

**PROPOSAL TO CREATE A CLORE LEADERSHIP PROGRAMME FOR THE
THIRD SECTOR
A CONSULTATION PAPER: WE ARE SEEKING YOUR HELP AND GUIDANCE**

The Clore Duffield Foundation (CDF) proposes to create a new programme that will recognise talent and develop new leaders within the third sector. Our intention is to help individuals develop their leadership skills and encourage them to take on bigger leadership challenges. Our aim is to help the third sector have greater confidence in itself; to strengthen its powers of advocacy; to help improve service design; and to assert its distinctive value. We take the third sector to be: *'non-governmental organisations which are value-driven and which principally reinvest their surpluses to further social, environmental or cultural objectives. It includes third sector and community organisations, charities, social enterprises, cooperatives and mutuals'*¹.

We recognise that the third sector has no lack of leadership potential: it is full of people with passion for the cause and the ability to inspire others – and social entrepreneurial ventures have recently given new impetus to the sector's role in society. However, we believe that many third sector employers tend to undervalue the potential leaders working within the sector: chief executives, for instance, are often recruited from outside, with internal candidates overlooked. Many talented and ambitious people move out into the public or private sector.

We also recognise that there are a number of leadership programmes that already address the needs of third sector workers. However, academic courses with a strong leadership component charge high fees that third sector organisations and their workers cannot afford. Academic courses are also often supply- rather than demand-led. Free or subsidised third sector programmes tend to concentrate on those who have *already obtained leadership positions*, or

¹ Definition based on HM Treasury, DTI, Home Office (February 2005) *Exploring the Role of the Third Sector in Public Service Reform*

on the organisation and building its capacity, rather than on individuals and their career progression. The CDF is proposing a scheme that will be provided at no cost to the participant; that is for aspiring rather than existing leaders; and which covers a sustained period of up to 24 months.

What will the programme look like?

The programme will build significantly on learning gained from the cultural Clore Leadership Programme (www.cloreleadership.org), which was launched in 2004. Like that programme, it will last for up to two years and will offer an approach tailored to the needs of individual participants. It will have a number of elements, including: formal leadership training; bursaries to meet training needs; a secondment; a research period; and access to a mentor. Around 340 people apply to the Clore Leadership Programme each year. Following a rigorous selection process, between 25 and 30 Fellowships are awarded.

As with the cultural Clore Leadership Programme, the intention is to provide opportunities for personal development that participants would otherwise find difficult to access; to allow the time and space for the reflection needed to refresh the sense of purpose and idealism; and to develop a cohort of talented third sector leaders who can offer each other mutual support and guidance, and who over time can have a significant impact on the sector overall.

The proposed programme will be free to participants. Employing organisations (where Fellows remain in employment) will be compensated for the time participants spend on the programme.

About this consultation

Your comments are invited on this paper by **5 October 2007**. You are welcome to address the issues at hand in whatever way you choose, but you might like to focus your response around four key questions:

1. Is our analysis accurate – *is* such a programme needed, and why is it needed? Are we focusing our attention on the right group of people?
2. Have we got the vision, mission and underpinning principles right?
3. Is the outline programme content appropriate – how could it best be developed?
4. What are the potential pitfalls of creating such a programme?

Do let us know if your organisation would be interested in partnering in the programme in some way (for example, by providing funding, a secondment, or research or training opportunities)? And feel free to circulate this document to colleagues – we are seeking as many responses as possible.

In addition to inviting and analysing written responses in the autumn, we will be holding a series of meetings with selected groups and individuals during October 2007.

Please send responses (giving your full contact details) to:

By email:

sally@cloreduffield.org.uk

By fax:

Sally Bacon on 020 7351 5308

By post:

Sally Bacon, Executive Director, The Clore Duffield Foundation, Studio 3, Chelsea Manor Studios, Flood Street, London SW3 5SR

A background Context Paper, commissioned in spring 2007 as a web appendix to this Consultation Paper, is available on the CDF website (www.cloreduffield.org.uk). Following the closing date on this consultation, a final Blueprint Paper will be published by the end of the year.

