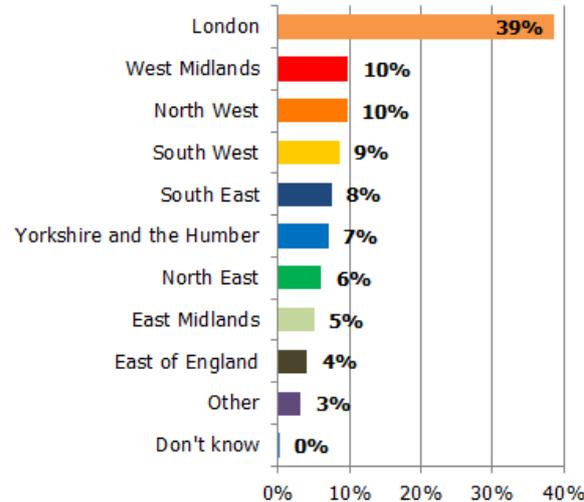
¹⁷ http://www.artscouncil.org.uk/media/uploads/pdf/Developing_resilient_leadership_Equality_Impact.pdf

Figure 1: Profile of survey respondents

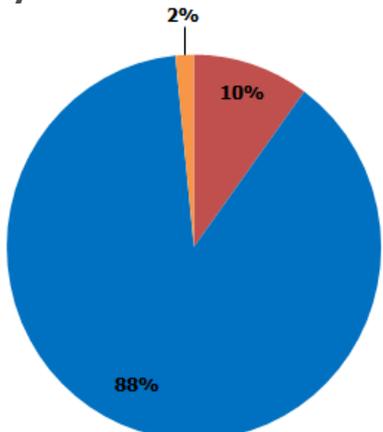
Leadership Role



Region

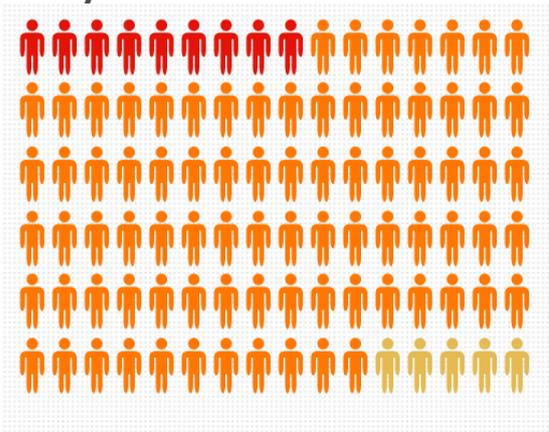


Disability



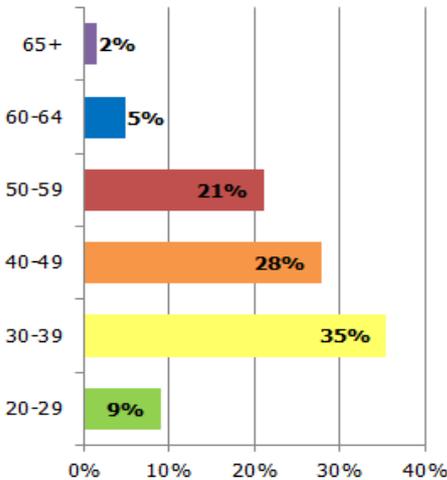
■ Disabled ■ Not disabled ■ Prefer not to say

Ethnicity

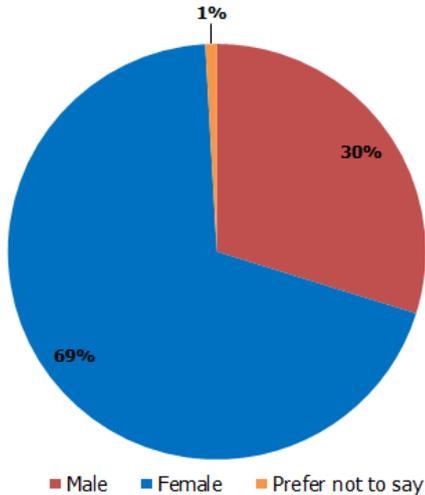


■ BAME ■ White ■ Prefer not to say

Age group

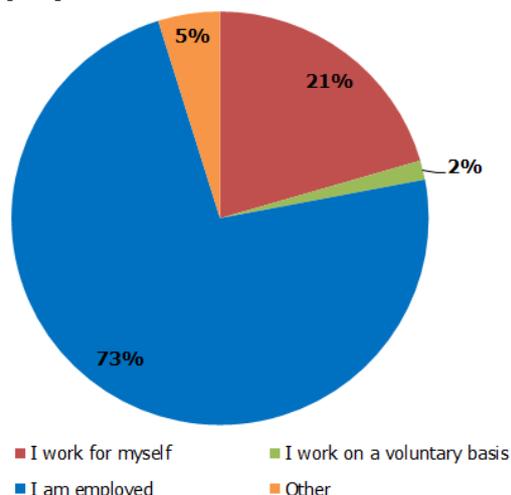


Gender

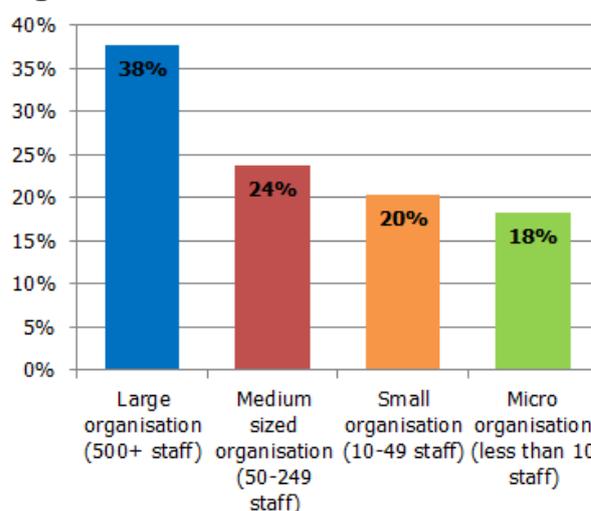


■ Male ■ Female ■ Prefer not to say

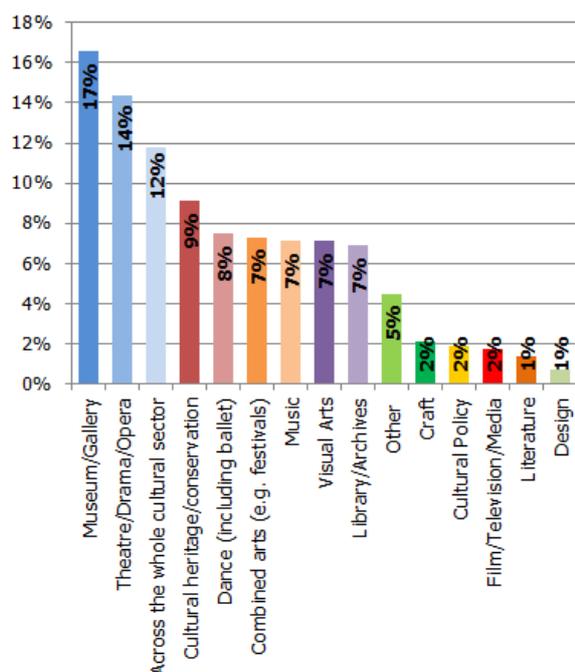
Employment status



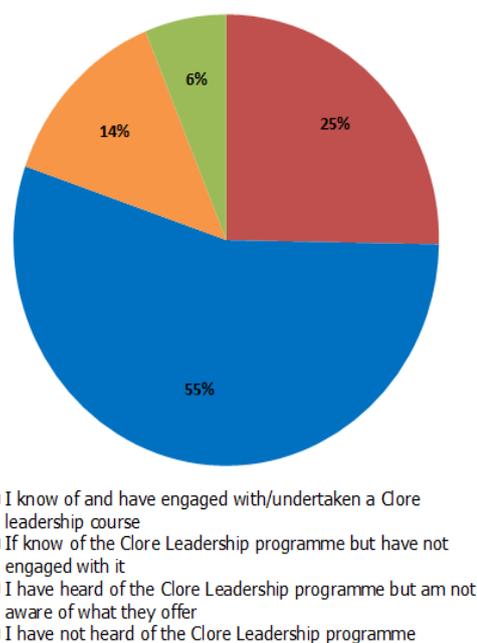
Organisation size



Sub-sector



Awareness of the Clore Leadership Programme



2.4 Definitions

2.4.1 Leadership and leaders

In 2002, Hewison and Holden provided a definition of leadership in the creative and cultural sector as follows:

"Creative people are all, in a sense, leaders: they are pushing at boundaries and exploring new territory ahead of the rest of us. Whether they work independently or within an institution, they need to inhabit a funding or organisational structure that allows their creativity to flourish."

"Leadership is practiced at all levels within an organisation; it is defined as the ability to conceive and articulate a direction and purpose, and to work with others to achieve that purpose in both benign and hostile circumstances."¹⁸

In this context, the concept of a 'leader' was expanded in this study to capture leaders at all career levels, from emerging leaders to established leaders, as below:

- Emerging Leader: someone who aspires to progress into management/becoming an established artist/practitioner/ specialist etc. (whether currently working in the sector or not)
- Leader in the cultural sector: Manager, Team Leader, Project Manager, Company Lead, Project or Programme Lead, Independent Company Lead, Board member/Trustee of small organisation.
- Leading Artist/Practitioner: specialist in their field/ recognised artist etc.
- Experienced Leader in the cultural sector: Senior specialist, General or Senior Manager, Leading professional, Established Artist/Practitioner/Freelancer, Acknowledged Specialist, Board Member/Trustee for large organisation.
- Established Leader in the cultural sector: CEO, Organisational lead, Managing Director, Chair of board for a large organisation.

2.4.2 Resilience

Whilst never far from the surface in the context of current funding change in the sector, there is no clear and consistent view of what 'resilience' means in terms of leadership. This was demonstrated in the varying perspectives of participants in this research on what resilient leaders 'need':

"the ability to keep going when everything gets incredibly hard"

"to learn to carve new pathways and not simply keep going when challenge lies ahead"

"to be an encourager; people focused and engaged"

"to create a robust organisation that thinks ahead and can diversify income and interests"

The various needs noted by participants in relation to resilience are summarised in Table 1 below:

Table 1: Aspects of resilient leadership

Personal competencies/attitudes	Approach to internal relationships
<ul style="list-style-type: none"> • Toughness, stamina, tenacity • Mercurialism opportunism, flexibility • Openness, honesty, generosity • Rationality and humility • Knowing how to handle being wrong <i>and</i> right 	<ul style="list-style-type: none"> • Finding ways to keep your team motivated • Be positive and not blame, but rather help others to gain perspective in times of difficulty • Encouraging collaboration
Strategic abilities	Approach to external relationships
<ul style="list-style-type: none"> • Seeing the bigger picture, but able to think both short and long-term • Focus on the forward agenda, not fire-fighting • Re-framing objectives • Safe-guarding the organisation • Understand and be open to new business models 	<ul style="list-style-type: none"> • Good networks and connectivity • Ability to collaborate externally • Being open to broader influences on future planning (e.g. boards, audiences, young people) • Going beyond the immediate (and familiar) environment

¹⁸ Hewison and Holden, (2002), Task Force Final Report: An Investment in the Rising Generation of Cultural Leaders is Necessary and Timely.

The real challenge is getting that balance right across these aspects and perhaps this is the key feature of resilience as reflected in Arts Council England's definition:

"Resilience is the vision and capacity of organisations to anticipate and adapt to economic, environmental and social change by seizing opportunities, identifying and mitigating risks, and deploying resources effectively in order to continue delivering quality work in line with their mission."¹⁹

2.5 Structure of the document

The remainder of this document is structured as follows:

- Section 3 looks at leadership training currently available to the cultural sector, presenting an overview of the findings from a review of current leadership training provision available in England.
- Section 4 looks at awareness of and participation in leadership training, using data from the leadership survey and in-depth consultation.
- Section 5 focusses on skills needs in the future, examining the influences on leadership, in terms of the personal, organisational and sector-wide factors that have influenced respondent's general leadership progress to date.
- Section 6 brings together the key points from sections 3-6 report in order to highlight key demands for training going forward.

¹⁹ Arts Council England (2013) Great art and culture for everyone 2010 – 2020, Available at: http://www.artscouncil.org.uk/media/uploads/Great_art_and_culture_for_everyone.pdf

3. Leadership training currently available to the cultural sector

This section presents an overview of the findings from a review of current provision for leadership training in England. In some cases there was a fine line within course content between business/management skills and leadership. In such instances, management courses were only included if considered to also have a strong focus on developing leadership skills and competencies.

3.1 Providers and content

The review included courses specific to, and delivered by, the cultural sector in addition to generic provision with no specific association with the sector. It includes a broad sample of leadership courses available in England, although it is recognised that not all such training courses (particularly internal, informal and in-house development training) can be captured. The main output of the review is a database of relevant courses. The list of courses is available from the Clore Leadership Programme upon request.

The review demonstrated a high degree of variation in the type of provider delivering leadership training, including:

- Business schools (e.g. Ashridge)
- Universities (e.g. City University)
- Private providers (e.g. The Leadership Trust) and
- Professional bodies (e.g. Chartered Management Institute).

