

**CULTURAL LEADERSHIP PROGRAMME  
COACHING AND MENTORING REPORT**

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**Table of Contents**

Acknowledgements .....	2
Introduction .....	2
Learning .....	2
Learning and Leadership .....	3
The cultural sector - initial observations .....	3
Approach .....	4
Aims.....	4
Methods .....	4
Coaching, mentoring and associated approaches –sorting out the terminology .....	5
Coaching & mentoring.....	6
Coaching and mentoring in the cultural sector .....	7
Coaching and mentoring in the public and private sectors .....	16
Suppliers and quality assurance .....	16
Building a model	

## 1. Acknowledgements

I would like to thank all those individuals within and outside the cultural sector for the help and interest shown to me in undertaking this study, as well as those who sent me more information than I could possibly handle.

I would also like to thank the Arts Council England (ACE) for the opportunity afforded by this study to renew old friendships in the public sector and to make new friendships in the cultural sector, as well as to pursue my continuing exploration into the world of personal development, in particular the activities of coaching and mentoring.

## 2. Introduction

The context of this study is that of the launch of the Cultural Leadership Programme early in 2006, facilitated by a government commitment of £12 million over a two-year period to promote what it regards as a priority development area for the sector. The study forms one of four strands of scoping activity, the others being those of:

- Learning in the workplace
- Reviewing the Higher Education/ Business School offer
- Governance.

It is set against the backdrop of a 'Call for Ideas' which ended as this work began. The findings from this consultation exercise were not made available to the authors of the scoping studies and do not directly inform this piece of work, although they were referred to by those consulted. This study took place between late January and the end of March 2006.

### 2.1 Learning

The briefing documentation for this study makes a clear link between leadership and learning, specifically 'how cultural sector workplaces are developing their internal learning processes to support the development of leaders and leadership'. This link is important in the consideration of coaching and mentoring.

Literature on adult learning distinguishes between the acquisition of technical skills and knowledge that are largely supportive of the status quo (training) and those which encourage reflection and relate to an understanding of ideas (learning).

It is this form of adult learning, often called reflective or experiential learning, which underpins the notions of both coaching and mentoring, helping individuals to:

- achieve self-direction

- develop critical reflection
- increase personal insight
- capitalise on experiences and promote learning for action
- provide exposure to risk, challenge and support
- become aware of the need to integrate learning into the individual's own working environment
- acknowledge and build on the wisdom of the individual's profession.

## 2.2 Learning and Leadership

The terms learning and leadership are frequently coupled together in a way which implies that learning should inevitably lead to leadership and that learning which does not do so, is in some sense deficient. While clearly not the case, it is certainly true that the role played by learning in the development of leadership skills is critical.

The potential leadership population of the cultural sector is both large and diverse, made up of artists and those supporting the artistic endeavour. In its briefing paper, ACE states that a specific definition of leadership has not yet been agreed for the programme but that a 'distinction is likely to be made between the development of leaders as individuals and leadership as collective activity, which takes account of the wider organisational and social context'.

Coaching and mentoring are forms of learning and development which focus upon the development of leadership capacity within individuals, but should also have an impact upon the organisations and the system within which they work.

## 2.3 The cultural sector - initial observations

I was commissioned to undertake this study as someone without a prior detailed knowledge of the cultural sector. There may be disadvantages attached to this position, but hopefully there is a strength which lies in the outsider's perspective. In this spirit I hope that the following observations about the sector may be seen as having relevance in a consideration of leadership development.

The sector is:

- Unusually diverse in the number of activities which come under the 'cultural' umbrella. This can make it difficult to establish connections. For example, what libraries and librarians share in common with ballet dancers and dance companies, may not be immediately obvious
- Diverse in the range in size and complexity of organisations which it encompasses. The continuum extends from the individual practitioner in his/her studio to the National Theatre or Royal Opera House with their extensive estate and production commitments. Having said this, no single organisation is in itself as complex as, for example, a major university or teaching hospital

- Without a single representative or unifying body. It has 'trade' associations and organisations which have cross-sectoral responsibilities such as ACE and the Creative Skills Council (CCSkills), but these are circumscribed in their interests and may be limited by geography. The net result is fragmentation and a tendency to operate within silos
- Not good at sharing good practice
- Not familiar with development language. Many senior people, including some working in development roles, do not have an extensive development vocabulary or make connections readily between associated forms of development (e.g. coaching/mentoring/learning sets).

Two further points:

- Perhaps because of the nature of the artistic endeavour, time and money are regarded as even more scarce commodities in the cultural sector than is my experience even of the public sector. This makes finding the time and space for development a difficult case to argue.
- There is a tension about where leadership resides in arts organisations, particularly where the artistic leadership and managerial leadership are separately embodied. This is reflected within this study.

### **3. Approach**

#### **3.1 Aims**

The aims of this study as defined by ACE are to:

- obtain an overview of the extent of coaching and mentoring in the sector
- determine key elements of coaching and mentoring approaches currently in use
- consider how a co-ordinated approach (including quality assurance) to coaching and mentoring could be developed
- determine what part coaching and mentoring might play in ensuring a legacy for the Cultural Leadership Programme (i.e. how it might be supported beyond 2006/7).