The Clore Leadership Programme for the cultural sector: a summary
www.cloreleadership.org

'Clore has catapulted me a long way in a short time. I am coming up for air with greater clarity of purpose, renewed passion and a sense of urgency.'

Kevin Osborne, Clore Fellow 2006/7

The Clore Leadership Programme (CLP) was launched in 2004, following a year of research and development (2002) and a year of recruitment and planning (2003). The Programme provides individually tailored support to develop potential leaders in the cultural sector. It lasts one to two years and is designed to develop the knowledge, skills, networks and experience of potential leaders. It includes:

- two intensive residential leadership courses (each lasting two weeks)
- professional development through mentoring, coaching, tuition and group learning
- time for reflection, research and debate
- secondment to a different organisation

Participants benefit from the development of leadership and other transferable skills, practical work-based experience, research on a specific project of practical value to their area of work, and the development of an invaluable network of contacts. They also have unparalleled access to senior figures in the cultural field. A key element of the Programme is that it is a *fellowship* – Clore Fellows say that they benefit greatly from the support and learning opportunities provided by their peers.

Some Fellows undertake the Programme full-time; others continue in employment but commit to spending substantial periods away from work (for which their employer is compensated). The Programme is funded by the CDF and by a large number of other agencies and foundations (e.g. DCMS, NESTA, Arts Council England, Creative & Cultural Skills, Northern Rock Foundation, Northwest Regional Development Agency, the Linbury Trust, the Wellcome Trust).

All of the Programme's operational and administrative costs are funded by the Clore Duffield Foundation, together with a very small number of Fellowships. Other funders contribute on a Fellowship-by-Fellowship basis, providing £35,000 to fund a Specialist Fellowship, such as those (in 2007/8) for Archives, Dance, Learning, Arts & Health, Museums, the North West, Wales, etc. The Arts & Humanities Research Council provides £5,000 per Fellowship to cover the research component.

The programme has now been running for nearly three years, and the way in which the Fellows in each year group have grown – in skills, confidence and experience – has been remarkable. Many of them have already gone on to take up new leadership roles in significant cultural organisations: amongst them, Director of the Manchester Museum; Chief Executive of the BBC Scottish Symphony Orchestra; Director of the Whitworth Art Gallery; Chief Executive of Northern Stage, Newcastle; Executive Director (Arts Strategy) of Arts

Council England; Director of Compton Verney Gallery; Chief Executive of The Place; Director of Spitalfields Festival; Artistic Director of Polka Theatre; and Director of the Van Gogh Museum in Amsterdam. Others have brought new energy and vision to their existing roles and organisations. All of them speak of the Clore Programme as having been transformational in its impact on their life and work.

Although the CDF's third sector leadership initiative is currently focused solely on the Fellowship model, it is worth noting that the CLP has expanded beyond its core Fellowship Programme since 2006. In July of that year the CLP launched a programme of Short Courses based on the highly effective residential element of the Clore Fellowship Programme. Fourteen courses will have been held by April 2008. These intensive two-week residential courses develop and promote the leadership skills of emerging leaders in the cultural sector, and are produced in association with a number of leading universities and business schools across England. The courses have been designed for people in the middle ranks of larger cultural organisations or those at or near the top of smaller ones, and who have a minimum of five years' work experience. The Clore Short Courses emerged from the 2005 decision of the (then) Chancellor of the Exchequer to provide £12m over two years from 2006/7 to help raise management and leadership skills in the cultural sector. This funding will also enable the CLP to launch a governance training programme for the cultural sector in late 2007.

INTRODUCTION

'The Fellowship has enabled me to ask searching questions of myself, to identify and hone my own leadership style, to clarify my strengths and weaknesses, and to gain the confidence to run an organisation which plays to these strengths.'