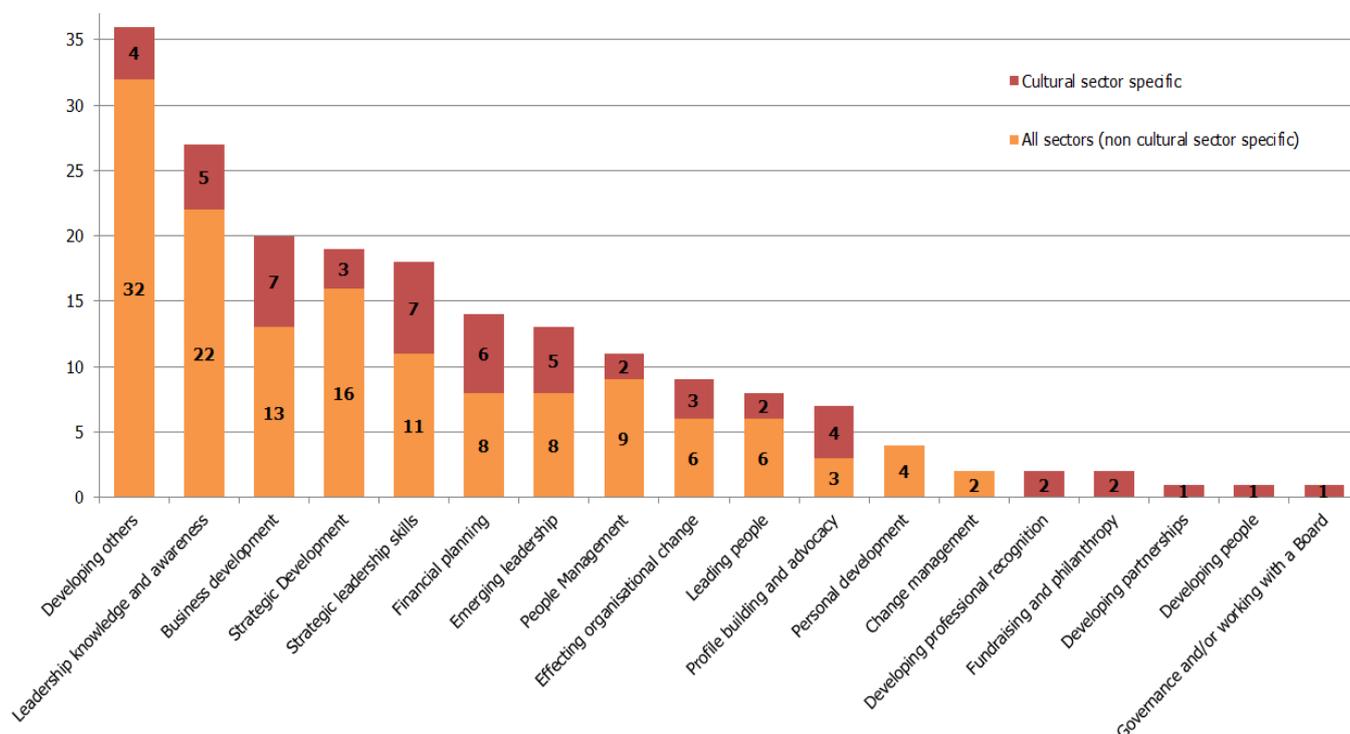
However, relatively few courses were found to specifically target the cultural sector. Whilst some sector specific professional bodies (such as the Chartered Institute of Library and Information Professionals (CILIP)) have developed training and larger institutions like the Barbican and the BBC have in-house development programmes, the Clore Leadership Programme (with its suite of Fellowships, Short Courses, Board Development Programmes and the new Clore Plus) remains the primary sector-based provider of leadership development and plays a critical role in developing and supporting sector leaders.

Other examples of leadership training tailored for the cultural sector focus mainly on:

- Theatre/Drama, including courses offered by Theatre Management Association and the Independent Theatre Council;
- Libraries, including courses offered by CILIP and Libraries and Information East Midlands, or;
- Music, including courses offered by Northumbria University, the Barbican, the Association of British Orchestras and the Musicians Union.

The leadership training database includes a total of 195 courses, of which only 60 are specific to the sector (see Figure 2, below). While the specific content of the training courses varies greatly, the main subject areas covered are developing others, leadership knowledge and awareness, business development and strategic development.

Figure 2: Focus of leadership training in England



Source: Cultural Leadership Survey, 2013 (TBR ref: W03/C3)

3.2 Location of delivery and format

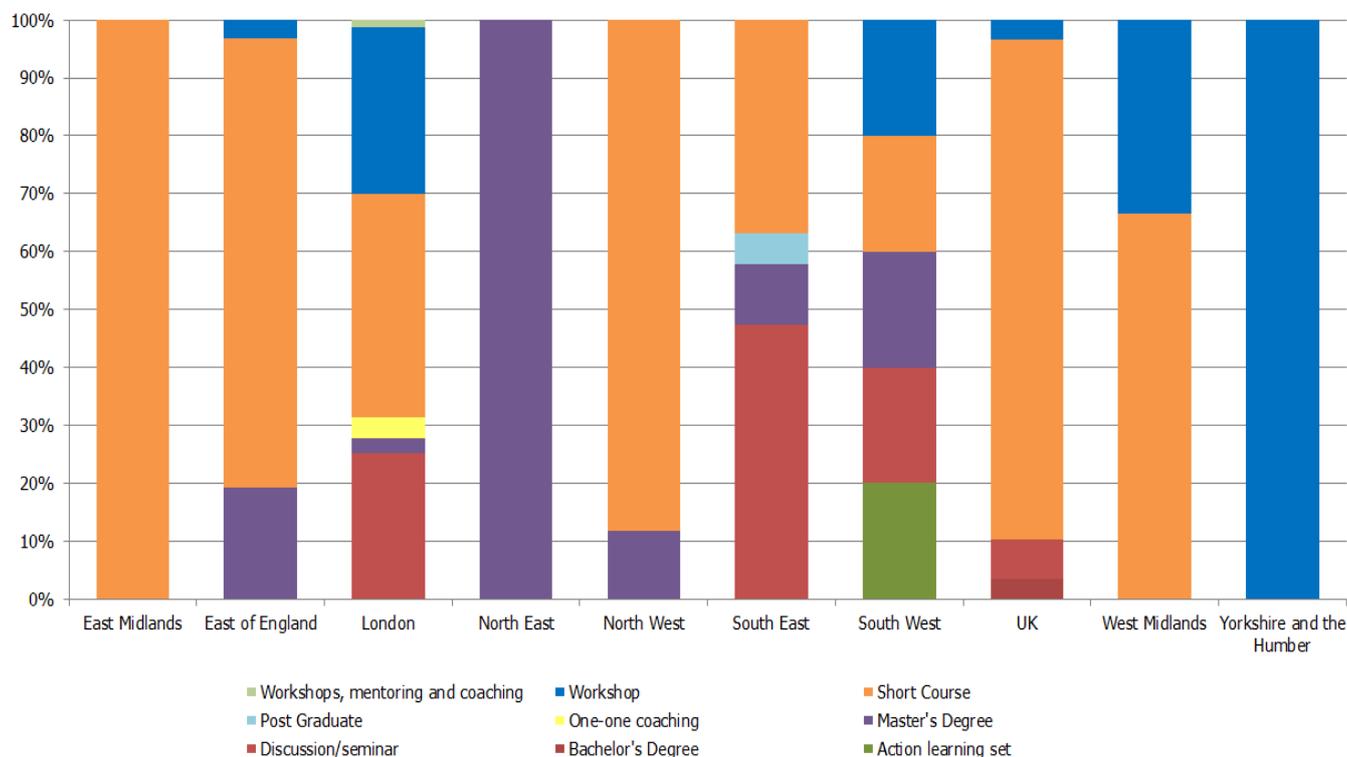
In terms of geography, the scope for accessing training outside of London is poor. Almost half of the leadership training courses identified were located in the capital and consequently London also offers the broadest range of delivery formats. However, there are a small number of training providers (for example CILIP, 360 training, the Open University and Skillpath) who offer training courses across the UK. These are either delivered within an organisation's own workplace, online, via distance learning or a local venue (not owned by the provider). Opportunity (both in terms of number of courses and delivery formats) is very limited in particular in Yorkshire and the Humber, the North West, North East, the East Midlands and East of England.

The delivery format of both general leadership training and cultural leadership training tends to predominately be workshops/seminars, which constituted 63 out of the 195. The next most common format was short courses²⁰ (56- which include a mix of evening classes, classroom based activities and training delivered in a participant's own work place), residential courses (48) and full time formal qualifications (20- including Master's Degrees and Post-Graduate qualifications). There is also a continually growing/changing array of in-house training and mentoring and informal online training, such as webcasts and webinars, which it was not possible to capture as part of this review.

²⁰ Short course refers specifically to the length of delivery, rather than the title of the course.

Leadership training currently available to the cultural sector

Figure 3: Delivery location of leadership training and training format



Source: Cultural Leadership Survey, 2013 (TBR ref: W03/C5a)

Again it should be noted that the database of courses is not a 'census' of provision. That very little training could be identified through web-searching leads to the assumption that much more goes on 'under the radar', rather than nothing exists at all. Lack of visibility is an issue though. If, when seeking training to add to the database, this research team could not find a range of options in the North East or Yorkshire, how would someone seeking training for themselves or staff member do so? With this in mind, we would recommend some action to improve signposting to leadership training. A life beyond this project could be found for this list of courses, by integrating it with an existing database of sector training and also encouraging more trainers to advertise 'above the radar'.

4. Awareness of and participation in leadership training

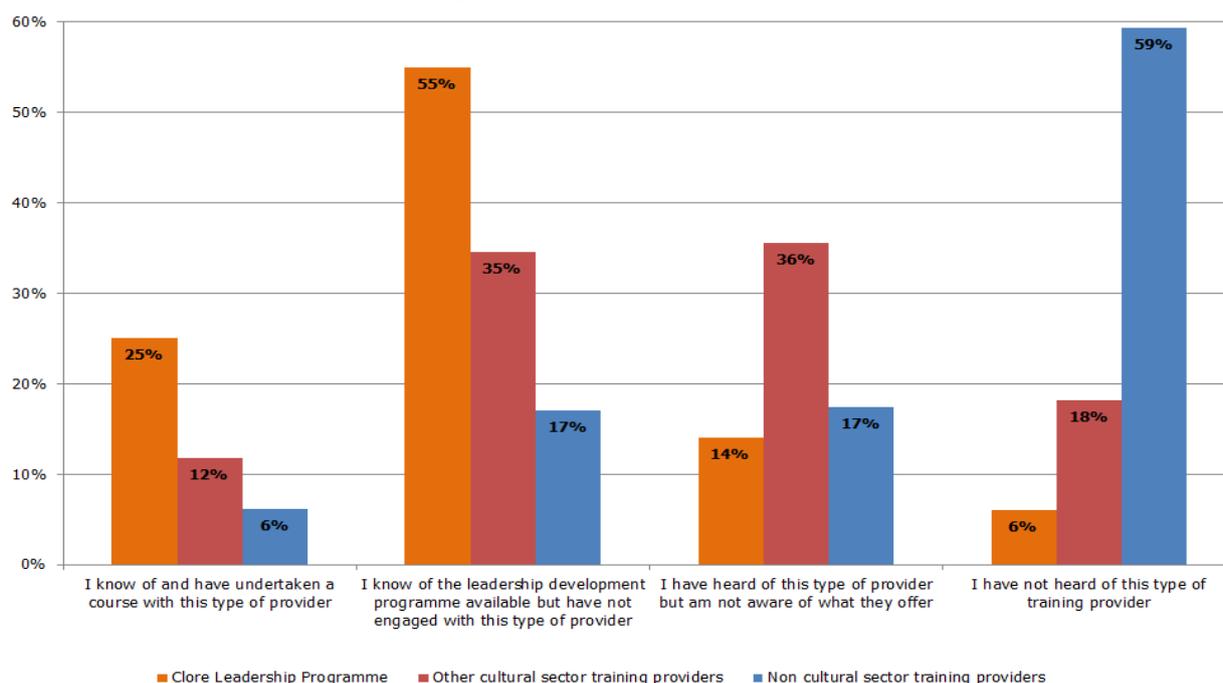
Using data from the leadership survey and in-depth consultation, this section of the report considers awareness of leadership training opportunities and the extent to which respondents have participated in leadership training within the past 3 years. It goes on to review the support in place to deliver training, the types of training respondents had recently participated in (and the skills developed through these training programmes) and the enablers of/barriers to undertaking training.

4.1 Awareness

Respondents demonstrated a strong awareness of leadership training that is specific to, and delivered by, the cultural sector. When comparing awareness of (and engagement with) the Clore Leadership Programme (widely recognised as a key cultural leadership training provider) and other cultural sector training providers and non-cultural sector providers, respondents were significantly less likely to have heard of non-cultural sector providers.

When given a list of non-cultural sector training providers²¹, three quarters (76%) of respondents had either not heard of them or did not know what they offered, compared to 54% who had either not heard of, or were unaware of the offer of cultural sector training providers. This is particularly surprising given that cultural sector focussed training made up just over 30% of the total leadership training courses identified in Section 3 of this report, and highlights the preference for sector-specific training.

Figure 4: Awareness and engagement with leadership training providers



Source: Cultural Leadership Survey, 2013 (TBR Ref: W02/C3)

Despite awareness of, and engagement with leadership training based in the cultural sector being much stronger than that of broader leadership training, in-depth consultees highlighted the value in seeking and participating in training delivered outside of the cultural sector. Several respondents suggested that it is vital that leaders are a) aware of the context and environment they are operating in and b) looking outside of the sector for examples of good practice to bring into it. Cross-sector training does, though,

²¹ Including: business schools (such as Ashridge, London Business School etc.), Universities (e.g. City University, UEA), Third sector bodies (such as NCVO, Directory of Social Change) and private sector training bodies (such as the Windsor Leadership Trust, Common Purpose UK, Leader's Quest, The Leadership Trust and the Lancaster Leadership Centre).

need to be backed up with effective contextualisation for participants, as there is a risk of feeling alienated if individuals are in the minority.

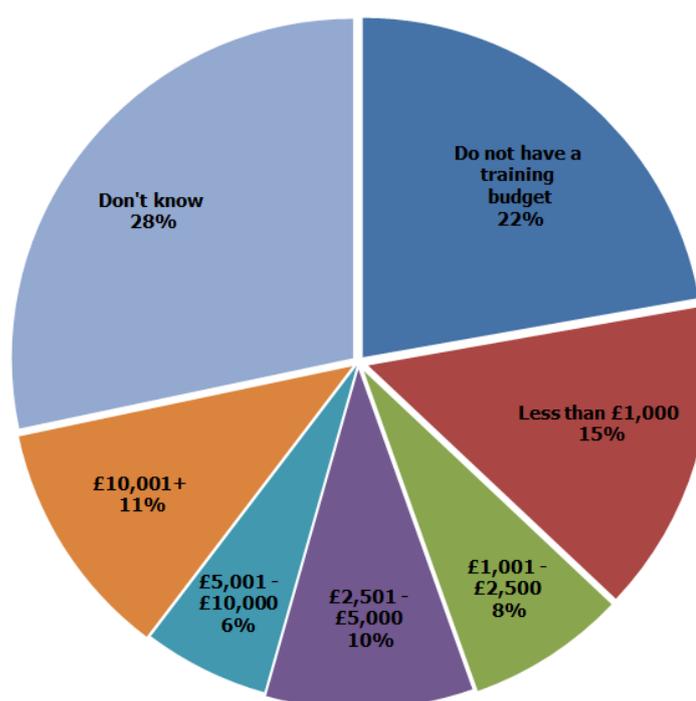
Respondents were given the opportunity to note additional providers they were aware of/had used. Those most commonly noted were:

- Chartered Management Institute (CMI).
- Institute for Leadership and Management (ILM).
- The Management Centre.
- National College for School Leadership.
- Leadership Foundation for Higher Education.

4.2 Budgets and support for training

The survey was evenly split between respondents working in an organisation with a clear training budget in place (50%) and those who either didn't know if there was a budget (28%) or stated that there wasn't one (22%).