#### **3.2 Methods**

Two challenges in undertaking this study were to achieve good quality information and a sample of information from across a sector in which information on development activities is not held centrally and where the very definition of what constitutes the sector is not without some ambiguity. In its 'Call for Ideas' document, ACE states 'that the Cultural Leadership Programme seeks to benefit the wider creative and cultural industries'. With its advice, the study's primary focus is the core cultural sector: crafts; libraries and archives; museums and galleries; music; and performing, literary and visual arts.'

Given the relative constraints of time on the project, I determined that telephone interviews would provide the main source of information supplemented by a limited number of face to face interviews with certain key people. I was very fortunate in making some excellent contacts who acted as conduits to sub sectors, for example the MLA and its constituent organisations. In addition, desk research was carried out particularly with reference to suppliers of services who are easily found on the internet. I received information from over a hundred cultural organisations, conducted telephone interviews with approximately two dozen and face to face interviews with a further dozen people.

I spent more time than I had originally envisaged in exploring what coaching and mentoring currently exists within the sector. I did so because, while it would be possible to make some generalisations which would be robust on the basis of a fairly limited sample, I was impressed by the potential for building a model or models, specifically of mentoring, within the sector which justified this further exploration.

#### **4. Coaching, mentoring and associated approaches –sorting out the terminology**

Coaching and mentoring are both terms used in the development world to describe a helping relationship, usually one-to-one, within a working context. In practice, coaching and mentoring may be very similar and certainly the two terms are often used interchangeably, creating a not unreasonable confusion in the mind of the user or commissioner of services. The following offers a brief synopsis of a variety of terms which are typically used in the context of one-to-one helping relationships:

##### **4.1 Terminology**

###### **4.1.1 *Mentoring***

Mentor in Greek Mythology befriended and advised Telemachus, Odysseus' son in his father's absence and it is this notion of the older wise man guiding and advising the younger man which informs the idea of mentoring. When the concept was taken up in an organisational setting, it originally 'referred to a developmental, off-line (i.e. not line management ) relationship created between an older, more senior member of an organisation and a younger developing manager' (Tosey and Gregory, 2002).

As the concept has become more commonly applied, it describes a helping relationship which is internal to the organisation or type of organisation, where the prime expertise is that of competence and experience in the area of functioning, e.g. one local government manager mentoring another, typically more junior manager. In most settings, the role is unpaid, although this tends not to be the case in the cultural sector.

###### **4.1.2 *Coaching***

At its simplest, coaching can be described as a one-to-one helping relationship provided by an individual who is usually external to the organisation or type of organisation of the individual being coached. It is focused upon the improvement of the individual's work performance and at its best, It aims to achieve client self determination and autonomy. It typically, but not always, is a paid service. Other closely associated forms of one-to-one helping relationship include:

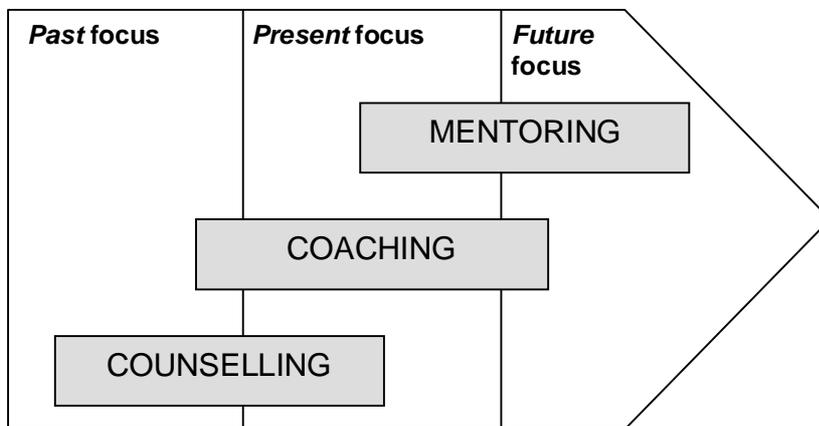
#### 4.1.3 *Counselling*

This involves an exploration of personal issues to increase understanding and self awareness. Professional counsellors deal with personal issues in much greater depth than would be explored in a coaching context.

#### 4.1.4 *Therapy*

Therapy, counselling and coaching may share the same theoretical underpinnings and have their origins in the field of psychology. However, coaching does not seek to resolve the deeper underlying issues which therapy addresses and is generally conducted on the premise that clients are whole and do not require a therapeutic intervention. However, If a client in coaching becomes 'stuck', then it is important that the coach is able to help the client to find the appropriate therapeutic intervention for their particular needs.

**Figure 1**, drawn from the work of Kenton and Moody (2001), 15 illustrates the different foci of coaching, mentoring and counselling.



## 4.2 Coaching & mentoring

The terms coaching and mentoring are often used interchangeably. While the functions of coaching and mentoring relationships invariably overlap, they are two separate types of developmental relationships. At one level, it is unimportant what term is applied, but it is important for ACE to be clear about its own use of the terms, in order to engage in informed discussion with providers and users of these services.