Erica Whyman, Chief Executive, Northern Stage, Clore Fellow 2004/5

In the summer of 2006 the trustees of the Clore Duffield Foundation (CDF) decided to investigate the possibility of developing a programme of leadership development for people who work in the third sector. The prompt for this initiative was the success of the Clore Leadership Programme (CLP) for the cultural sector, launched in 2004. This generated interest in developing a parallel but separate programme for the third sector. Through its grant giving, the Clore Duffield Foundation has a strong working knowledge of, and involvement in, both the cultural and broader third sector.

In early 2007 a Steering Group was convened to help develop detailed proposals. This consists of: Tom Andrews (Chief Executive, People United and Clore Fellow 2004/5); Sally Bacon, Chair (Executive Director of the CDF); Sue Hoyle (Deputy Director of the CLP); Thomas Hughes-Hallett (Chief Executive of Marie Cure Cancer Care); Patricia Lankester and Julia Neuberger (both advisers to the CDF); and Bryan Sanderson (former Chairman of the Learning & Skills Council). This Steering Group has met formally three times, although there have been more informal meetings and discussions.

Also early in 2007, two independent consultants – Margaret Bolton and Meg Abdy – were commissioned to support the Steering Group by undertaking research and policy work, building on early valuable mapping work by Louie Burghes in 2006.

This Consultation Paper is the Steering Group's draft proposal for the Third Sector Leadership Programme. We would very much welcome your comments.

There is also a companion paper available on the CDF website, which you might like to read as background (see: www.cloreduffield.org.uk).

For the purposes of this project our definition of the third sector is that used by the Office of the Third Sector in the Cabinet Office:

'non-governmental organisations which are value-driven and which principally reinvest their surpluses to further social, environmental or cultural objectives. It includes third sector and community organisations, charities, social enterprises, cooperatives and mutuals'².

In addition to seeking written responses, we will be undertaking a number of other consultation activities. An advisory group comprising a broad range of expert individuals and organisations is being established to help guide the development of the programme. We are planning a seminar to discuss the Consultation Paper with this group; we are also planning a focus group with those identified as having leadership potential in the third sector, to discuss motivations for participation and key aspects of programme design. A series of meetings will be held with other stakeholders to provide them with information about the proposal, including potential funders and other partners.

This paper is organised in two parts. Part One presents the argument for the programme: why do we need another third sector leadership initiative? Part Two sets out initial proposals for the programme's design and management.

² Definition based on HM Treasury, DTI, Home Office (February 2005) *Exploring the Role of the Third Sector in Public Service Reform*

PART ONE: DEFINING THE NEED

1.1 Is there a leadership deficit in the third sector?

'My Clore Fellowship has challenged and changed me significantly. It's given me broader perspectives and skills, greater confidence and an impressive supportive network.'
Lee Fisher, Clore Fellow 2005/6

The single most important determinant of the success of an organisation is the quality of its leadership. In the third sector, the concern is *not* a lack of people with leadership potential; *nor* is it about an inherent lack of leadership skills. Research conducted by the Hay Group in 2003³ concluded that, compared to leaders in both the public and the private sectors, the best third sector leaders have a rare balance of inward-looking management skills and outward-facing communication and influencing skills. In particular, the research suggested that third sector leaders need, and often demonstrate, exceptional communication skills. They are good at networking; they have the courage to take difficult decisions and to admit mistakes; they are resilient and show passion for their cause. Research also suggested that such 'soft' leadership skills are increasingly valued across all sectors.

So, if the third sector does not lack people with leadership potential, nor the appropriate skills – what's the problem?

Firstly, leadership skills need to be developed and honed in all organisations. This requires a commitment to training and staff development. But, according to Skills Foresight⁴, the average third sector organisation spends just £255 on training per person per annum. A Compass Survey in 2000 found that even large national third sector organisations spend only 2% of salary costs on training, and only 70% have any formal policy to encourage training.