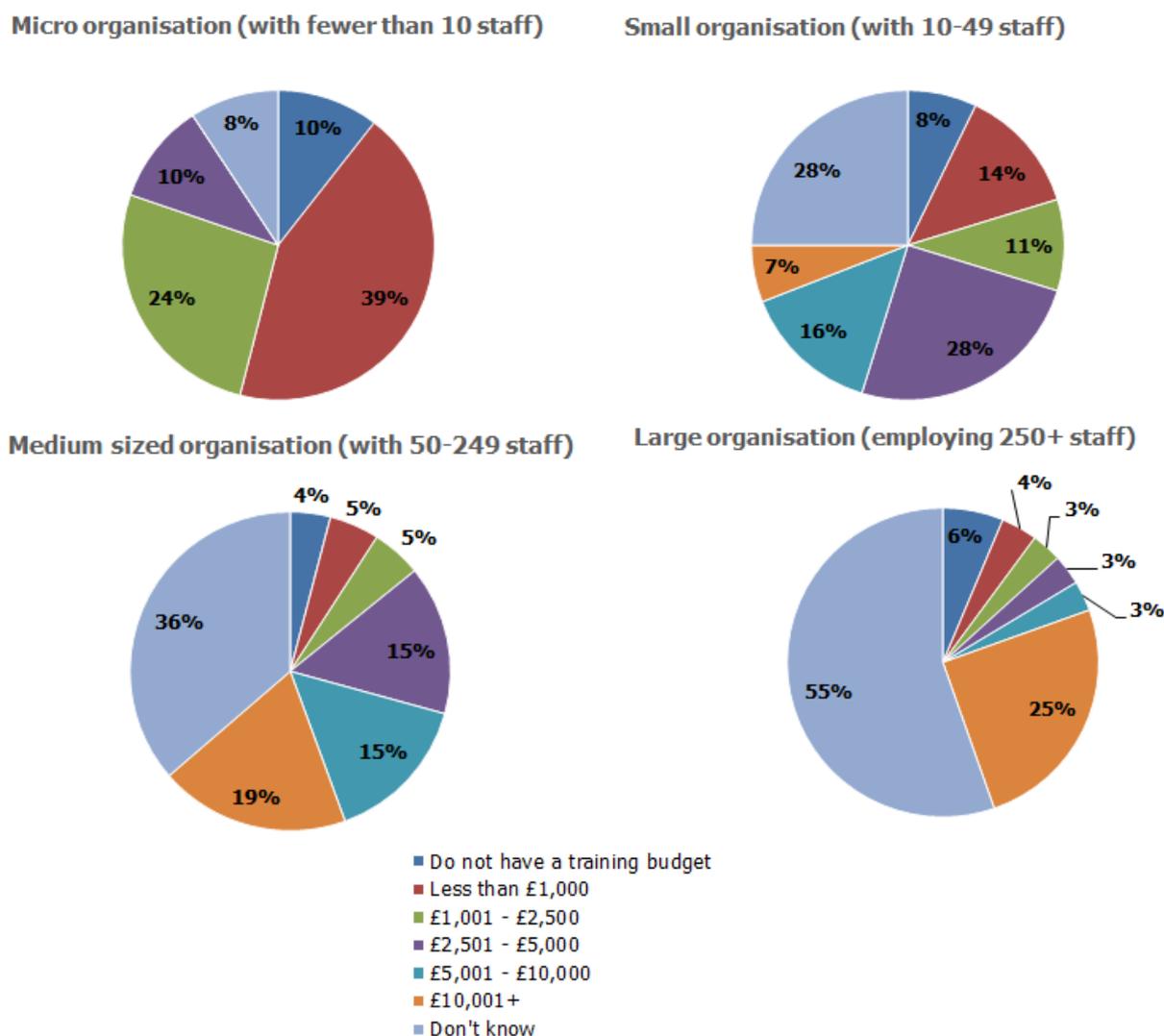
Figure 5: Training budget



Source: Cultural Leadership Survey, 2013 (TBR Ref: W01/C29)

Perhaps unsurprisingly, micro organisations (with fewer than 10 staff) were the least likely to have a training budget, or to have a training budget of less than £1,000. On the other hand, large (with 250+ staff) and medium organisations (with 50-249 staff), were the most likely to have a training budget of £10,000+. However, individuals working in these organisations were also the most likely to state that they did not know what their training budget was (as shown in Figure 6 below).

Figure 6: Training budgets by organisation size



Source: Cultural Leadership Survey, 2013 (TBR Ref: W01/C28)

Despite training budgets in cultural organisations typically being low, and often non-existent, a high proportion (78.5%) of respondents received support from their employer to participate in training. Over half of the survey respondents received support in the form of time off to complete a training course, encouragement or funding. This indicates that a proportion of sector monies (and, importantly, the time and efforts of established sector leaders) is being used to support learning and development 'below the line' or through unidentified/informal sources.

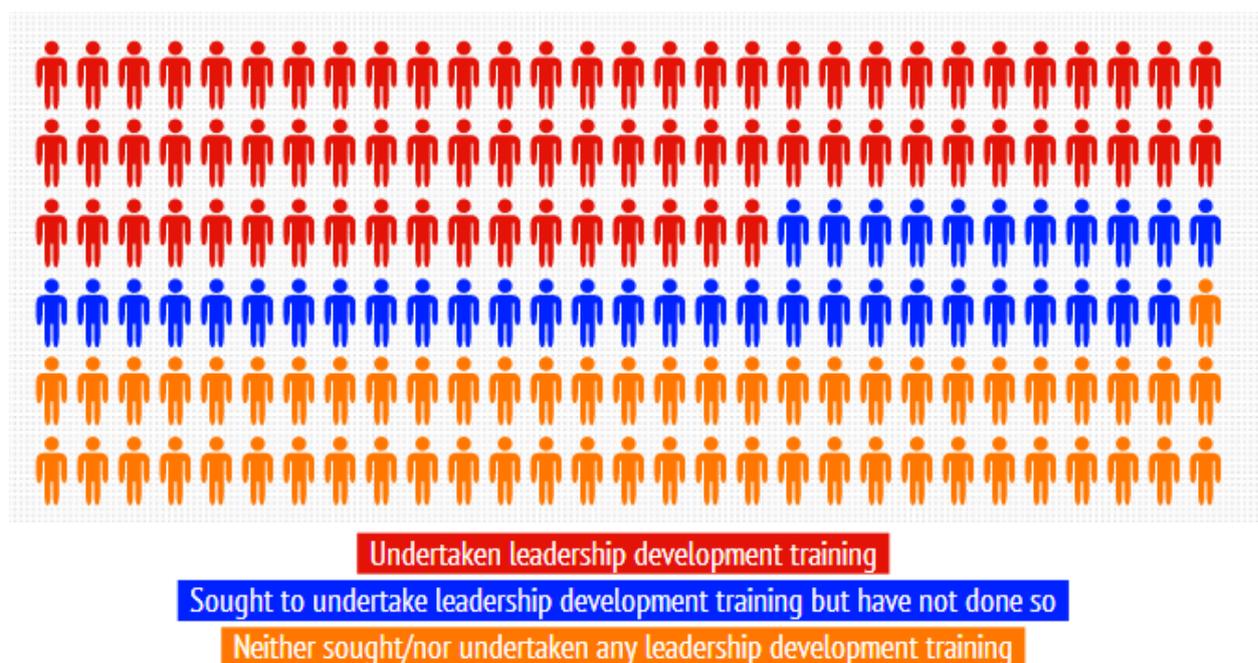
For those who were able to comment on change in their training budgets, 13% noted an increase in the last three years, 40% a decrease and 47% that it had stayed the same. In this context, that 1 in 5 respondents struggle to get employer support for training is a cause for concern: advocacy to employers is essential.

"Employers have been known to just say no which is unhelpful. It is important to maintain the advocacy amongst employers so that they understand the value to the sector."

4.3 Participation

A strong and continued demand for leadership training in the sector is highlighted by the fact that two thirds of respondents had either participated (or sought to participate) in leadership development training in the last three years.

Figure 7: Participation in leadership development training



Source: Cultural Leadership Survey, 2013 (TBR Ref: W01/C1)

As might be anticipated, those already in leadership roles were found to be the most likely to have undertaken leadership training (as shown in Table 2 below). This was echoed by participants in the in-depth interviews, who felt that there was little point in participating in leadership training, unless you had the opportunity to immediately put the learning into action:

"Any training has to be relevant to your current role in order to be able to put it into practice."

In this sense, there is an important distinction between specific training available to the sector that develops/hones leadership skills and competencies in an existing leader and how the sector develops its aspiring future leaders (who are not already in leadership roles).

Table 2: Participation in training against current role

Participation in training	Current role					Total
	Aspiring Leader	Leader	Leading Artist/ Practitioner	Experienced Leader	Established/ Senior Leader	
Undertaken leadership development training	26%	48%	15%	46%	52%	43%
Sought to but not done so	24%	24%	29%	15%	21%	22%
Neither sought/nor undertaken	50%	28%	56%	39%	27%	35%
Total	100%	100%	100%	100%	100%	100%
Number	60	190	12	60	109	431

Source: Cultural Leadership Survey, 2013 (TBR Ref: W01/S2)

Supporting participation in leadership development training throughout the career of a leader (i.e. from a first leadership role to an experienced/established leadership role) is considered to be important in enabling leaders to respond to changes and developments that naturally occur, but have been a recurrent feature following the recession:

"Good leadership experience is important, no matter what the conditions. But now more than ever there is a critical need for heightened skills and competences. It is important to check and review your leadership skills on a regular basis."

For experienced leaders, it is also considered to be important to provide a platform to both update skills and pass on knowledge:

"Leadership training is useful at all stages of a person's career. Even highly experienced leaders benefit from passing on their experience and updating their own skills."

In-depth consultees however, suggested that aspiring leaders often suffer from a lack of confidence in putting themselves forward as 'leaders' to undertake such training. This perhaps underlines the need to encourage people to lead as they progress through their career, potentially supported by specific training, rather than looking to leadership training as the primary vehicle to create leaders.

It is interesting to note in Table 2 above, that the trend is similar between aspiring leaders and leading artists/practitioners, with 50% or more of both groups having neither sought, nor participated in training. Whilst the sample size is small for artists/practitioners and aspiring leaders, the key reasons cited for non-participation for both groups include cost, being unaware of opportunities, not having the time, finding the course duration unsuitable or because there were no such courses in their local area.

Other challenges are represented by the fact that few artists/practitioners completed the survey. This may be related to a lack of self-recognition as a leader, perhaps due to the fact that they typically work independently. However, leading their own practice is important. To this end, there may be a need for some direct encouragement for artists/practitioners to participate.

When looking at participation in leadership training for those who are disabled, BAME and aged under 30, it is clear that (highlighted in Table 3 below) all are less likely than the overall average of 43% to participate. Perhaps unsurprisingly, those aged under 30 are least likely to have undertaken any leadership development training. However, they are far more likely to have sought to participate but not actually done so.

BAME respondents were close to the overall average on all three categories, though slightly less likely to have undertaken training and slightly more likely to have sought to, but not actually done so.

Table 3: Participation in training overall and for BAME, disabled and under 30s

Participation in training	Overall	Disabled	BAME	Aged under 30
Undertaken leadership development training	43%	37%	41%	29%
Sought to but not done so	22%	16%	26%	31%
Neither sought/nor undertaken	35%	47%	33%	39%
Total	100%	100%	100%	100%
Number	559	57	58	51

Source: Cultural Leadership Survey, 2013 (TBR Ref: W01/S2b)

Disabled people are far more likely than the overall average to have neither sought, nor undertaken training. This was borne out in the in-depth interviews, which revealed a number of issues relating to the barriers to participation in training for disabled individuals, including the format of training:

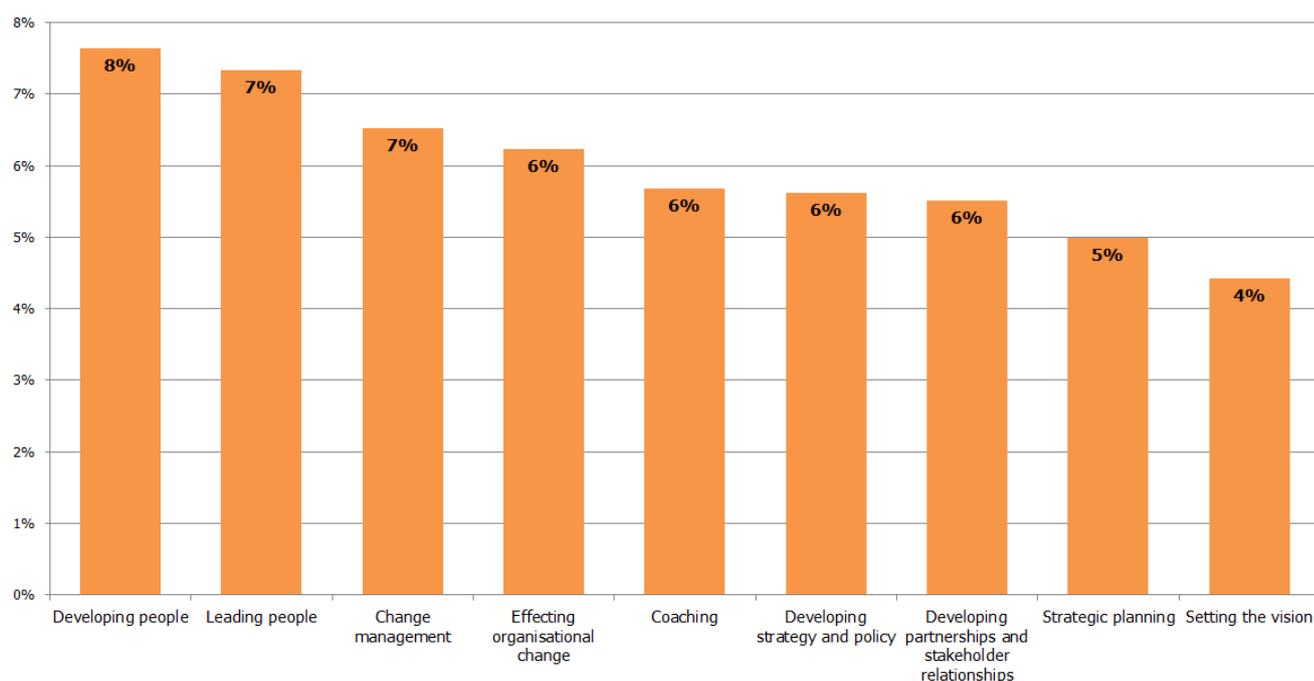
"I have struggled with leadership training for two reasons- firstly it is all about group activity which I cannot easily join in with and secondly I find a lot of trainers do not know how to appropriately support disabled participants so my needs are often completely ignored."