**Table one, Jarvis (2004) 16, illustrates key differences between the two:**

Coaching	Mentoring
Relationship generally has a set duration.	Ongoing relationship that can last for a long period of time.
Generally more structured in nature and meetings are scheduled on a regular basis.	Can be more informal and meetings can take place as and when the mentee needs advice, guidance or support.
Short-term (sometimes time-bounded) and focused on specific development areas/issues.	More long-term and takes a broader view of the person.
Coaching is generally not performed on the basis that the coach needs to have direct experience of their client's former occupational role, unless the coaching is specific and skills-focused.	Mentor is more experienced and qualified than the mentee. Often a senior person in the organisation who can pass on knowledge, experience and open doors to otherwise out of reach opportunities.
Focus is generally on development/issues at work.	Focus is on career and personal development.
The agenda is focused on achieving specific and immediate goals.	Agenda is set by the mentee, with the mentor providing support and guidance to prepare the mentee for future roles.
Coaching revolves more around specific development areas/issues.	Mentoring revolves more around developing the mentee professionally.

## 5. Coaching and mentoring in the cultural sector

Before moving onto a description and overview of what is happening in the cultural sector in respect of coaching and mentoring, and by way of introduction to this, I would like to make reference to the work of Bernie Moss and Madeline Hutchins of All Ways Learning, an ACE funded organisation promoting continuing professional development for people managing the arts in the south east of England. These researchers published their findings in respect of 'learning advisers and guides' and the level of interest within the cultural sector, concluding that:

1. there is considerable interest in giving and receiving one to one support in the arts
2. this interest is from independent artists, arts managers and those employed in the arts
3. the understanding of the purpose, process and potential of such support is varied and confused
4. there is a need for different types of one to one support; advice and guidance, mentoring, coaching and performance management
5. there are many mentoring programmes in place although they vary in the way they operate. There are also several Action Learning Sets in place, and again these vary in the way they are run

6. very few people have personal development plans

The position in early 2006 remains substantially as described above, although there is a marked difference in the application of mentoring and coaching.

Paradoxically perhaps, in this section, I pay more attention to the concept and forms of coaching than mentoring because:

- Ø coaching is not widely used in the cultural sector and a detailed discussion of its application is only moderately useful at this stage whereas, a consideration of its various shapes could help inform future development
- Ø many of the skills required in coaching and the forms which it takes, can also apply to mentoring and have been more extensively documented. What follows about coaching can, with circumspection be usefully translated into a consideration of mentoring models.

## 5.1 Coaching

There are many forms of coaching and the commissioner of services has to make their way through the myriad of models which are on offer. Increasingly coaches aim to differentiate their services by the use of descriptive terminology, such as:

Executive coaching: Usually offered by those who have a track record in professional and executive roles, 'executive' coaching purportedly focuses upon 'high flyers' and those working at the most senior levels in organisations. Executive coaching is typically centred on developing high performing leaders and focuses on both technical issues and psychological considerations. Kilburg (1996) defined executive coaching as: "a helping relationship between a client who has managerial authority... in an organisation and a consultant who uses a wide variety of behavioural techniques and methods to help the client achieve a mutually identified set of goals... within a formally defined coaching agreement."

Performance coaching: Specifically geared to performance enhancement, this form of coaching derives in part from business and sports psychology

Skills coaching: This focuses on the specific skills required to perform effectively in a role

Personal or 'life' coaching: This approach involves working with individuals to achieve their personal aspirations.

In practice, the highly skilled coach will not perform in this somewhat simplistic way, but will move across the boundaries which the above descriptions imply.

A simple and helpful way of distinguishing between different types of coaching is to consider the activity in terms of its focus and approach:

### *Focus*

The prime objective of work based coaching is that of helping the individual to be effective in their role and in the performance of task. To achieve this, it is essential that coaching focuses both on the individual him or herself as well as the individual within the wider contexts of group, organisation and operating environment.

### *The individual*

It is important to distinguish between the inclusion of the whole individual and their experience in order to assist the coaching process from the form of psychotherapeutic intervention described above.

Coaches will vary considerably in their competence and willingness to focus upon the individual, from those who do not see it as any part of their responsibility to include the individual's wider pre-occupations and experiences, to those (often with a therapeutic background) who regard such knowledge and its use as essential. The boundaries of the coaching intervention need to be clearly defined, in order to protect clients who may have no prior experience of coaching or other form of helping relationship and who are, therefore, potentially vulnerable to inappropriately therapeutic interventions.

### *The group task/role*

Individuals usually work in situations in which they are either part of a group or several groups. All will have more or less clearly defined tasks and roles. It is an important function of coaching to work with the individual to help them understand group dynamics and how to perform effectively within the groups of which they are members.

### *Organisation*

Typically, as individuals become more senior within organisations, their knowledge of how organisations work and the politics at play become increasingly important. Very often coaching is introduced at the point in a person's career when they begin to play a strategic rather than an operational role within the organisation. Coaching can be highly effective in helping to make this transition.