³ *Passionate Leadership: The characteristics of outstanding leaders in the voluntary sector*, Jonathan Cormack and Mike Stanton, Hay Group/acevo February 2003

⁴ Skills Foresight reports: Skills Matter, VSNT0 2002 and Futureskills, VSNT0 2002

Because they believe that all available resources should be spent on service provision, third sector boards are often reluctant to invest in staff training and development. They also worry that trained staff will leave the organisation and some consider that training provides a disproportionate private benefit to the staff member. As Jane Watt from NACVS has said, 'Many boards, perhaps in response to perceived public concern about administration costs, think that available resources should be spent directly on beneficiaries. They are reluctant to invest in staff development, but staff development means better services.'⁵

Secondly, many talented leaders or potential leaders are leaving the third sector, particularly in mid-career, in order to secure better pay or promotion prospects in the public or private sectors. The sector has high turnover rates (with one in five people changing jobs in a given year⁶) and short job tenures (33 months compared to 55 months for the workforce as a whole). In an increasingly competitive labour market, good candidates have many options. And in an ever more complex, decentralised workplace, other (often higher-paying) employers value the flexibility and the communication and networking skills that the third sector instils.

One important factor to bear in mind is that talented and ambitious people will be unwilling to stay in the third sector unless their promotion prospects are good. However, a recent survey of acevo's Chief Executive members⁷ showed that only 19% were home grown, 50% came from the public sector and 31% from the private sector. The question identified by Judith Oliver, CEO of Disability Action Yorkshire, is: 'Why should talented people come into or stay in the sector when they know they're not going to reach the top? Boards tend to think that someone from the public or commercial sector will have better hard skills e.g. financial management.' Recruitment of leaders from outside generates significant

⁵ All quotations are from the interviews conducted to inform *Leadership, leadership, leadership: a call to promote leadership development in the third sector*, Margaret Bolton and Meg Abdy, NCVO and acevo (2003)

⁶ People Count, Agenda Consulting, 2005

⁷ Raising our game, acevo 2006/7 pay survey, acevo London

frustration in third sector staff who often feel that their talents and skills are taken for granted or not adequately recognised.

1.2 What does leadership mean in a third sector context?

'The Fellowship has helped me to accept my limitations and in many ways celebrate them – a leader does not have to excel at everything. It is much more important to be a catalyst to inspire and enable others – to infect colleagues and collaborators with the passion and zeal that you have so that their skills are in turn celebrated and nurtured. The result is the creation of a team much more powerful than the sums of its parts, with the vision at its core.'

Matthew Peacock, Chief Executive, Streetwise Opera, Clore Fellow 2004/5

Some scepticism remains about leadership development in the third sector. The term is associated with the model of single leader and a command and control leadership style – both of which are counter to the democratic ethos of the sector. But this view fails to appreciate the development of leadership theory and practice over recent years. A significant emphasis is now placed on developing a culture of leadership throughout organisations. In this model, leadership is not purely about the Chief Executive – it is about the dynamics of senior staff, the staff culture, the relationship between management and trustees, and the deployment of volunteers. This focus on 'organisational culture' stresses the development of good interpersonal relationships and organisational dynamics; it pays attention to leadership skills at different levels in the organisation.

Leadership specialists in the United States take the distinction further and talk about 'collective' leadership, which is seen as an increasingly effective leadership practice. Collective leadership exists within groups of people (for example, work teams, neighbourhoods, communities and fields). In practice it involves facilitating participation, understanding divergent perspectives and drawing on the collective wisdom of the group.

