# How to develop diverse leadership

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## Culture Change Guide

# 4. HOW TO DEVELOP DIVERSE LEADERSHIP

Most organisations within the arts and cultural sector believe in the importance of diversity. However, in many organisations there is a gap when looking at diversity within the teams with strategic decision-making responsibility. The following section outlines practical ways to grow diverse leaders. It is focused on a proportionate approach to take into account the size of your organisation and/or collaborating with other organisations who share your goals.

## What can you do to develop diverse leadership?

- ensure your leadership values and behaviours support the development of diverse leaders

- recognise people living the values and behaviours which encourage equality, diversity and inclusion as future leaders

- provide mentoring, shadowing and peer observation and acting up opportunities particularly for under-represented groups in the workforce

- review zero hours contracts and pay above the minimum wage – create environments where working for your organisation is financially viable

- communicate development/promotion opportunities widely

- provide opportunities for people to enhance their self-awareness and to determine their leadership style

- develop and/or source networking opportunities for staff wishing to progress their careers or change their career path within the cultural workforce

- develop longer term and/or permanent roles to enable people to develop into their role

- plan for providing development support and the ability to grow into new roles

- monitor and review diversity data for promotions and development opportunities

'Line managers are crucial and can help or hinder whether consciously or unconsciously… Organisations can have a good ethos in theory, but if that is not working on the ground, it's pointless.'
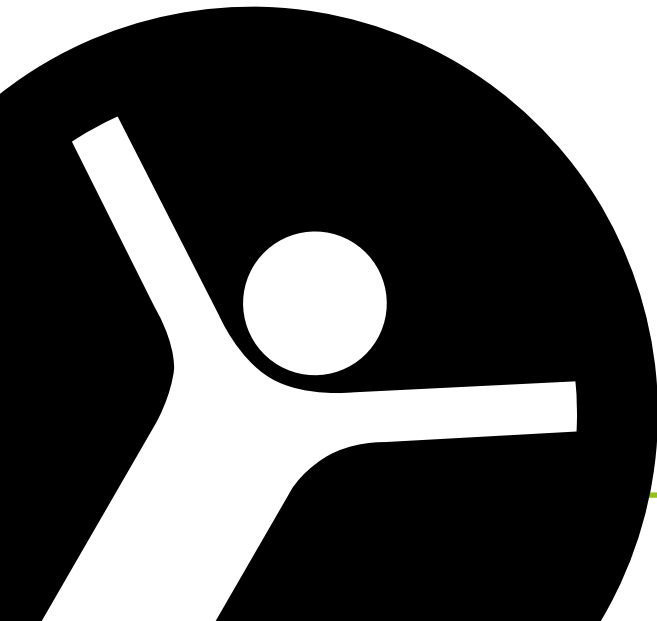
## 4.1 BARRIERS TO OVERCOME

According to our survey the challenges in progressing within the cultural workforce are:

**52.8%**

**Where you live**

**Your Financial position**

*In Norwich jobs in the cultural sector are like gold dust*

*I can't afford to work for pin money for the love of the industry*

**42.6%**

**Your age**

*I'm under 30 and female, some older peers can be dismissive*

**26.9%**

**Your perceived social class**

**Your gender**

*My perceived social class and coming from the Midlands has made an impact on my progession*

*Being a mum with young children*

**22.2%**

**Your level of education**

*I feel that most jobs higher up the ladder for myself requires a Masters at a minimum or a PHD*

**17.6%**

**Your ethnicity**

*The colour is whiter as you move up the salary and decision making scale. Education is now elitist and for contracted workers training is impossible.*

**16.7%**

**Disability (mental or physical)**

*Progressing beyond a role can be challenging since Access to Work introduced their budget cap for support. This means I am restricted by that as to what I can contribute to my role.*

## 4.2 GOOD PRACTICE CASE STUDIES

These case studies give examples of what organisations have done within the arts and cultural sector to achieve greater diversity within their leadership teams.

### London Theatre Consortium

The London Theatre Consortium (LTC) launched the MOBO Fellowships for mid-career leaders from Black and minority ethnic backgrounds who are ready to break through into executive leadership.

LTC is partnering with MOBO to address the lack of diversity at executive level in theatre buildings. The offer is a six-month fellowship to create capacity for transformation and support for up to four mid-career leaders from Black and minority ethnic backgrounds to break through into leadership roles such as executive producer or executive director.

### Confidence, Choice, Connections Programme

The Confidence, Choice, Connections programme brings together 100 women in regional groups to support one another's professional development, campaign for change, and benefit the wider workforce. Members are offered peer mentoring, coaching and collaborative learning.

Anecdotal evidence suggests that the informal mentoring relationships are supporting women to further their career. The programme is also enhancing the transparency of women at the top of organisations – creating role models for their members. Women are able to see that leadership comes in many forms and that there are other ways of fulfilling leadership potential and being ambitious than navigating within traditional management hierarchies.

## 4.3 DOWNLOADABLE RESOURCES

**Downloadable resource:**

Creating leadership development opportunities to retain talented future leaders

# Creating Leadership Development Opportunities to Retain Talented Future Leaders

## How to create formal and informal professional development tools

**Coaching**     **talking to a person to support them to achieve a task or a result**

**Mentoring**    **talking with a person to share knowledge and experience to assist progress**

**Sponsoring**   **talk on someone's behalf to promote an individual's skills, knowledge and experiences**

**Networking**   **talking collectively – group of people brought together by a shared interest, exchanging knowledge, guidance and support**

"MENTORING IS A SYSTEM OF SEMI-STRUCTURED GUIDANCE WHEREBY ONE PERSON SHARES SKILLS AND EXPERIENCE TO ASSIST OTHERS TO PROGRESS THEIR OWN LIVES AND CAREERS."

Cambridge University

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| **Establish the aims of the scheme** | • Provide diverse talented people access to senior leaders to gain a perspective on how to take the next step on their career |
| **Decide who will be eligible to participate as mentor or mentees** | • Grade criteria<br>• Social identity (e.g. women, disabled people, BAME)<br>• Part time worker status<br>• Skills, knowledge, experience<br>• Small organisations to |
| **Consider what type of mentoring is appropriate** | • Peer to peer mentoring – participants are of same level of seniority but with different experiences<br>• Co-mentoring – participants take in turn to mentor each other<br>• Mentoring circle – small group of mentees at a similar level meet with a mentor at a higher level<br>• E-mentoring – telephone |
| **Determine how to match mentors and mentees** | • Using a group coordinator – mentors and mentees provide biographical and preferences information. Coordinator does the matching.<br>• Using an online system where mentor post their details and the areas in which they can offer support. Mentees self select. |
| **Develop guidance** | • Develop a mentoring contract between mentor and mentee<br>• Prepare for your first meeting and beyond<br>• Set goals<br>• Mentees to be in control of meetings – setting time, dates, agenda<br>• Mentor to provide honest and direct feedback and mentees to be prepared to be challenged<br>• Both to follow up on actions and commitments<br>• Mentors to actively listen - meet away from the office<br>• Agree length of mentoring relationship and have a final meeting to evaluate |
| **Monitor and evaluate** | • Do you feel different?<br>• What difference has the mentoring made?<br>• Where objectives achieved? |

**Ensure diverse people are within the leadership development pipeline**

**In conjunction with ewgroup**