### *Environment*

Similarly, as individuals adopt yet more senior positions in organisations, they need to achieve a better understanding of the larger environment within which they work. The coach will not necessarily be familiar with the specific environment within which the individual is operating, but will be skilled in the dynamics of power and the politics of organisations. A working knowledge of an environment, for instance of the cultural sector, can be an advantage.

Different coaches will vary considerably in the emphasis which they place upon the aspects of the individual's total work experience. It is important that they should acknowledge the relevance all those aspects. Clearly, there will be exceptions to this, for example where a coach is commissioned to work on presentation skills, but the wise commissioner will need to explore the coach's ability to respond along all dimensions.

*Approach*

The above section has described the areas of focus for coaching, all of which are important, although the balance of focus will clearly vary according to the client's particular needs. What is more likely to vary according to the coach's own preference and expertise is the approach adopted for the coaching intervention itself. This has been briefly referred to above. It can be described along a simple continuum from the directive at one end to the non-directive at the other:



There are situations when it is entirely appropriate for a coach to be directive, for example where one skilled individual is rehearsing another less skilled individual (the client) in a particular activity (e.g. making presentations), or when the coach's own experience of a set of circumstances is clearly helpful in guiding the other. However, if coaching is concerned with helping an individual towards greater self determination, a non-directive approach is likely to be more effective and appropriate.

5.1.2 Team Approaches

During times of organisational change, coaching can provide the impetus for building and motivating teams which is required to effect change. Team coaching establishes and builds a group of individuals into a functioning unit. These teams can unite individuals from across various functions, departments and organisations, as well as to develop solutions that address the problems and barriers inherent in the change process. The process of team coaching involves team members formulating their goals and creating a clear understanding of reality.

Meetings need to be scheduled on a regular basis for group process work. Setting time aside to do this will validate the process. Support systems will also need to be in place to ensure that individual troubles or concerns are dealt with appropriately when they arise.

5.1.3 Telephone and on-line coaching

These forms of coaching have become increasingly popular over recent years. They should only be used in exceptional circumstances, where the relationship is very well established and where it can be sustained by face to face contact.

## 5.2 Coaching in the cultural sector

The use of coaching in the cultural sector is limited and in its paid form almost non-existent with the exception of two small groups of individuals. These are very senior executives and artistic directors of national companies some of whom may have had previous experience of coaching in their working lives in other sectors where coaching is part of the development culture, or those who access coaching in the context of another activity (e.g. an ACE recovery programme, the Clore Leadership Programme). Even in respect of the former group, there is little knowledge about who has a coach and there do not appear to be champions for this form of development.

Reasons for this absence of use of paid coaching appear to be straightforward. They are:

- Cost: Professional coaches charge upward of £350 for a two hour session and the more senior coaches will charge in the region of £500 to £700 per session. In a sector where money is a prime consideration, this cost is clearly prohibitive and the reasons for seeking coaching would need to be powerful
- The remedial tag: There is a general perception amongst those I interviewed that coaching is used in remedial situations. This is typical in organisations where coaching is not well established and can be overcome by encouraging champions and making the service more widely available
- Understanding: There appears to be a general ignorance of the existence of coaching, although there are a few practitioners who work in the field who may be known and used. These are likely to be undertaking other development activities as well as coaching. In a number of instances, where individuals talked about coaching, they were referring to mentoring as defined in this study.

It is important to stress, given the above comments about the absence of a coaching culture that coaching in the informal use of the term, i.e. that managers use a coaching approach to the development of their staff is one which is widespread and I believe that this could be built upon through the development of internal coaching practice (c.f. section )

## 5.3 Mentoring

I am indebted in writing this section to David Clutterbuck, a respected author and practitioner in the field of mentoring. He defines mentoring as:

‘off-line help from one person to another in making significant transitions in knowledge, work or thinking’

(Megginson and Clutterbuck,1995)

The significant characteristics of mentoring, already referred to in table one, section 4 above, are those of a relationship which is:

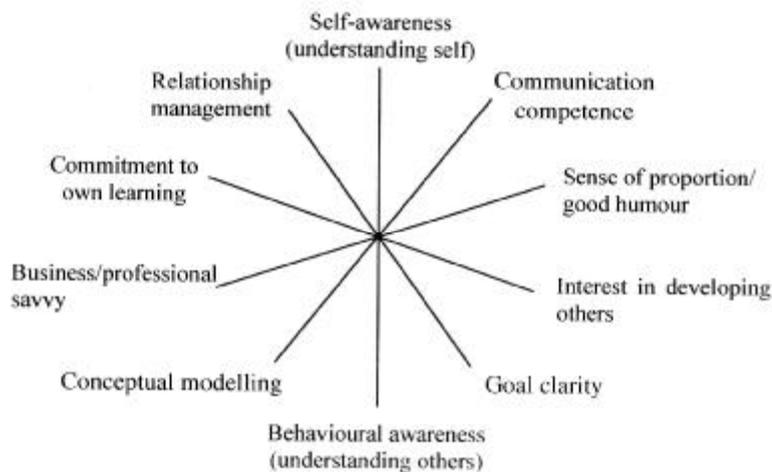
- one-to-one
- off-line but often between individuals having a shared ‘organisational’ context
- developmental
- about *mutual* learning and growth
- focused upon personal and professional growth, often specifically in the area of professional development
- on going and which may last over a long period of time
- one in which the mentor is typically more experienced than the mentee (not exclusively so) and it is this experience which is brought into the relationship.