Both of these fresh approaches to leadership are gaining credibility in the commercial world, where many blue-chip businesses are dependent on a small number of highly skilled workers and aspire to operate non-hierarchically and to

be knowledge-driven. Here, the third sector has an advantage over its commercial and public counterparts, since it is used to dealing with complexity and ambiguity. Many third sector organisations work with and through a diverse number of different stakeholder groups, balancing their concerns and interests:

- Some operate largely through volunteers who aren't part of the formal organisational hierarchy
- Some support and 'lead' networks of local groups with their own boards of management
- Some offer community leadership – working with communities of place or interest, developing services collaboratively in response to needs identified by the community
- Some are beginning to place a new or renewed emphasis on the importance of service users defining and managing provision
- Many lead in the context of partnerships or networks with other third sector organisations, sometimes involving public sector and/or private sector organisations
- Some place an emphasis on influencing public policy alongside or instead of service provision
- All are increasingly expected to manage a triple bottom line – to be equally skilled in making and managing money, demonstrating their positive social impact and operating in environmentally responsible ways

1.3 Mapping current provision and identifying the gaps

'The Clore Fellowship really has been a once-in-a-lifetime opportunity to reflect, learn and plan for the future. The programme is layered with outstanding quality: from the network of Clore Fellows and senior arts professionals to the skill and care of the staff in working with me to identify appropriate mentors and placements, to the amazing quality and diversity of the speakers on the residential courses.'

Mark Ball, Clore Fellow 2006/7

Leadership has become recognised as an increasingly important issue in the third sector. Third sector umbrella organisations like acevo and NCVO have

campaigned for increased support for leadership development. They proposed the establishment of the Leadership Centre, now funded by the Government's ChangeUp programme. (The Centre provides information and resources to help facilitate the development of leadership and management skills in the sector, rather than running its own training and development programmes.)

Our research, together with information provided by the Leadership Centre about leadership development opportunities across England, shows that a number of interesting and relevant leadership development programmes are already in place. These include programmes:

- For existing leaders – in particular, acevo's portfolio of learning options for current and soon-to-be CEOs
- Intended to encourage cross-sectoral learning – often originating in the public sector, but now extending access to the third sector. Leaders UK is the most ambitious of these programmes, but there are others
- Seeking to build the capacity of a specific group of organisations – for example:
 - The Impact Programme, aimed at managers, volunteers and trustees in the London homelessness sector
 - CEMVO's ambitious MBA programme for black & minority ethnic leaders
 - Engage East Midlands' Collaborative Leadership programme, to teach 'animators' how to lead clusters of local organisations working together
- Focusing on a particular technique – such as the Action Learning Matters project, which is now expanding to promote all types of experiential and peer learning
- For social entrepreneurs – such as the School for Social Entrepreneurs, Ashoka and Community Action Network

- Using a 'show and tell' approach – such as the JRF Summer Schools, Common Purpose, and the Prince's Seeing is Believing Programme run by Business in the Community; these expose current and emerging leaders to major social issues, in order to influence their way of thinking

(For more information about these programmes, see the CDF Context Paper – [click here for web document/www.cloreduffield.org.uk](http://www.cloreduffield.org.uk).)

In addition to the above, there are third sector management development courses (both intensive and long-term) that include an element of leadership development – often run by universities or colleges. Some courses are responding to the prevailing view that a purely academic approach to leadership development is inappropriate, by creating more flexible, modular programmes. Good examples here include Cass Business School, Judge Management Institute (Cambridge University) and South Bank University.

All of the examples cited, and others, are valuable. Clearly, it is important that they are supported and that the new initiative proposed here learns from and works with them, rather than appearing to be reinventing the wheel. However, there are problems or gaps:

- On the demand side, access is restricted because of the unwillingness of employers and the inability of individuals to pay for training. Many third sector workers, often poorly paid compared to their public and private sector colleagues, find it difficult to invest in their own training and development.
- On the supply side, one important gap is programmes that seek to identify and bring on the next generation of home-grown leaders. Existing provision appears to concentrate on those who have *already obtained leadership positions*, or focuses on the *organisation* and how its capacity might be built rather than on the *individual* and their career progression. As Jim Minton from Centrepoint has said, 'There is a lot of talent within the

sector and trying to fast-track it is important.' We would add that keeping talent within the sector is just as important.

These are the gaps that we are seeking to fill through the proposed programme. In Part Two we outline how this might be done.