There is a need for consideration as to how budgets for improving access could enable participation for disabled leaders - for example, training providers could engage with individuals to help shape their own bespoke access support, rather than having a single accessibility plan to meet all needs.

4.4 Skills development

Training was undertaken to develop a range of skills, including developing/leading people, change management, effecting organisational change and coaching.

Figure 8: Top 10 skills respondents developed through leadership training



Source: Cultural Leadership Survey, 2013 (TBR Ref: W04/C1)

Awareness of and participation in leadership training

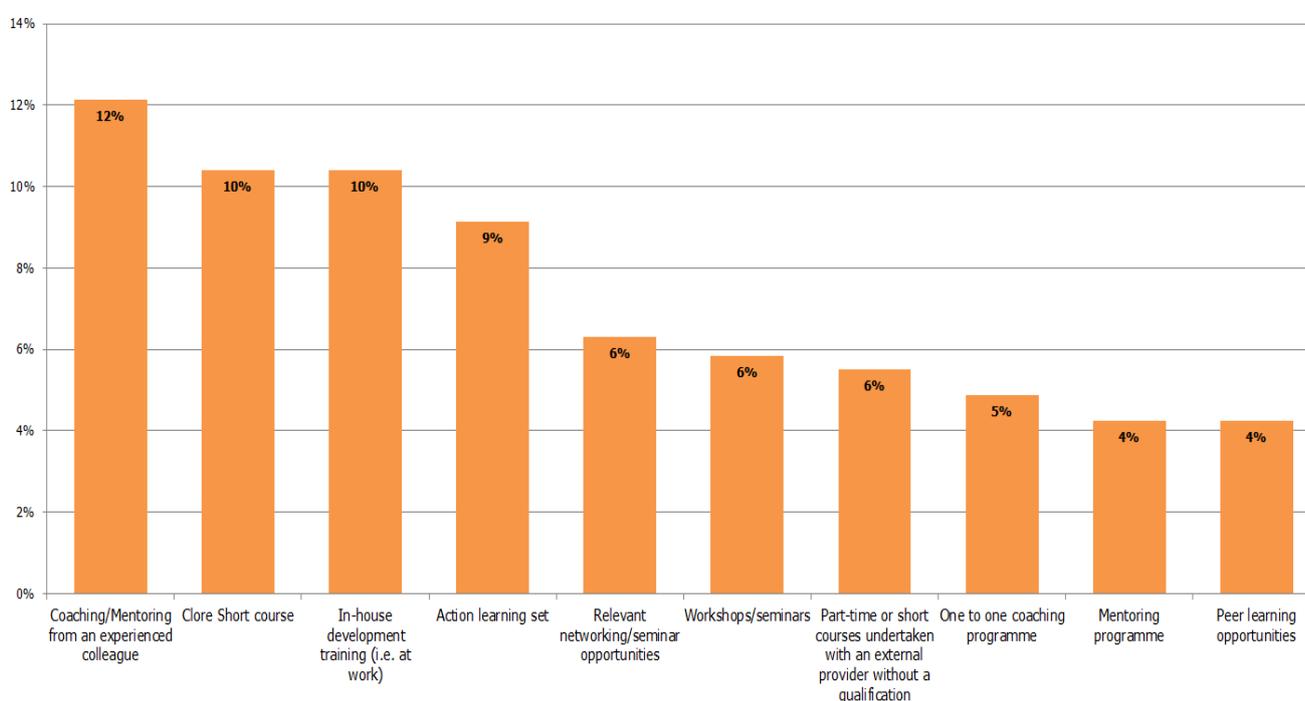
In addition to developing specific skills, the in-depth interviewees also stressed the importance of leadership training in providing a confidential sounding board (particularly via coaching and mentoring), as well as allowing for reflection over time:

"I've recently started a leadership mentoring programme with someone from outside of the sector and it has transformed my perception. I am able to talk much more freely about challenges and issues and how to resolve them."

4.4.1 Format of training undertaken

The format of leadership training undertaken or sought in the last 3 years was most commonly a mix of coaching/mentoring from an experienced colleague, in-house development training or external training via a Clore short course or an action learning set.

Figure 9: Top 10 most popular types of training undertaken in the past 3 years²²



Source: Cultural Leadership Survey, 2013 (TBR Ref: W02/C5)

Overall, very few (4.6%) cultural leaders were found to have participated in, or sought leadership training with a formal qualification (e.g. an external training course with a qualification). This is potentially linked to the fact that provision from both private sector providers and the Further Education sector is commonly regarded as falling short of the mark: 'lack of relevance' was the number one reason cited by 51% of creative and cultural sector employers in 2009 for not using training provided by the FE sector.²³

There tends to be little variation in the format of training preferred by leaders at different levels (below). However, some observable differences are that:

- Established/senior leaders are less likely to undertake peer learning.

²² By volume of participation rather than number of courses.

²³ United Kingdom Commission on Employment and Skills (2010).

Awareness of and participation in leadership training

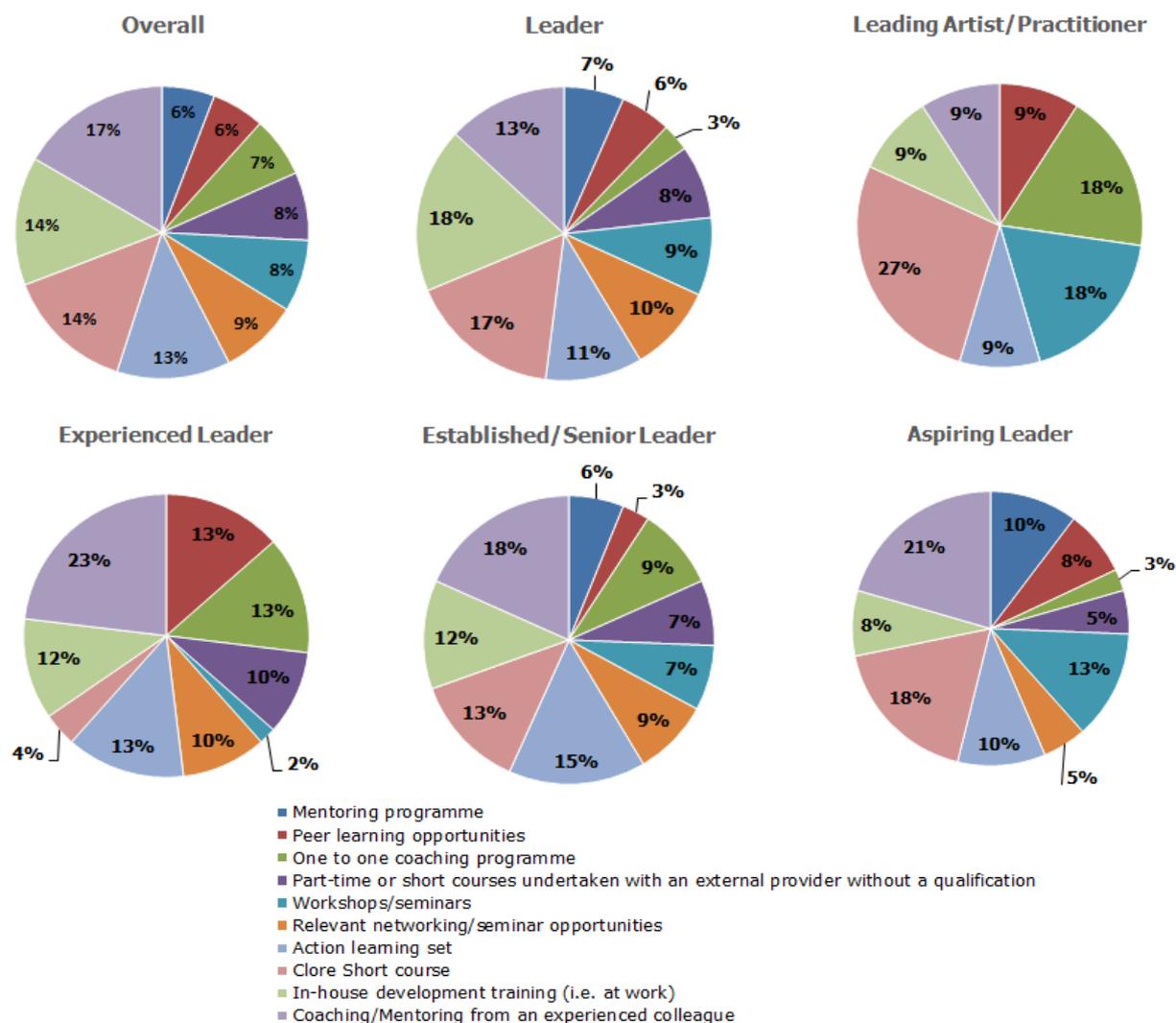
- Experienced leaders and leading artists/practitioners are less likely to participate in a formal and external mentoring programme/scheme, but are most likely to receive in-house coaching/mentoring from an experienced colleague.

These differences may suggest gaps in the availability of appropriate training, and/or in perceptions of their usefulness. An established leader participating in the in-depth consultation specifically noted the value of peer engagement at that level, but also noted that these opportunities tend to be linked with leaders outside the cultural sector, providing a useful external perspective:

"Added value can be shared through debates, network sessions, but nothing will leave a lasting legacy more than the opportunity for leaders to get on the ground insights for themselves through helping to problem solve or getting involved in other sectors or industries. Taking the learning back, applying, adapting the specific lessons and sharing the undercurrent learning (tools/resources) are not only excellent ways to engage, but also invaluable ways for embedding the good leadership practices. It takes time and openness."

However, given the general preference for sector-embedded training, this may mean that other established leaders do not perceive that such courses would be useful.

Figure 10: Leadership role against type of training undertaken



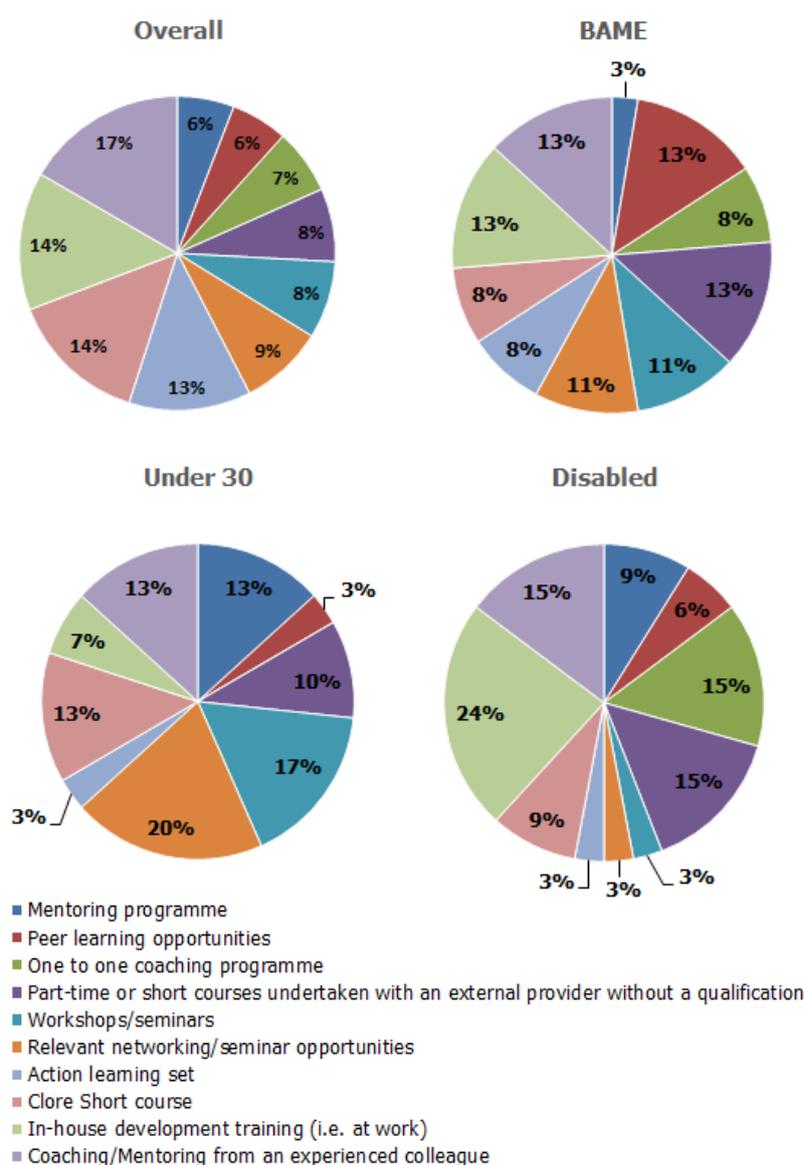
Source: Cultural Leadership Survey, 2013 (TBR Ref: W01/C9)

Awareness of and participation in leadership training

Slightly more variation from the average can be seen amongst BAME, disabled respondents and those aged under 30 (Figure 11 below):

- Those aged under 30 are the least likely to participate in a one to one coaching programme, but are more likely to participate in relevant networking or seminar opportunities or a mentoring programme.
- BAME respondents are less likely than the average to have participated in Clore short courses, coaching/mentoring from an experienced colleague or a mentoring programme.
- BAME and disabled participants are more likely than the average to have undertaken part-time or short courses with an external provider without a qualification.
- Disabled participants are also more likely to have participated in a one to one coaching programme or in-house development training.

Figure 11: Training undertaken overall and for BAME, disabled and under 30s



Source: Cultural Leadership Survey, 2013 (TBR Ref: W01/C10)

4.5 Barriers to participating in leadership training

The key barriers to participating in training (for those who had sought leadership development training but not actually undertaken any) included cost to their organisation (51%), cost to themselves (45%) and insufficient time for training (46%).

Whilst recognising this is based on a small sample, Table 4 below suggests that disabled and BAME participants in particular were also more likely to consider that the training not being available within their organisation presented a key barrier.

BAME respondents also identified caring responsibilities as a key barrier. When looking at the profile of all respondents who mentioned caring responsibilities as a barrier to participation, it is clear that this issue was raised solely by women, typically aged between 30-44. This is consistent with broader national trends, which show that BAME women are more likely to be economically inactive due to caring responsibilities.²⁴

Another key barrier identified by disabled participants was course duration. This was also identified in the in-depth interviews:

"If training courses are too long, it can become physically tiring. Courses that run over a few days also mean that I would be away from the family support that I need."