The style of mentoring is particularly important. A distinction can be made between ‘developmental’ and ‘sponsoring’ mentoring, the one emphasising empowerment and personal accountability, the other the use of power and influence within the relationship (table two). Traditionally, mentoring has taken a sponsoring form associated with notions of patronage and advancement. An increased use of a peer mentoring approach helps in moving away from this dependency model.

**Table two:** developmental v sponsoring mentoring - the fundamental differences

<i>Developmental mentoring</i>	<i>Sponsoring mentoring</i>
Mentee (literally, one who is helped to think)	Protégé (literally, one who is protected)
Two-way learning	One-way learning
The power and authority of the mentor are 'parked'	The mentor's power to influence is central to the relationship
Mentor helps mentee decide what he/she wants and plan how to achieve it	Mentor intervenes on mentee's behalf
Begins with an ending in mind	Often ends in conflict, when mentee outgrows mentor and rejects advice
Built on learning opportunities and friendship	Built on reciprocal loyalty
Most common form of help is stimulating insight	Most common forms of help are advice and introductions
Mentor may be peer or even junior – it is experience that counts	Mentor is older and more senior

**Figure two:** Clutterbuck identifies ten competencies of effective mentors;



He summarises these as encompassing the attributes of the coach, coordinator, supporter, monitor and organiser. To fulfil such exacting demands requires not only self awareness and high level skills but also development for the mentor. It is this which is often neglected in setting up mentoring schemes with the resulting risk of failure in the establishment of productive relationships and disappointment on both sides. Not everyone makes a good mentor. As if to make this point, Clutterbuck devotes a section in his book on 'Mentoring for Everyone' on 'mentors from hell'. All too often the admired leader may prove a poor mentor of others. Beware the seduction of the heroic leader as mentor and model! I refer

to the need for robust training at greater length in section X, as well as the importance of realistic selection processes.

At its best, mentoring needs to provide both the mentor and mentee with benefit. In its excellent Mentoring Toolkit, the Museums Association extends this notion of benefit to the organisation and to the profession. This last consideration is particularly relevant in the cultural sector where individuals typically have strong professional affiliations and also where mentoring is frequently made available as part of professional development.

**Table three:** The benefits of mentoring ;

<b>The mentee</b>	<b>The mentor</b>
Focused career development	Personal development
Improved self-confidence	Job satisfaction
Advice and guidance	Developed interpersonal skills
Access to networks and contacts	Discovering talent
Management development	Professional status
<b>The organisation</b>	<b>The profession</b>
Development of skills bank	Improved networks
Focussed employees	Managed career development
Planned work programmes	Focussed individuals
Increased efficiency	Communicated standards
Improved staff morale	Status
Low cost career development	

#### 5.4 Mentoring in the cultural sector

In contrast to the position described above in respect of coaching in the cultural sector, i.e. that it is little known and used, mentoring already has reasonably firm foundations within the sector and shows every sign of being regarded as both an effective and valued form of personal development. It is used for a variety of purposes. The following section offers some examples which illustrate the main uses:

- Professional development: Mentoring is used in a number of areas of activity as part of professional development. Foremost amongst these schemes is one developed by the Museums Association and now adopted by its partners the Institute of Conservation, the Society of Archivists and the Chartered Institute of Library and Information, all of which have made mentoring a part of the framework of professional qualification. Each of these organisations is at a different stage in the

development of this approach but the societies have provided some joint introductory workshops based on the Mentoring Toolkit produced by the organisation in partnership with Yorkshire Museums, Libraries and Archives. These mentoring relationships are intended to last during the period of training for the professional qualification and are well supported by training and advice. This scheme offers an excellent model upon which to build.

- Special needs: A number of organisations have set up mentoring schemes to meet the needs of special groups. Examples of this include organisations with a remit in the area of disability such as SHAPE and the Foundation for Community Dance. The latter has set up a programme called Potential which focuses on dance and disabled people. In what it labels co-mentoring, there are potential partners disabled and non-disabled dance practitioners in 'an equal exchange.....offering skills, knowledge and experience'. Mentoring also exists in the cultural sector in respect black and minority ethnic groups.
- Careers: Some organisations, e.g. Dancer's Career Development which helps in the retraining of professional dancers by building on their transferable skills, use mentors as an integral part of the support offered at key points in careers such as transition, when individuals need to re-focus their skills. This is mentoring between professionals and is particularly relevant in dance where artists retire and move on at an early age.
- Management and Leadership Programmes: Mentoring is included in some leadership development programmes. Perhaps the best known example of this is the Clore Leadership Programme where high profile mentors are matched with participants. At the present time, these mentors do not receive training.
- Cross sector mentoring: Two initiatives which illustrate different forms of cross sectoral mentoring are of interest with particular reference to the consideration of models. The first of these is a major programme located within ACE itself called the Creative Partnerships Mentoring Programme. This offers one-to-one mentoring of teachers by individuals from cultural organisations designed according to the principles of the National Mentoring Network (see section 7 below). A recent evaluation of the pilot programme has shown it to be successful for both mentors and mentees, but given its aim of strengthening the delivery of key tasks in the work of schools, its relevance to the development of the cultural sector needs to be explored further.