PART TWO: THE PROPOSED PROGRAMME

'Alongside the extensive training, mentoring and learning opportunities that the programme provides (in a remarkably flexible package), one of the undoubted highlights of the Programme for me is the privilege of being accompanied on my journey by 26 other Fellows – each of whom brings their passion along with a wealth of knowledge and expertise from their own field, and who, more importantly, collectively embrace much of the diversity and breadth of the cultural sector. I cannot stress this enough.'

Kenneth Olumuyiwa Tharp, Clore Fellow 2005/6

2.1 Vision, mission and underpinning principles

We propose that the initiative be defined by the following vision:

A third sector that has the capacity to meet future challenges effectively and dynamically.

And that the programme has the following mission:

To bring on the next generation of home-grown third sector leaders.

The following principles will underpin the programme's development:

- We will listen to those working in the sector – professionals, practitioners and volunteers – about what they need, and where the proposed programme would bring 'added value'; we will base our work on the 'demand' factor, and on real and existing sectoral needs
- We are committed to recognising and building on existing initiatives that are proving successful, and will avoid duplication of what already exists
- We will seek to work in partnership with other agencies and providers
- We wish to create a proposal that will be thoroughly endorsed and 'owned' by the sector with which we are seeking to work
- Whatever is to be provided must be of the highest quality
- We will set out to learn from practical examples of what works

- Our initiative will look to the long term
- We will seek to address issues of gender, ethnicity and equal opportunities
- We will address the situation in the United Kingdom; nonetheless, we wish to learn from, and contribute to, the work of partners abroad
- We recognise that this is an experimental process, and that we must constantly adapt and modify in the light of experience. We will review and evaluate results and procedures at every stage
- We will seek to 'build the voice' of the sector
- Our initiative will make use of new learning and communication technologies where appropriate
- We will invest in people, rather than in bricks and mortar

2.2 Starting points for programme design

'The Programme has been truly transformative for me. I set out with a sense of where I wanted to be and the Programme has fitted around my needs whilst also challenging me in order to support my journey.'

Kevin Osborne, Clore Fellow 2006/7

There are a number of general points to be made about the proposals before they are described in more detail:

a. They build significantly on the cultural Clore Leadership Programme and are based on the learning so far gained from that initiative. As with the CLP, the intention is to provide opportunities for personal development that participants would otherwise find difficult to access; to allow the time and space needed to refresh the sense of purpose and idealism; and to develop a cohort of talented third sector leaders who can offer each other mutual support and guidance, and who over time will have a significant impact on the sector overall.

b. They are based on what is known from successful leadership development schemes, which tells us that they should:

- promote self-awareness and allow time for reflection
- provide opportunities to 'learn by doing'
- facilitate mutual support from a trusted group of peers
- accommodate a range of different learning styles
- provide one-to-one mentoring and coaching
- provide opportunities for learning from different people and organisations through organisational visits, shadowing and secondments
- facilitate ongoing networking

c. Successful schemes maximise the resources available for training and development. In order to achieve this, the programme will be light on administration – it will be run by a small staff team. We will not be creating a new centre or training facility; the intention is that the programme should be delivered through partnerships with a number of expert organisations.

d. The intention is to provide an approach tailored to the needs of individual participants. The programme will offer a portfolio of activities that must be undertaken within an agreed timeframe from which individuals can create, with guidance, their own bespoke programme.

e. So as to enable and encourage participation by the broadest range of third sector organisations, particularly the small and medium sized, employing organisations will be compensated for the time participants spend out of the office because of their involvement in the programme.

f. The intention is to design and promote the programme in a way that encourages inclusivity. Diversity is an important issue for the third sector. In the view of Krishna Sarda of CEMVO (Council of Ethnic Minority Voluntary Sector Organisations), it has 'largely failed so far as diversity goes because boards tend to recruit people in their own image'.

g. The programme should be accessible to people wherever they live in the UK and should be sufficiently flexible to accommodate part-time or self-employed working.