Table 4: Barriers to training overall and for and for BAME, disabled and under 30s

Barriers	Total	Disabled	BAME	Aged under 30
Cost to organisation	19%	25%	0%	19%
Insufficient time for training	17%	25%	29%	6%
Cost to me	17%	0%	14%	38%
Not available in this organisation	8%	13%	21%	0%
Lack of awareness of opportunities	7%	0%	0%	13%
Course duration not suitable (i.e. only available full time, needed part time course)	7%	13%	0%	6%
Not available in this area	5%	0%	0%	0%
Lack of relevant training available	5%	0%	0%	0%
Family/Domestic ties to one particular area where training is not available	3%	0%	0%	6%
Caring responsibilities	3%	0%	21%	0%
Access arrangements	1%	0%	0%	0%
Lack of motivation	1%		0%	0%
Don't know	8%	0%	14%	0%
Other (please specify)	0%	25%	0%	13%
Total*	100%	100%	100%	100%
Number	356	8	14	16

Source: Cultural Leadership Survey, 2013 (TBR Ref: W01/S15)

²⁴ Census 2011 showed 6% of white women economically inactive due to looking after home and family, compared to 8% of all BAME women and 17% of Asian/Asian British women.

Awareness of and participation in leadership training

As demonstrated above, cost is a key barrier for the cultural sector in terms of participating in leadership development training. A study for the Cultural Leadership Programme found that whilst most public and private sector organisations invested between 1 and 3 per cent of their turnover in professional development, the equivalent figure for the creative and cultural sector was 0.3 per cent.²⁵ The UK Employer Skills Survey²⁶ also identified that the creative and cultural sector experienced skills gaps in senior roles, partly due to underinvestment.

The in-depth consultation echoed this, highlighting course duration (impeded by work, caring and family responsibilities), time and money as key barriers to participation. One respondent suggested that:

"Money is the biggest barrier. Even organisations with training budgets struggle to find sufficient [money for training]. Time is also a key challenge, bearing in mind the variety of responsibilities now within each job."

Time pressure is compounded by increased pressures within organisations; reference was made to a fear of or discomfort with taking time away from already pressurised roles for leadership development. This is reflected by the 1 in 5 respondents who stated that they did not participate in leadership training because it was 'not available in this organisation'.

A further 20% stated they had not participated due to a 'lack of awareness of opportunities'. This may suggest that the publicity and promotion of leadership development opportunities is not reaching, or not appealing to, potential audiences. As a result, in order to participate in development training individuals are required to be highly proactive in identifying opportunities. However in increasingly time-poor organisations, this is unlikely to happen.

Even for those who are aware of potential opportunities, there is a view that information provision could be more effective. For example:

"When websites ... are updated to tell people that applications are closed they do not give any indication of when they will re-open for the next round of applications. This is very frustrating as you have to check every day to see when they are open again."

For those who had neither sought nor participated in training, the barriers were similar: insufficient time (47%), cost (36% cost to me and 34% cost to organisation) or a lack of awareness (33%). However, 21% of these respondents also stated that they felt they already had the skills, knowledge and personal attributes to progress and make an impact in the sector and 16% were happy at their current level. Perhaps unsurprisingly however, the majority of these respondents were found to be senior leaders within large organisations, who had worked in the sector for 16+ years.

Several respondents also commented that as they had already participated in development training, they now preferred to support the development of leadership training/encourage others to participate. For example, senior staff at one small arts organisation spend a significant amount of time developing other emerging leaders (through tutoring on MA programmes, informal mentoring and supported internships) whilst not accessing any leadership development themselves.

Others stated that they lacked confidence or did not feel ready to participate in leadership training:

"Not sure if leadership is what I want or not or if I am ready for it."

²⁵ CLP, (2009), Meeting the Challenge.

²⁶ The Employer Skills Survey is the largest skill focused survey of organisations in England.

5. Skills needs in the future

This section begins by examining the influences on leadership, in terms of the personal, organisational and sector-wide factors that have influenced respondents' general leadership progress to date. It draws on outcomes from the in-depth consultation to consider the drivers of skills demand. The following section presents results from the survey, outlining the leadership training respondents predicted they would need in future years and the specific skills required in order to manage the effect of changes to public funding.

5.1 Influences on leadership progression

The previous section of the report considered the factors that influence the decision to participate in training, finding that cost (to the organisation and the individual) and time available for training were the main barriers, with some not participating due to caring responsibilities or because training was not available to them in their organisation. This section of the report considers the personal, organisational and sector-wide factors that have influenced respondents' general leadership progress to date.

5.1.1 Barriers

Table 5 (over) considers the barriers to leadership progression by type (personal, organisational, sectoral), providing an overall figure for all respondents and then showing the extent to which responses from BAME, disabled and participants aged under 30 varied from the average.

Across all respondents, lack of confidence was noted as the key barrier slowing leadership progression, followed by caring responsibilities and lack of development opportunities within the organisation. Whilst these top three fall into the personal/organisational groups, it's interesting to note that they are followed by four factors related to the sector: ill-defined career paths, lack of permanently funded job options, lack of development opportunities in the sector and poor job opportunities in a geographic region.

Location was particularly emphasised by in-depth participants working outside of London:

"It can literally be a case of 'dead-men's-shoes'. The current CEO took the post when the incumbent passed away and shows no signs of retiring. There simply aren't enough organisations to move around that much, so you can get stuck."

It is also these sectoral barriers, particularly the lack of career path definition, which were raised more frequently by disabled, BAME and younger (aged under 30) respondents. The cultural sector simply does not have the same formality around models of development and progression as you would find in other industries, for example the chartered professions. In this context, leaders have an important role to play in supporting others to 'carve' a path.

"It's important to ensure the supporting role of managers in developing their staff to take on leading roles. Spotting talent in your organisation is a key skill as a leader. It's much more about putting people in the right role for them to develop in."

In general, BAME, disabled and younger respondents all felt that sectoral barriers applied greater pressure. For example, a lack of leadership-specific networks, low morale in the industry, lack of role models and inflexibility in working hours within the sector were all noted as having a greater impact by one or more of the groups.

There tended to be little difference in the perceived impact of personal factors. However, respondents aged under 30 were more likely to consider a lack of confidence in their own ability as being a barrier. Compared to the average, BAME, disabled and young respondents were all less likely to have been hindered by caring responsibilities, or a lack of personal motivation and drive, but they were slightly more likely to note a negative impact from having no network of contacts.

In general, the range of impact of organisational factors was very similar to the overall average. However, young and BAME respondents were much more likely to note a lack of development

opportunities in their organisation. BAME respondents were also more likely to feel that a lack of active support from their line manager or lack of role models had hindered progress.

A concern expressed in the in-depth interviews is that the reductions in public funding have had the effect of reducing the number and/or the scale and profile of BAME/diversity focused organisations/networks. This means that there are fewer role models to aspire to (or the role models are less visible). To this end there is a need to encourage a broader and more diverse range of people to enter the sector (as potential leaders) – both by targeting communications to potential entrants but also by up-skilling emerging and younger leaders within the sector.

Table 5: Barriers slowing leadership progression

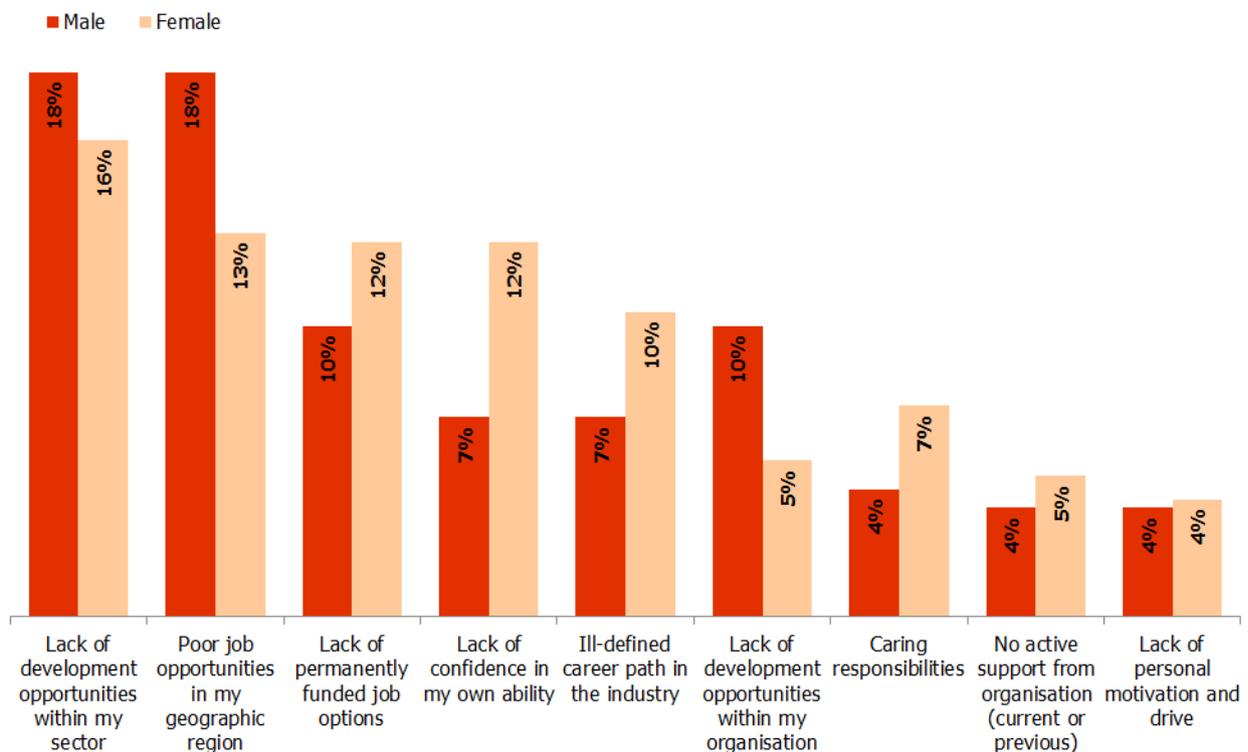
The table is colour coded as follows:

Between 5% and 10% higher than overall		Between 15% and 20% higher than overall			
Between 10% and 15% higher than overall		More than 20% higher than overall			
Type	Barrier	Overall	Difference from overall average (+/- %)		
			Disabled	BAME	Aged under 30
Personal	Lack of confidence in my own ability	35%	+0%	-4%	+10%
Personal	Caring responsibilities	23%	-2%	-4%	-17%
Organisational	Lack of development opportunities in my organisation	22%	+8%	+21%	+19%
Sectoral	Ill-defined career path in the industry	17%	+22%	+23%	+34%
Sectoral	Lack of permanently funded job options	15%	+1%	+19%	+44%
Sectoral	Lack of development opportunities in my sector	14%	+18%	+22%	+8%
Sectoral	Poor job opportunities in my geographic region	12%	+23%	+12%	+19%
Organisational	Lack of role models/mentors in my organisation	12%	-3%	+2%	+2%
Organisational	No active support from my organisation (current or previous)	11%	+3%	+5%	+5%
Personal	No network of contacts	11%	+1%	+1%	+5%
Organisational	Lack of active support from my line manager	10%	+2%	+12%	+2%
Sectoral	Lack of leadership specific networks	9%	+7%	+13%	+7%
Sectoral	Low morale in the industry	7%	+4%	+5%	+18%
Personal	Lack of personal motivation and drive	7%	0%	-5%	-1%
Organisational	Lack of active support of peers/colleagues	5%	-3%	+2%	-1%
Sectoral	Lack of role models in the industry	4%	+3%	+13%	+8%
Sectoral	Lack of relevant professional bodies/membership organisations	3%	+6%	+9%	+9%
Sectoral	Working hours inflexibility within my sector	3%	+6%	+6%	+11%
Personal	Lack of support from friends and family	3%	+1%	+6%	-3%
Sectoral	Lack of gender specific networks	2%	+3%	+1%	+2%
Sectoral	Lack of other specific networks	1%	+3%	+2%	+1%
Number		584	57	58	51

Source: Cultural Leadership Survey, 2013 (TBR Ref: W07/S1)

Previous research has looked at the under-representation of women in leadership roles in the cultural sector. This survey discovered that the majority of participants in leadership training courses tend to be women, and this is reflected in the proportion of female respondents to this survey. Consequently, the discrepancy between the high proportion of women undertaking leadership development courses and the low proportion of women in leadership roles merits further consideration. The following chart indicates, for example, that whilst there is little variance (i.e. within 3%) between men and women in many of the barriers to leadership progression, lack of confidence, poor job opportunities and lack of development opportunities are a considerably higher factors for women over men.

Figure 12: Barriers to future leadership progress: female compared to male response



Source: Cultural Leadership Survey, 2013 (TBR ref: W07/C1)

5.1.2 Enablers

Table 6 considers enablers of leadership progression by type (personal, organisational, sectoral), providing an overall figure for all respondents and then showing the extent to which responses from BAME, disabled and respondents ages under 30 varied from the average.

Table 6: Enablers supporting leadership progression

The table is colour coded as follows:

Between 5% and 10% higher than overall	Between 15% and 20% higher than overall
Between 10% and 15% higher than overall	More than 20% higher than overall

Group	Enabler	Overall	Difference from overall average (+/- %)		
			Disabled	BAME	Aged under 30
Personal	My personal motivation and drive	27%	+64%	+63%	+55%
Sectoral	Good role models in the industry	21%	+12%	+5%	+21%
Organisational	The active support of my organisation (current or previous)	20%	+31%	+16%	+32%
Organisational	Active support from my line manager	19%	+28%	+19%	+53%
Organisational	Active support of peer colleagues	19%	+25%	+21%	+29%
Organisational	Mentors/role models	19%	+16%	+14%	+37%
Personal	My strong network of contacts	18%	+24%	+29%	+40%
Sectoral	Membership of a professional body/membership organisation	17%	+5%	+9%	+10%
Personal	My confidence in my own ability	16%	+24%	+31%	+34%
Personal	Support from friends and family	15%	+20%	+23%	+51%
Organisational	Development opportunities within my organisation	12%	+19%	+10%	+16%
Sectoral	Working hours flexibility within my sector	12%	-3%	+1%	+9%
Personal	Specialist networks through professional bodies	11%	+16%	+13%	+17%
Personal	Lack of caring responsibilities	7%	+9%	+17%	+29%
Sectoral	Good development opportunities within my sector	7%	0%	+6%	+8%
Sectoral	Good job opportunities in my geographic region	7%	+2%	0%	+16%
Sectoral	Leadership specific networks	6%	+5%	+5%	-2%
Sectoral	Other specific networks (please state which)	4%	+2%	+3%	+0%
Sectoral	High morale in the industry	3%	+6%	+4%	+10%
Sectoral	A well-defined career path in the industry	3%	+4%	+1%	-1%
Sectoral	Gender specific networks	1%	+3%	+1%	-1%
Sectoral	Plenty of permanently funded job options	1%	-1%	-1%	+1%
Number		577	55	57	49

Source: Cultural Leadership Survey, 2013 (TBR Ref: W07/S2)

An immediate observation from the table is that, alongside personal motivation and drive and the presence of good role models, organisational factors play a significant role in supporting progression as a leader. All organisational influences are in the top half of the table and respondents struggled to differentiate between the influence of active support of their organisation (current or previous), from their line manager, their peer/colleagues and mentors.