The Arts and Business Mentoring Programme is one in which support is given to arts professionals by senior business executives, usually for a period of a year, in order to strengthen strategic management within the sector. This is a well managed and established programme which could also offer a useful model for development.

There is a wealth of information on mentoring schemes within the sector and the networking organisation Creative People produced a particularly useful bulletin of schemes for my information. I have only been able to make reference to a very few schemes in this overview but Appendix A offers a range of further examples by type of organisation and approach.

A few points in conclusion:

- there is relatively little exchange of learning about what works although some very good models and a lot of available information exist upon which to build
- mentoring is paid in this sector and probably necessarily so because of the freelance status of many of those involved as mentors and because of the financial constraints which exist. This changes the nature of the relationship
- although comparatively well developed within sub sectors, the cross sectoral opportunities of mentoring, as well as mentoring with other sectors have yet to be developed
- the links between coaching and mentoring, as well as those between coaching, mentoring and other peer learning approaches such as learning sets have yet to be explored.

## **6. Coaching and mentoring in the public and private sectors**

## **7. Suppliers and quality assurance**

In previous sections, I have examined the meaning and application of coaching and mentoring in the cultural sector and beyond. In line with the aims of this study, I now consider how 'a co-ordinated approach to coaching and mentoring could be developed'. I also offer an overview of:

- commercial suppliers of coaching
- training arrangements for coaching and mentoring
- regulation, standards and quality assurance.

This reference is appropriate here, because the cost and standard of coaching providers as well as the regulation of the profession is likely to impact upon decisions concerning models of provision in the cultural sector. Secondly, it is in the areas of training and regulation that coaching and mentoring come together most closely, as various bodies aim to deal with standards in respect of both of them.

### **7.1 Coaching**

I have show that the use of coaching in both the private and public sectors, although not uniformly used is both extensive and highly valued. There are significant reasons why the position is so different in the cultural sector. The first

has much to do with the stage of management/leadership development (both formal and informal) in the sector, the absence of a tradition of such development and/or of an organisation either to champion and co-ordinate the activity within the sector. This will change. The option of coaching as an offering within the Clore Leadership Programme and the strand of activity within the Cultural Leadership Programme: 'Opportunities for emerging and mid-career leaders' which focuses upon 'peer learning, networks, coaching and mentoring' will also raise its profile and should ensure that it is better understood and regarded.

The second barrier is likely to be a more difficult one to surmount; that of cost. The following are three approaches to charging for coaching services:

- a percentage of salary: Usually pitched at 10% or more, some of the very large companies which aim their services at high earning executives charge on this basis. In return, what is offered is 'unlimited' access.
- Packages: Many companies offer a yearly package, usually charging around £10,000 (depending upon seniority) for up to a stipulated maximum number of sessions. Some of the large coaching companies look for large block contracts for staff at specified levels within an organisation. Significant discounts can be offered for this approach.
- an hourly rate: This varies from £100 to £300 per hour depending upon the target market and the provider. Coaches working with senior individuals are likely to charge near the top of the range.

## 7.2 Who are these providers and what do they offer?

The coaching market is currently unregulated and growing rapidly. Suppliers of coaching services are diverse, ranging from:

- large organisations where coaching is one of a number of available services: typically such organisations also offer outplacement and executive search (e.g. Hay Group, Right Couetts, Penna Consulting). These organisations have usually emerged from an HR background and may have a particular model which informs their practice. For example, Hay uses a model based on leadership competencies and is directive in its approach
- large management consultancies: consultancies such as Price Waterhouse Coopers, as they have increasingly diversified their products to offer a comprehensive service to customers, have moved into coaching: they tend to use an in-house model to ensure standardisation and achieve a level of quality assurance
- middle sized HR consultancies: specialising in group and organisational development which offer coaching as an offshoot of their portfolio of services

- smaller organisations dedicated to coaching and team development: these organisations tend to occupy a niche, offering something particular by way of focus or approach. One example of these is the Tavistock Consultancy Service which seeks to help individuals to understand the dynamics of groups and organisations.
- organisations with a national profile and an interest in developing new markets: for example, the Institute of Directors and the Work Foundation (previously the Industrial Society) offer both coaching and training in coaching. This is an increasing trend.
- universities and business schools: an increasing number of these organisations offer coaching, usually as an offshoot of a specific course. The client is, therefore, placed in a position of 'learner', with the issues of dependency which this implies. Departments of coaching are also beginning to emerge as accreditation and standards become a topic of interest and concern (cf section 7.3)
- a large and increasing number of individual practitioners: the quality of these is very variable; they represent both the best and worst of the 'profession'.