2.3 The programme

'The Clore Leadership Programme has been invaluable in creating an instant support network through the mentorship programme, the other Fellows and the Clore name. I have been able to meet people and engage in discussions which would have taken me ages to do outside of the Clore support structure. The courses and workshops have given me a much better picture of where the cultural sector stands holistically, and helped me feel more confident about what I personally want to do.'

Hammad Nasar, Clore Fellow 2006/7

It is proposed that those accepted for the programme should be funded to develop their leadership capabilities over a period of up to two years. It is also proposed that the programme should be a fellowship, and that those participating should be called Fellows. The fellowship element is believed to be one of the most important characteristics of the cultural Clore Leadership Programme and a key to its success.

The programme should have the following main elements and it would be compulsory for Fellows to participate in each:

- A formal residential training element (likely to be of two weeks' duration) at the beginning and again at the end of the programme.
- A series of seminars/learning opportunities/visits designed in consultation with Fellows to address key leadership issues in the sector – Fellows would be encouraged to organise these themselves.
- Bursaries to pay the costs of fees for courses to meet identified development needs.

- A research project on a relevant subject. This could involve attachment to an academic institution, or it could be a study visit to examine how third sector organisations are responding to particular social challenges. However, some form of publication/presentation should come out of it – this could be an article in the specialist press or a significant conference presentation. All research would be published on the programme website.
- A secondment of three to four months, during which the Fellow delivers a project of real value to the organisation to which they are seconded.
- Assignment of a mentor.
- Access to a coach (if funding allows).
- Opportunities to network and meet people of influence in the third sector.

It is not intended that the programme should lead to a formal qualification.

Accreditation would reduce the flexibility likely to be a key component of its success.

2.4 Fellows

'I was attracted to the Clore Programme because it had a group support mechanism but it also allowed us to focus on our different development needs. Sometimes you forget that you have to develop yourself as a person in order to lead and develop organisations.' Jackie Riding, Clore Fellow 2004/5

To be eligible to participate, individuals should currently be working in the third sector – although this could be in trustee or volunteer roles. They should also have some leadership experience – for example, leading a project or team. This should ensure the widest possible access consistent with participants having demonstrated some leadership potential. Applicants should also be able to demonstrate a strong commitment to the broad character of the third sector, and to continuing to work somewhere within it. As one means of testing this

commitment, Fellows might be asked to sign an agreement to reimburse full programme costs if they do not work in the sector for at least two years after completion.

The number of Fellows recruited will depend on the interest the programme excites in the third sector and its success in attracting funding. If the trustees of the Clore Duffield Foundation are prepared to make an ongoing financial commitment to the programme to cover its administration and operational costs, significant additional funding will still need to be raised in order to meet a target cohort for an established programme of 20 Fellows.

One approach that we are keen to pursue is that of developing leadership cohorts in particular sub-sectoral areas: for example, recruiting Fellows with a commitment to working with homeless or older people, facilitating shared learning and contributing to more effective campaigning and service-delivery strategies. However, this depends on funders' willingness to support cohorts. This approach has worked extremely well with the cultural CLORE.

The exact composition of a particular Fellow's programme will depend on their personal development plan. This will be based on a 360-degree assessment at the start of the programme, designed to help diagnose strengths and weaknesses and discussion over two meetings with the programme director.

With secondment and mentoring, an effort will be made to encourage Fellows to develop their range of experience: for example, those working in large third sector organisations might be seconded to a small- or medium-sized organisation and vice versa. We would also encourage secondment to a different service area to broaden Fellows' third sector experience, and to contribute to cross sectoral learning.

It is intended that when Fellows have completed the programme they will contribute to subsequent programmes by running training sessions or mentoring new participants.

2.5 Programme staff and schedule

'Both the residential training course at Bore Place, and the subsequent Clore-managed training days, have been extraordinary experiences. The opportunity to meet and hear from expert practitioners continues to be both an inspirational and reassuring way to learn: the sessions spur my ambition, but in the context of seeing that these are real people doing real jobs.'