As might be expected given the responses concerning barriers, very few people noted any sectoral factors as being of significant benefit, with the exception of good role models in the industry, membership of a professional body/membership organisation or flexible working.

BAME, disabled and younger respondents were significantly more likely to feel the benefit of strong organisational support. However, most striking is the far greater importance of personal factors for people in these groups. A much greater emphasis was placed on personal motivation and drive, own strong network of contacts and confidence in own ability compared to the average.

The value of relationships, networks and contacts in supporting progression for BAME, disabled and younger respondents is very clear. Formally, active support of peer colleagues, a strong network of contacts and specialist networks through professional bodies have all been key enablers. Informally, support from friends and family has also had a much greater impact than for respondents overall.

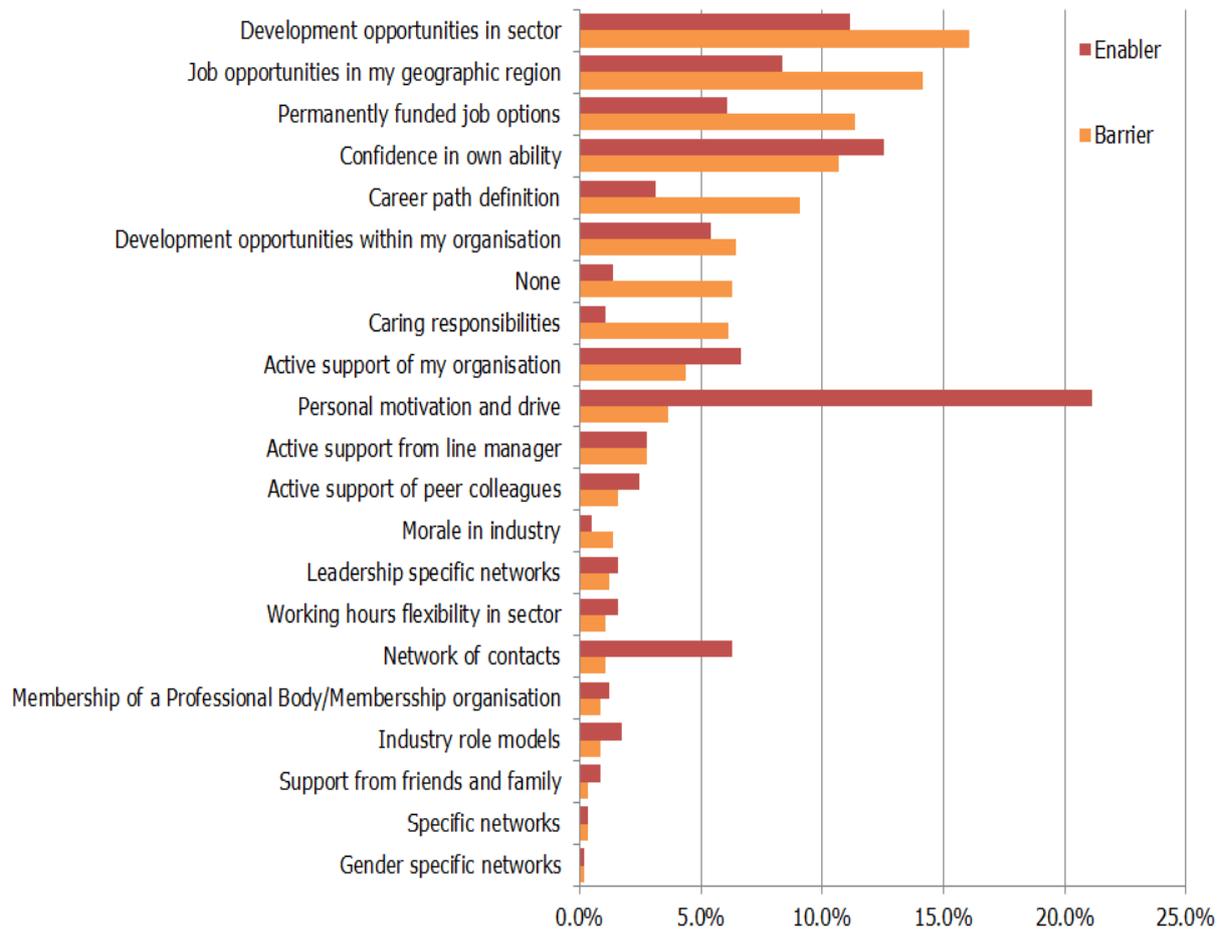
5.2 Future barriers and enablers

A number of the barriers and enablers relating to leadership progression to date are clearly directly related (i.e. the presence of development opportunities being an enabling factor, but the lack of development opportunities being a barrier).

Figure 13 (over) shows how the different factors are perceived to be primarily a barrier/enabler in terms of future progression.

For instance, while personal motivation and drive and having a network of contacts is viewed as a key enabling factor in supporting leadership development, these elements are not viewed as a strong barrier to progression. Likewise, while caring responsibilities and career path definition are identified as a key barrier, not having such responsibilities/having such definition is not seen as a key enabling factor.

Figure 13: Future barriers and enablers to leadership development



Source: Cultural Leadership Survey, 2013 (TBR Ref: W05/C1)

5.3 Drivers of skills needs

It is clear that, as in any sector, a range of factors drive the demand for skills. Libraries are a little different, in that the formal position as part of statutory provision within the local authority structure means that there are different routes to leadership and different career development pathways. However, in our interviews, participants from all sectors noted various external influences on their skills needs, such as digitisation, environmental sustainability, changes in sector governance e.g. the Museums, Libraries and Archives/Arts Council England merger. It was very clear that whilst these factors are acknowledged, the major driving force in the sector is responding to the reduction in regular public funding.

There is however a potential risk here of ‘tunnel vision’. Whilst it is natural that dealing with the effects of funding change are at the top of many priority lists, it is important that this is not at the expense of dealing with other issues. It is vital that leaders are encouraged to maintain a breadth of perspective and that training available reflects this.

The recognition of this single focus in itself becomes a key driver of skills needs, as it is essential now, more than ever, that leaders have the time, energy and skills to address their whole range of leadership responsibilities.

"A steady flow of funding means strong leadership is not as critical. However, the current combination of pressures upon the sector means that strength is paramount."

The strategic and operational shape of the sector has changed enormously since the recession and the resulting changes in public funding. Organisations simply do not operate in the same way and therefore the approach to management and leadership must also change: new leadership skills and competences are essential for survival.

"The idea of a single monolith that you manage is gone. Very few organisations have a 90% single income source. The same organisation might have different operating models depending on the funding portfolio. They have to be light on their feet to deal with this."

The ability to work collaboratively is vital and this drives a greater requirement for a broader range of leadership skills and expertise. Collaboration is the key route to being able to do more with less. The ability to seek, form and maintain effective collaborative relationships is therefore paramount.

"Organisations need to join up for impact. We need to work collectively and collaboratively as a sector to push the big messages out – look beyond our own organisations."

"There has been a clear shift from a requirement for sector-based knowledge/expertise to a more mixed range of skills. Leaders have to look laterally at the wider picture and influence beyond their own sector. They need to develop a broad and confident message about why the work they are doing is important."

Whereas previously it may have been possible to learn 'on-the-job', for those in leadership positions now, the pace of change, and the range of competences required, demand specific training. It simply is not possible to learn 'on-the-job' fast enough, or perhaps effectively enough, and when resources are tight, there is less scope for trial and improvement. In this context, leaders increasingly look to specific training courses to 'top-up' their skills.

5.4 Areas for development

In looking to the future, the majority of respondents (90.6%) considered that they would seek further training/development in the next 5 years in order to develop their career. This again confirms the high demand for provision and a high level of awareness of the benefits and impact of training/development of leadership skills.

The majority of those who did not wish to pursue further training stated that this was due to plans to retire in the coming years. Other respondents mentioned factors such as taking time out of the sector for family commitments, or not seeing the value in pursuing training in the near future:

"No time or opportunity for career development to use this training for."

As Table 7 below also shows, disabled respondents were the most likely to consider they wouldn't pursue training or development in the next 5 years. While the majority of these respondents stated this was due to retirement plans, time pressures were also mentioned by several respondents as a contributing factor.

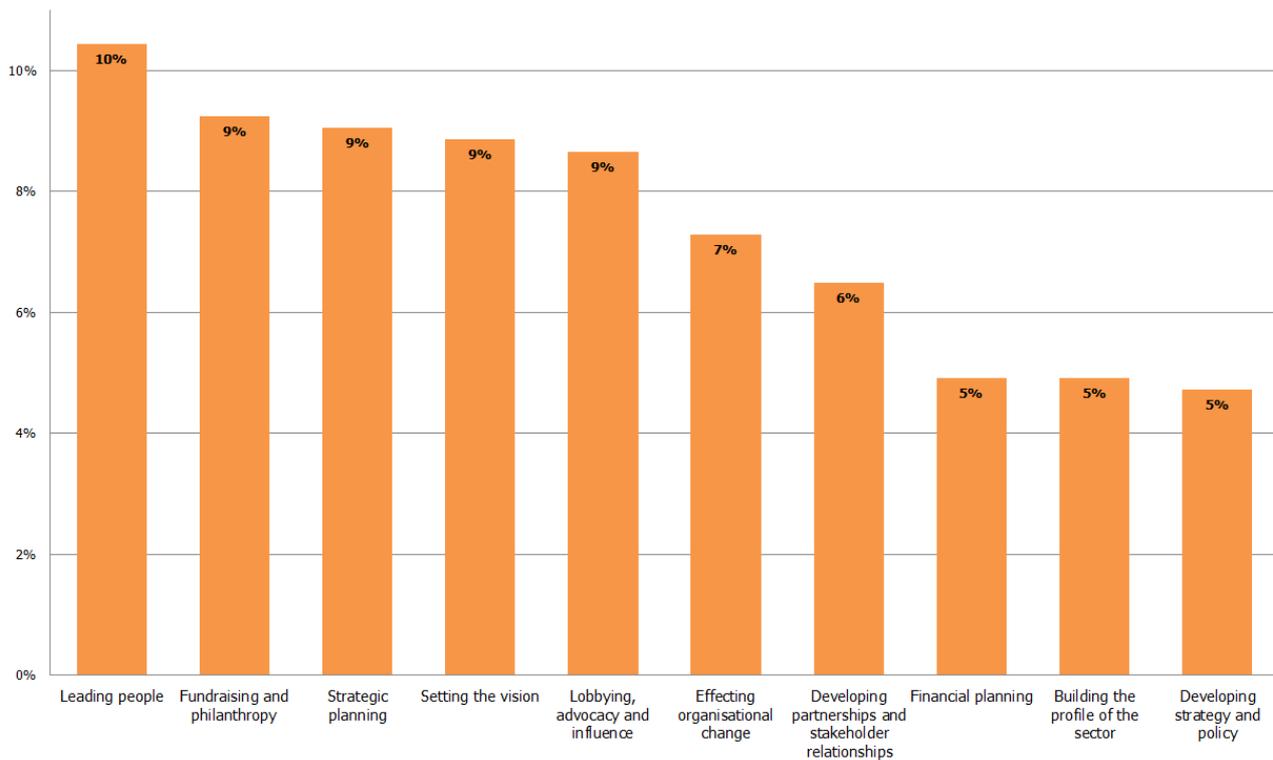
Table 7: Anticipated future access to training/development

Will you be seeking to access further training/development in the next 5 years?	Overall	Disabled	BAME	Aged under 30
No	9%	23%	9%	4%
Yes	91%	77%	91%	96%
Total	100%	100%	100%	100%
Number	589	56	58	51

Source: Cultural Leadership Survey, 2013 (TBR Ref: W01/S19)

The chart below shows the top 10 skills cultural leaders feel it is most important to develop. Responses to the top five are closely grouped, noted by approximately 9-10% of participants. This perhaps suggests a skillset that combines leading people with strategic planning, fundraising and philanthropy, lobbying, advocacy and influence and setting the vision is most in demand going forward.

Figure 14: Top 10 skills cultural leaders feel it is important to develop

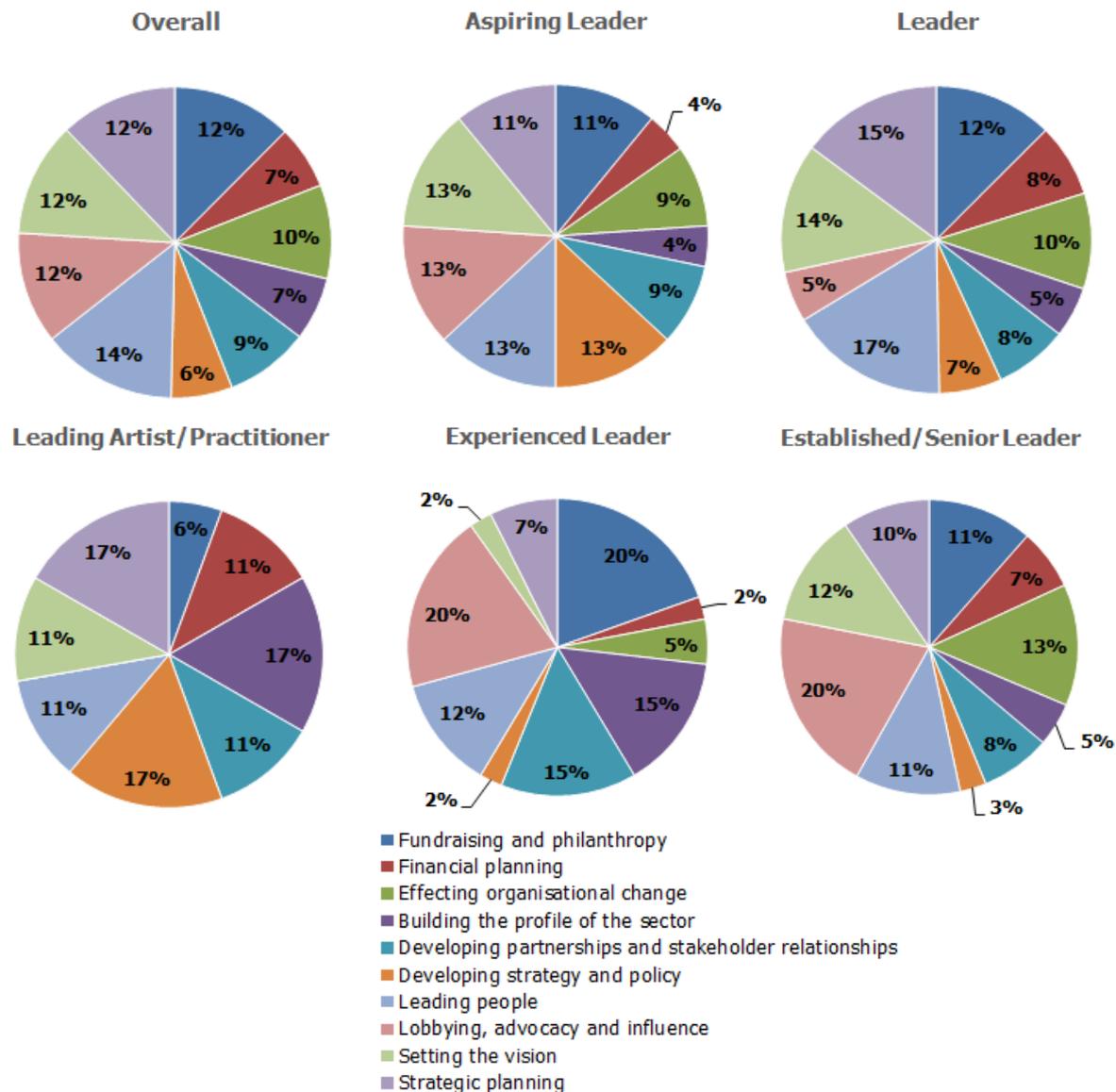


Source: Cultural Leadership Survey, 2013 (TBR Ref: W01/C4)

The skill sets required tend to vary as one might expect according to the type of leader and their role within an organisation. For example, established/senior leaders are likely to have a greater focus on developing skills to effect organisational change and lobbying, advocacy and influencing skills. Perhaps surprisingly, only a small proportion of leaders noted 'setting the vision'.