It is usually the case, that because the relationship between the coach and client is important to the success of the outcome, those looking for coaches will want to buy individuals with a reputation. This means that organisational affiliation may be less significant, indeed it may be seen as something of a disadvantage. The growth of informal networks of coaches, made up of individuals who share professional practice and quality assurance approaches is perhaps an indication of this.

The length of the relationship can vary considerably and is determined by the purpose of coaching. If this is to help an individual to become self-directed, it is likely that regular reviews will be undertaken to establish how far this has been achieved. Coaches tend to work in blocks of sessions for this purpose. However, some very senior executives who use their coaches as trusted sounding boards and 'challengers', frequently build relationships which are maintained over years.

### 7.3 Regulation

The mushrooming of organisations in recent years collaborating or competing to regulate the field of coaching is unsurprising. Currently an unregulated profession, those working with senior members of organisations as 'coaches' have long been obliged to create their own code of conduct by which to protect both themselves and those with whom they work, as well as to distinguish themselves from the growing army of the retired, redundant or plain wacky who set themselves up as coaches on the basis of 'having a lifetime of experience' or being 'in touch with themselves'.

In this field the Chartered Institute of Personnel Development (CIPD), a widely recognised body in the training and development of HR practitioners, has

published a useful guide to coaching and buying coaching services which, while it does not set standards, offers sound advice on approaching the selection of a coach. Recognising the immaturity of the industry and its potential for growth as well as the lack of established standards, professional bodies and qualification frameworks, it regards practitioners as having both a responsibility to advise from an informed base as well as to push for standards.

A number of bodies have produced standards, of which the most active are:

- The European Mentoring and Coaching Council
- The Association for Professional Executive Coaching and Supervision
- The Association for Coaching
- The International Coach Federation
- The Mentoring and Befriending Foundation

In part in response to this, the Qualifications and Curriculum Authority has recently produced a draft set of standards in respect of coaching, but these have been returned for further work. It would seem that they have proved unacceptable to a number of groups. Meanwhile a special group in coaching psychology has been established to provide psychologists with shared best practice in the field and to bind those with a psychological approach into the code of practice and ethical guidelines of the British Psychological Society (BPS). In addition a committee has been convened under the auspices of the BPS to establish the possibility of creating shared guidelines and a possible accreditation process for coaches. It seems likely that squabbles notwithstanding, some form of standards is likely to emerge within the foreseeable future.

The Mentoring and Befriending Foundation (MBF) (formerly the National Mentoring Network (NMN)) is the new national strategic body for mentoring and befriending. This body produces the Approved Provider Standard (APS) which is a national benchmark for providing one-to-one, volunteer mentoring or befriending. It is a national award supported by the Home Office and Department for Education and Skills and aims to provide programmes with a badge of competence and safe practice in mentoring or befriending.

APS aims to ensure the consistency and quality of mentoring and befriending programmes by focusing on the key management and operational areas of the programme including programme aims and management structure, procedures for identification and referral of clients, recruitment, selection and training of volunteers, monitoring of relationships and programme evaluation.

It is in the area of training, regulation and standards where there is an element of overlap between coaching and mentoring. Because in the public and commercial sectors, where mentoring is used it tends to be offered as part of an individual's commitment to the next generation of managers or professionals, it is also typically unpaid. For this reason the multiplicity of providers and their lack of regulation is less of an issue. Their development and adherence to standards is not.

## 8. Building a model

### Coaching

In considering appropriate models for coaching provision in the cultural sector, clarity about clients of the service is important. The recently published draft programme of work for the Cultural Leadership Programme (CLP) identifies emerging and mid-career leaders as recipients of both coaching and mentoring. In addition, it may well be that the Powerbrokers black and minority ethnic programme, developing cultural entrepreneurs programme and the governance programme also identify coaching as a desirable input.

I wish to make one personal recommendation about a potential client group. It is that the CLP should give serious consideration to a pilot project to fund coaching during the first year of appointment to all *new* chief executives/artistic directors of subsidised organisations with which it is involved. I have been very struck by the isolation of these individuals, the potentially damaging impact of their inexperience of working with boards and chairs, as well as an occasionally disturbing ignorance of the operational and strategic demands of the role. The move from artistic (professional) leader to organisational leader is a particularly demanding transition for even the most able.

I propose that during the life of the CLP, the following models of coaching provision are explored:

- The creation of a pool of coaches: In this model, the CLP would initially be directly responsible for, or charge an organisation(s) within the sector with responsibility for, selecting a small group of suitably qualified and able coaches. Given the current absence of expertise about coaching within the sector, it is unlikely that any one organisation outside the CLP could readily be found to take on this role.

In the first instance, given the relatively small demand for coaching and the need to keep tight quality control over the service, it would only necessary to select between 6-10 coaches. Some form of coaching expertise would need to be called upon to help in setting up this approach. Appendix B sets out a process for the establishment and quality assurance of this.