Emma Stenning, Clore Fellow 2005/6

It is proposed that the programme be managed by a director assisted by a small staff. At the outset it would operate as an initiative of the CDF, overseen by a steering group appointed by the CDF trustees. In addition, an advisory group of stakeholders and experts in the field would continue to be consulted as plans were developed and rolled out. In due course, it is likely that the programme would become a separate charitable organisation.

The duties of the director and his or her deputy would include: developing the programme to launch stage; determining policy and practice (with the programme's steering group); selecting Fellows (in partnership with the funders of particular fellowships); helping Fellows put together their personal development plan; identifying appropriate existing training courses for Fellows; negotiating secondments; brokering coaching and mentoring; guiding each Fellow through the programme; developing a programme of seminars and other learning opportunities; agreeing and helping with the design of the research component of the programme; and designing and organising the formal residential training element at the beginning and end of the programme. Much of the above would be in consultation with the programme's steering group, and with any duly appointed advisory board.

This list of duties illustrates that the director would have to negotiate agreements with a wide range of partners before the programme could begin.

2.6 Partnerships

'The bond of trust and respect that has already grown amongst the Fellows is in itself an inspiration and is perhaps a reflection both of the vision underpinning the Clore Leadership Programme and the care and dedication with which it is implemented.'
Kenneth Olumuyiwa Tharp, Clore Fellow 2005/6

A guiding principle of the programme is to work with other providers and agencies as appropriate. Some of the most important partnerships that will be developed are those with Fellows' employing organisations (where applicable) and with the organisations offering secondments; their support is needed to enable Fellows to take full advantage of the programme. Funding partners are also key: their support will dictate the number of fellowships offered through the programme.

Academic providers and training institutions are likely to be involved in the programme in a number of ways. They might host the residential training element at the beginning and end of the programme (although the CLP does not use an academic provider for this), and trainers and/or facilitators might be recruited from a variety of such institutions to provide sessions. Fellows will also be offered bursaries to enable them to access courses offered by such institutions.

Partnerships may also be developed with organisations to recruit appropriate coaches and convene/facilitate action learning sets – for example with Action Learning Matters.

2.7 Judging the success of the programme

'The Clore Leadership Programme has been one of the most positive and valuable experiences of my life, personally and professionally.'
Matthew Peacock, Chief Executive, Streetwise Opera, Clore Fellow 2004/5

The intention is that the programme will develop and enhance the leadership talent of third sector workers, and that by so doing it will enable the sector to respond more effectively to future challenges. One question we need to consider is: 'how will we know if the programme is successful?' We might also be asking 'by *when* will we know if the programme is successful?'

Criteria for success are likely to include:

Within year 1:

- the level of demand for Fellowships
- whether work undertaken by Fellows on secondment has made a significant contribution to host organisations

Over a longer period:

- whether a significant proportion of Fellows have achieved promotion to leadership or to more prominent leadership positions in the sector
- whether women and people from minority groups are better represented in leadership positions in the sector
- whether research undertaken on study trips and in action learning sets has made a significant contribution in particular service areas or on particular sector issues

A number of process issues will also be key to success, so attention should be paid to:

- the level of investment of other funders
- the number and quality of delivery partnerships developed
- the level of administration costs (relative to direct expenditure on Fellows)
- how easy it is to attract appropriate mentors

It is proposed that the programme be formally evaluated when it has been up and running for three years, but that an informal review of progress be undertaken

annually. The broad methodology for the evaluation should be agreed at the outset, to allow for effective data collection through the life of the programme. The evaluation methodology should be reviewed and reframed as necessary on an ongoing basis. The CLP evaluation (due to be delivered in the autumn of 2007, after three full years of operation) will be extremely helpful to the evolution of the third sector leadership programme.

Margaret Bolton and Meg Abdy

On behalf of the Clore Duffield Foundation: Clore Leadership Programme for the Third Sector, Steering Group, July 2007