It's interesting to note that 'leading people' as opposed to 'developing people' features in this top ten. The importance of developing people was also evidenced in the preference for models of longer term support expressed by aspiring leaders. Support is delivered by others in the sector and in the workplace in the form of mentoring (both by established leaders and peer mentors) as well as opportunities for shadowing and exchanges. This was reinforced by established leaders who noted the importance of effective career development support in nurturing future leadership talent.

Figure 15: Future skills required by leadership role

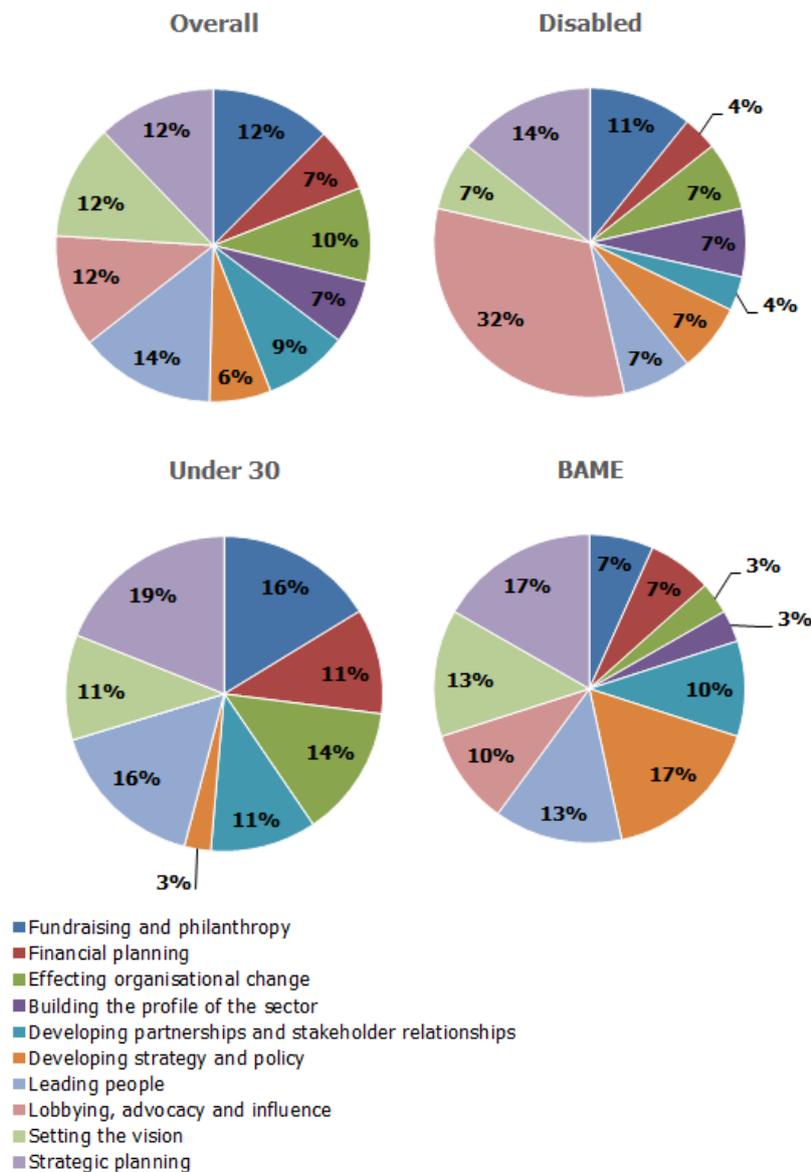


Source: Cultural Leadership Survey, 2013 (TBR Ref: W01/C11)

Analysis of the breakdown for BAME, disabled and younger respondents shows that, on the whole, the pattern of skills demand is similar, with a few exceptions:

- Disabled respondents were far more likely to note lobbying, advocacy and influencing skills and less likely to identify setting the vision, developing partnerships or financial planning.
- BAME respondents were more likely to note developing strategy and policy, less so building the profile of the sector, effecting organisational change or fundraising and philanthropy.
- None of the respondents aged under 30, noted lobbying, advocacy and influencing skills or building the profile of the sector.

Figure 16: Future skills required overall and for BAME, disabled and under 30s



Source: Cultural Leadership Survey, 2013 (TBR Ref: W01/C12)

Despite over 90% of cultural leaders stating they will be seeking to undertake further training to develop their career in the next 5 years, only 73% stated they were planning to undertake training/development activity which targets these specific skills needs.

In particular, those who have worked in the sector for 1-2 years were found to be the least likely to wish to undertake training in the next 5 years (with 50% of this group wishing to do so). Leading artists/practitioners were also found to be less likely to wish to seek training (with only 63% planning to do so) than leaders in other roles.

It's clear that disabled and BAME respondents are less likely to seek to undertake training to address these skills needs in the next 5 years. Key reasons cited for not wishing to undertake training included working on short term contracts, or a lack of awareness of what training is available:

"Don't know where/ how/ what to do to get training in this."

Table 8: Plans for future training activity

Are you planning to undertake training/development activity to meet this need?	Overall	Disabled	BAME	Aged under 30
No	27%	34%	32%	23%
Yes	73%	66%	68%	77%
Total	100%	100%	100%	100%
Count	589	32	47	48

Source: Cultural Leadership Survey, 2013 (TBR Ref: W01/S21)

The majority (83%) of those who did plan to participate in training to develop these skills planned to do so within the next 2 years. 31% of these respondents stated they would do so in the next year and 17% in the next 6 months.

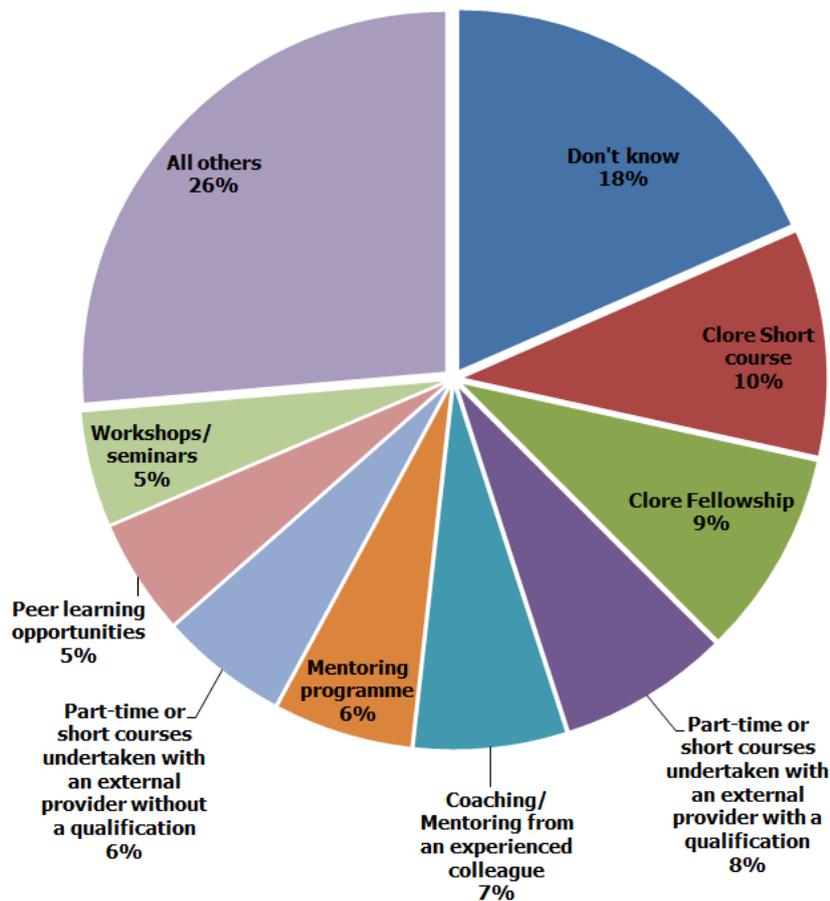
For those who were not currently planning on undertaking training to address these skills needs, 32% stated this was because of the cost to themselves, 31% cost to their organisation, 25% because the training was unavailable in their organisation and 15% because they were unable to get time off to undertake training or because training was not available in their area.

5.5 Preferred training formats

As might be anticipated, respondents noted a range of different training formats that they felt would be best suited to meeting their needs. However, interestingly 18% stated they did not know by what mode this training/development would best be delivered.

Other common training modes mentioned included a part-time or short course undertaken with an external provider with a qualification (8%), coaching/mentoring from an experienced colleague (7%), mentoring programme (6%), part-time or short courses undertaken with an external provider without a qualification (6%), peer learning opportunities or workshops/seminars (both 5%).

Figure 17: Preferred modes for future training



Source: Cultural Leadership Survey, 2013 (TBR Ref: W01/C5)

In highlighted in Table 9 below, BAME and respondents aged under 30 favoured the Clore Short Course/Fellowships, mentoring programmes and peer learning opportunities as future training methods. Disabled participants however were more likely to consider coaching/mentoring from an experienced colleague, a mentoring programme or part-time or short courses undertaken with an external provider without a qualification as the best mode for future training.

Across all respondents, but particularly for disabled participants (24%) and those aged under 30 (22%), a relatively high proportion stated that they did not know what their preferred format would be for future training. For disabled individuals, this may be linked to the barriers to participating in training. For younger people, it is more likely to be related to a lack of experience or effective guidance.

Table 9: Preferred modes for future training

Preferred mode of training for future skills needs	Overall	Disabled	BAME	Aged under 30
Clore Short course	10%		3%	16%
Clore Fellowship	9%	4%	16%	16%
Part-time or short courses undertaken with an external provider with a qualification	7%	4%	9%	11%
Coaching/Mentoring from an experienced colleague	7%	12%	9%	5%
Mentoring programme	6%	12%	6%	14%
Part-time or short courses undertaken with an external provider without a qualification	6%	12%	6%	3%
Peer learning opportunities	5%	8%	13%	
Workshops/seminars	5%	4%	0%	
Part time formal qualification (e.g. such as a University Course)	5%	8%	3%	
One to one coaching programme	4%		0%	5%
In-house development training (i.e. at work)	3%		6%	5%
Relevant networking/seminar opportunities	2%	8%	6%	
Sector specific training (e.g. museums)	2%		0%	
Action learning set	2%		0%	
Leadership network membership	1%		0%	
On the job training with support from a colleague	1%	4%	0%	3%
Online course/tutorial	1%		0%	
Residential courses (not including the Clore residential courses)	1%		0%	
Full time formal qualification (such as a University course)	1%		6%	
Other short course (not including the Clore Short Course)	1%		0%	
Other networking	0%		0%	
Vocational accredited training	0%		0%	
Other type of training	2%		0%	
Don't know	18%	24%	16%	22%
Total	100%	100%	100%	100%
Count	375	25	32	37

Source: Cultural Leadership Survey, 2013 (TBR Ref: W01/S23)

Whilst few survey respondents noted residential courses, respondents to the in-depth consultations highlighted a preference for these, valuing the time away from the workplace and the opportunity to network with other colleagues both in and out of sector:

"The residential model is the most effective. Intensive and collaborative – allows you to get better breadth by mixing with other sectors alongside depth of study. The residential model also creates cohorts which is powerful in building up your map of the cultural landscape and forming lasting relationships that can stay with you long past the set period of study."

However, this wasn't universal. It is also recognised that residential courses can be a 'hard-sell' in terms of releasing staff, both in the eyes of employers and staff themselves. Additional evidence/case studies showing the impact and benefit of this type of training would be useful to advocate for its value.

Some disabled participants additionally highlighted the challenges in participating in predominantly residential courses such as the Clore Short Course/Fellowships, with one respondent suggesting:

"The format of residential leadership courses is very social but this would mean I would need round the clock support which wouldn't be easy to arrange or very practical."

While organisations such as the Clore Leadership Programme have provision for assistance such as sign language interpreters, there is perhaps a need for greater promotion of such support. Highlighting the access arrangements, facilities and support available at the outset of promoting a programme was suggested by one interviewee as a key way of encouraging participation:

"If these arrangements are set out at the start then it says 'you're welcome'. All too often physical access is an afterthought and people assume there will be no help available."