Even if the CLP opts to provide this service in house, and the arguments may be good for doing so in terms of learning, control and cost, in the medium term it will almost certainly wish to pass the responsibility for its management to a third party. This means that other organisations in the sector will need to familiarise themselves with coaching over the next two years, perhaps working in partnership with the CLP. This could possibly be linked with the management of the mentoring service discussed below.

Using this managed approach, the client should be able to make their own selection of coach with the minimum of guidance, once the purpose of coaching and individual goals had been clarified. In this model, it may be appropriate over time to build a slightly larger base of coaches (also quality assured) to meet any increase in demand from the sector.

- Use of an existing private sector coaching service: The CLP might prefer to tender for an existing consultancy to carry out the setting up, management and quality assurance process of a coaching service or to deliver the entire service on CLP's behalf. The advantage of this latter approach would be that CLP could pass responsibility for the coaching service to a specialist provider, the disadvantages are likely to be those of cost, of learning for the sector and of the identification of the most suitable coaches to fit its particular needs.
- Training individuals within the sector to act as coaches: There is an argument that, because of the high costs of coaching, in the long term organisations in all sectors will train members of their staff to undertake coaching. It is already the case that a number of firms are buying internal training for this purpose. While questions arise in relation to this :

§ who would form the cadre of internal coaches?

§ would they be paid to carry out this service?

§ would it be full time?

§ what is the difference between in house coaches and mentors?

I recommend that some experimentation with this approach is undertaken, initially in one of the larger organisations. A number of coaches or consultancies offer this form of training. The same arguments about control and quality assurance apply in the commissioning of such training as in the purchase of coaching services and it may be preferable for the CLP or an existing development agency to undertake this activity, at least in the pilot phase.

- Information: Commercial coaching providers who meet a minimum set of criteria determined by the CLP could be entered on a CLP website, alongside guidance about the function and role of coaches. This would need to be carefully maintained and quality assured.

## Mentoring

It is often assumed that because mentoring tends to take place within the organisational family and is regarded as part of an individual's return to others for the development which they have themselves received, that it requires less organisation than other forms of development. It is my strongly held view that the reverse is true. For the very reason that mentoring can be regarded as some form of gift, it is important to protect the arrangement from becoming distorted. Within the cultural sector, I suggest that the following issues need particular attention:

- Promotion of the developing versus the sponsoring model: This has been dealt with in section 5.3 above
- Payment: There is no doubt that payment for carrying out mentoring changes the nature of the relationship, but given that payment is always likely to be a feature within the cultural sector, careful management and explicit contracting are necessary to ensure that it does not compromise the position

- Informal v formal arrangements: The main arguments in favour of a creating a formal structure for mentoring, focus on the need to ensure quality in the process of selection, as well as ensuring that the ensuing relationship has clarity of purpose. The most common reason why mentoring relationships fail is that neither mentor nor mentee is clear about their goals. A formal approach is also likely to include initial training, the importance of which has been stressed, and ongoing review.

Informal mentoring, typically where the mentee finds their own mentor, can have advantages. Where relationships work well, they tend to last longer and mentors are more likely to feel that they are in the relationship because they want to be, although such altruism can also lead to a loss in effectiveness. These relationships tend to be more empathic than those in formal schemes.

In my opinion structured arrangements are absolutely essential (I have personally never seen a scheme work successfully without one), but that within these the relationships themselves should be encouraged to be as informal as possible. A formal approach would also promote the spread of mentoring within the sector.

So what form would a structured approach take? If the arrangements are needed to ensure:

- an adequate supply of suitable mentors for differing requirements
- high quality mentor training
- a skilled matching process
- review and evaluation

then it follows that some form of organisational arrangement will be required to deliver this. Where mentoring is concerned, the cultural sector is in a considerably more favourable position than is the case with coaching. Good mentoring arrangements already exist. I recommend that in this instance, the CLP does not need to become directly involved with the process of mentoring but that it commissions a small number of organisations with existing experience of mentoring within the sector, to work together in ensuring high quality design, delivery and quality assurance of this service. The purpose of this joint working would be to achieve:

- robust organisational arrangements for delivering a mentoring service(s)
- a unified approach and agreement about a set of standards to govern its provision
- a spread of learning
- access to a wider pool of mentors
- the promotion of mentoring between sub sectors of the cultural sector, as well as between the cultural sector and other sectors.

In order to ensure that these arrangements are sufficient for the purposes required by the CLP, I suggest that a small cross sectoral working group is set up, and that if necessary, the CLP commissions support and advice from a specialist in mentoring to assist in the development of a cultural sector mentoring programme. At the end of the two year period, I would envisage either that a lead organisation or confederation of organisations should be invited to continue the management of this programme.

In this study, I was asked to consider coaching and mentoring. The reader will remark the strong similarities between them, similarities which can sometimes confuse and obscure the difference which make the two approaches complementary and reinforcing. It is my strongly held view that both approaches when used together in conjunction with learning sets are given greater developmental impact. I would advocate that this third and powerful form of development is considered alongside coaching and mentoring to ensure a coherent approach to personal development throughout the cultural sector.

TB April 2006.