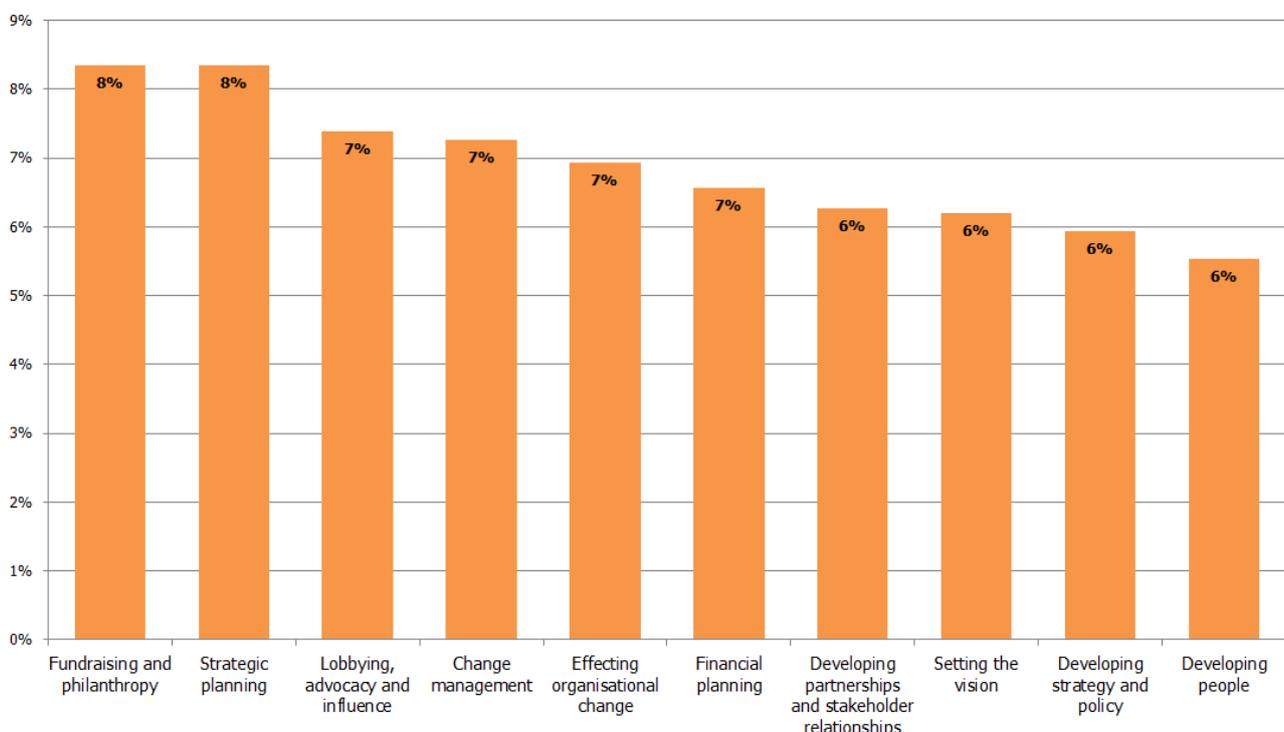
5.6 The impact of changes in public funding

Overall, 72% of the respondents stated they received public funding, of which 74% considered this was very significant to the continued success of their organisation. As it is anticipated that changes to public funding will continue to impact on organisational success in the cultural sector, it is important to consider the skills needed to manage this.

Encouragingly, only a very small proportion of respondents (3%) felt that they did not have any of the skills necessary to manage this change. Most felt that skills required strengthening, with only 9% noting they already had all skills needed.

In order to manage the effects of future changes in public funding, cultural leaders anticipate they will require fundraising and philanthropy skills (8%), strategic planning (8%), lobbying, advocacy and influence, change management and effecting organisational change (all 7%).

Figure 18: Skills required to manage changes in public funding



Source: Cultural Leadership Survey, 2013 (TBR Ref: W02/C4)

In order to obtain these skills, a high proportion of respondents consider that they will require external support either in the form of external training for existing staff in a relevant role (27%) or consultancy support from a specialist agency/individual (20%). Few felt this could be achieved through internal means only, either via promoting an existing member of staff (5%) or internal training for existing staff in a relevant role (15%).

The in-depth interviews noted that those with funding from Local Authorities need an improved understanding of new models of working in local government, in order that they can engage and work constructively and successfully with them:

"Arts and cultural organisations are going to need to know what a contemporary local authority looks like. They will need to enhance their understanding of local authority governance, the role of members and the impact of politics at a local level. It is really important to understand the commissioning environment and how a 'commissioning local authority' works."

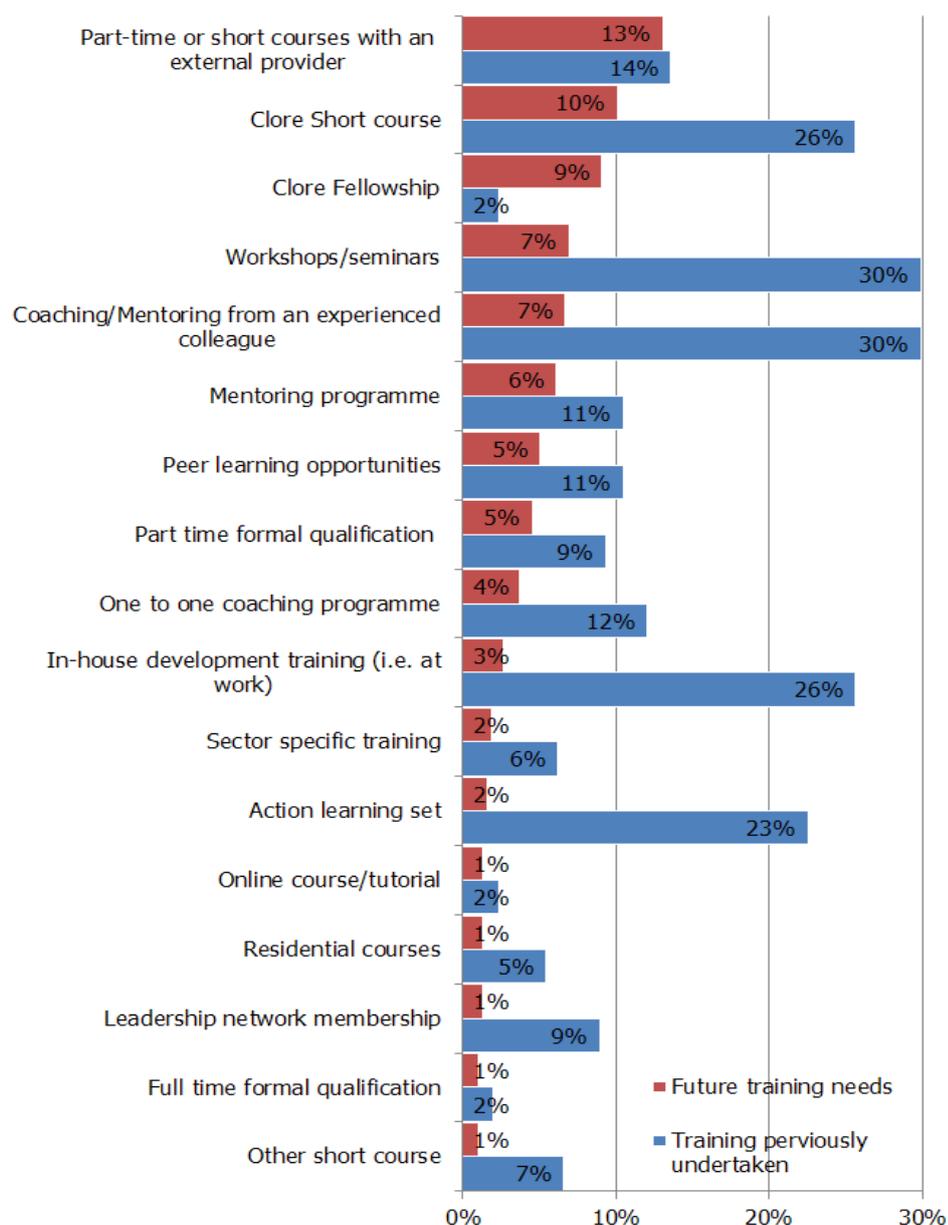
6. Looking forward

This section brings together key points from the previous sections of the report in order to highlight key demands for future training. The charts compare and contrast the provision currently available, the types of training respondents have previously participated in and the training they anticipate they will need in the future.

6.1 Format of training

In terms of the format of training, Figure 19 below underpins the continued demand for part-time short courses, the Clore short course and the Clore Fellowship. There is evidence of on-going demand for coaching/mentoring support, alongside group sessions in a workshop/seminar format.

Figure 19: Future needs in comparison to previous training



Source: Cultural Leadership Survey, 2013 (TBR Ref: W06.1/C5)

The only type of provision for which there is greater anticipated demand going forward than participation in the past is the Clore Fellowship. This reflects both the small number of places available and the high esteem in which the Fellowship is held. In addition to the actual training, Clore participants (particularly the Fellowship, but also the Short Courses) rate the strong network they develop through the training as vital to their leadership progression. A challenge going forward is to create similar opportunities to meet and engage that are open to all.

There are a number of training types that respondents seem to indicate that they will not use as extensively in the future. This is more likely to be an indication of progression in training, than a reflection on usefulness. For example, it is likely that many people who have participated in a Clore short course now identify completing the Fellowship as the next step in their leadership development.

It is interesting that far fewer people feel they will undertake 'in-house development training' or receive 'coaching/mentoring from an experienced colleague' in the future. A worrying interpretation of this would be a perceived lack of organisational support for development. Indeed, given that so many people are unaware of the training budgets held by their organisation, this may be the case for many.

However, it is also likely that there is a lack of clarity on what to do next. In the same way that a lack of definition in career path was raised as barrier to career progression, it may be that there is a lack of clarity on suitable training paths, or what the next step is once a course of training has finished. There may be a further role here for networked support to enable peer interaction once training has been undertaken.

6.2 Skills requirements

Figure 20 (over) compares the skills cultural leaders feel are most important to develop against the training they have already undertaken and the current leadership training provision available.

It is clear that, compared to training already undertaken, there is increased demand for training in lobbying, advocacy and influencing and fundraising and philanthropy and continued demand for training in strategic planning. Given the context of funding change that these areas relate to managing/leading this process of change is hardly surprising. The level of demand for training to support building the profile of the sector and delivering social change also remains relatively constant. However, these are noted by a smaller proportion of respondents.

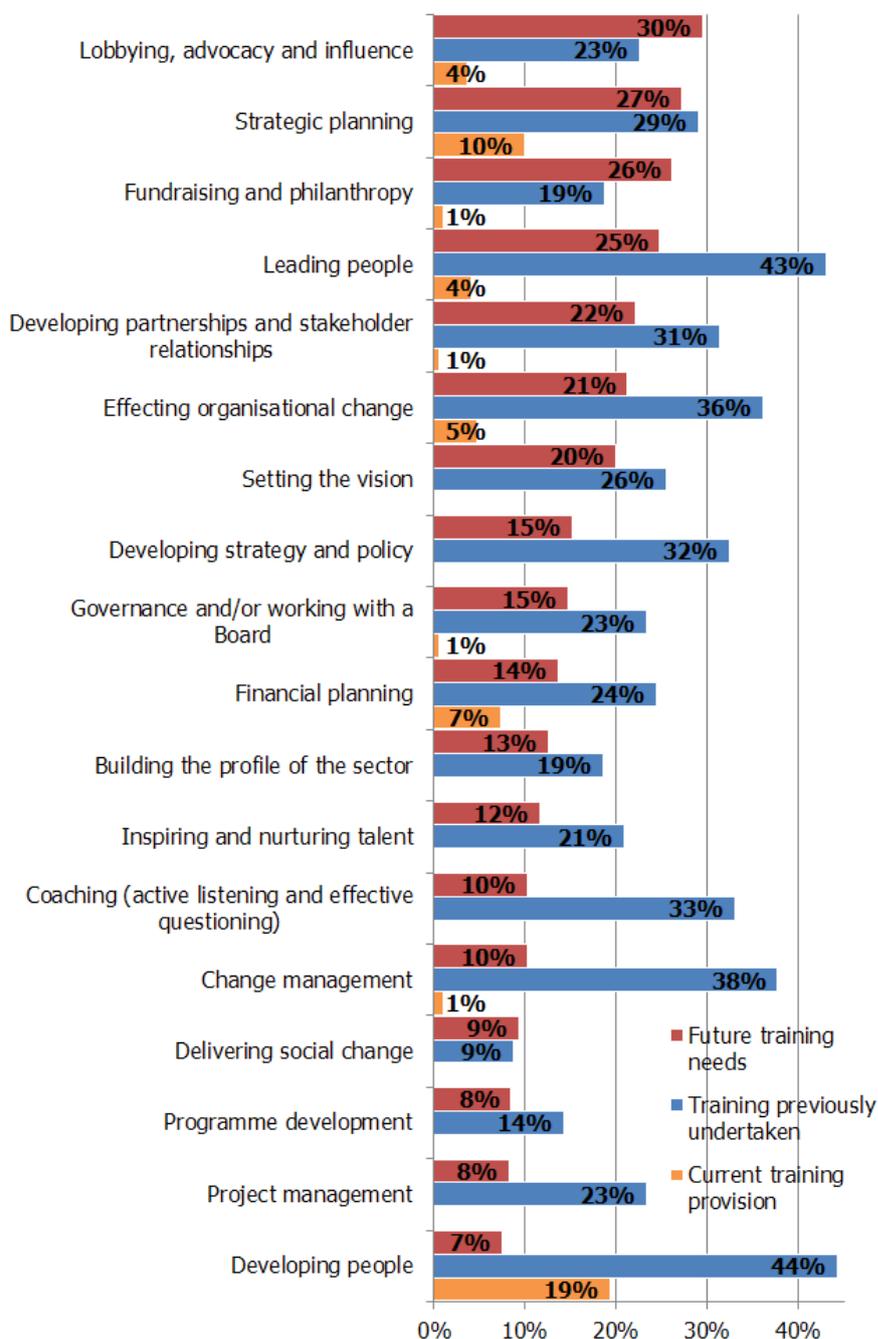
The largest gap between previous training undertaken and future training planned is in developing people. Far fewer people anticipate requiring further training on developing people, but more emphasis is given to leading people. In-depth interviewees were clear that it was essential for leaders to ensure they are effectively developing the careers of their people. An individual's experiences in their career shape their ability to lead and it is essential that leaders are proactive in supporting career development of others.

Other areas with reduced demand are coaching and change management. This may suggest that respondents perceive (rightly or wrongly) that these courses deliver skills that, once learned, are embedded as opposed to requiring updating or refreshing.

Current available provision clearly does not cover all aspects of the skills needed in the future. The chart highlights the difficulties in trying to map provision - the exercise has been unable to identify training courses in many areas where people have undertaken training. However, in most cases this is likely to reflect the informality of much training and that much is done in-house.

Existing training provision identified in the database tends to be focussed on the management role of a leader (e.g. managing people, financial planning, general management skills, strategic planning and developing people), the skills leaders wish to develop are more closely tied with advocacy and influence (e.g. leading people, strategic planning, fundraising and philanthropy, lobbying, advocacy and influence and setting the vision).

Figure 20: Future content in comparison to provision available and previous training



Source: Cultural Leadership Survey, 2013 (TBR Ref: W06/C4.1)