

EU3 LEADER

Developing entrepreneurial third
sector leaders across Europe

LEARNING TO LEAD III

The patchwork of leadership development for
Europe's third sector



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- Learning to lead I: An overview of European qualification instruments
- Learning to lead II: Contemporary theories of entrepreneurship and leadership
- Learning to lead III: The patchwork of leadership development for Europe’s third sector

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Introduction

The present report outlines what we know about leadership development across Europe. It tests the hypothesis at the heart of our project that there is space for a leadership framework for the third sector. It takes the form of a report of the results of a survey of sector experts across Europe – broadly focusing on challenges and opportunities for third sector leaders, leadership development, and the existence of frameworks and qualifications. This is supplemented by some reflections on leadership development from academic literature. This paper concludes with some recommendations – which it shares with its companion paper “Contemporary theories of entrepreneurship and leadership”.

In the preparation for this part of the report, we surveyed experts already linked to our existing networks. We developed a short and focused questionnaire on the online platform *surveymonkey* (a copy is presented in Appendix One), and compiled a shortlist of Europe-wide experts in each country, drawing on the existing contacts of project partners. Where country experts were ‘missing’, we obtained further contact details from other contacts and from searching through local listings, or from existing academic listings held by CVSL.

The survey was open between May and August 2017, and experts were invited to take part in the questionnaire, and were reminded if necessary. A small number of experts were followed up by telephone as an alternative route to obtaining information. Despite numerous attempts we were unable to secure a response for a small number of countries: Cyprus, Germany, Lithuania, Luxemburg, Malta, Romania and Slovenia.

In what follows, we first summarise the main findings from the survey overall, as well as the existence of any notable country leadership frameworks, barriers to access and accreditation. We focus on the availability of leadership development opportunities (as reported by the country sector experts), as well as the existence of any other resources (for instance university initiatives, or think tanks). The raw results of the survey are to be found in an appendix at the end of this paper.

We are aware that the findings on leadership development opportunities in some countries are incomplete. We would very much value contributions from sector experts. If we receive sufficient new material, a second edition of this paper may be published by the end of the EU3Leader project.
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Definitions

Here we share the definition provided by project partner WU - Vienna University of Economics and Business team in their companion report (Simsa et al., 2017):

“For the purposes of this paper, we define leadership as purposeful interventions in organisations of one leader or a group of actors, designed to effect the strategy, the climate, the decisions and the structures of that organisation, with responsibility for the survival and the success of the whole organisation.”

It is important, of course, to distinguish leadership from management, although this too is not always easy. According to leadership scholar Keith Grint, management refers to a form of activity directed at solving tame – that is, regularised – issues that may have a required response or correct way of operating. Or to put it another way:

“... management is the equivalent of déjà vu (seen this before), whereas leadership is the equivalent of vu jàdé (never seen this before).” (Grint, 2010)

In turn, we borrow our definition of entrepreneurship from the EU’s framework of entrepreneurial competences (ENTRECOMP): “entrepreneurship is when you act upon opportunities and ideas and transform them into value for others.” (FFE-YE, 2012).’

Leadership development

In spite of the common challenges faced by the third sector across much of Europe, there is little evidence of common attempts to develop leadership. Even at national level in most EU Member States, frameworks for leadership and training for leadership development appear to be sporadic. They are developed by individual training providers, whether universities, training companies or third sector umbrella bodies. We are not in a position to make a value judgment on whether such diversity is good or bad for leadership development.

Across the European countries that responded to the survey, there appears to be a mixed picture on the different stages of development on third sector leadership programmes and training, varying by European regions and some key developments in specific countries. Some European countries have excelled in developing leadership programmes targeted at third sector leaders. For example in the Central European countries (Austria, Slovakia and Czech Republic) all appear to have developed sophisticated and accessible courses targeted at third sector leaders. Other countries with noticeable development in leadership programmes targeted at third sector leaders are the United Kingdom and Sweden.

By contrast, most countries in the Eastern European region had little access to third sector leadership development, other than in Poland which had a few local projects running. One reaction to the lack of leadership development in some European countries was for third sector leaders to seek and access training and courses in other neighbouring countries. Here is one respondent’s experience of accessing third sector leadership programmes abroad, with the desire to bring back such expertise to their home country, Latvia:

‘I did leadership training when I worked for the NGO Centre, sponsored by Soros foundation, UNDP and Adult long life learning programme. And Forum SYD (SIDA) from Sweden. The point is that a lot of people - NGO leaders are getting trainings from those mentioned organizations (I got all [of these] trainings)... But the problem is - somebody has to pay for it. NGO’s in Latvia

are starving, they are not ready to pay for training.....It was my dream after I visited John Hopkins University and my other colleagues in USA, Canada and Europe - to prepare the special course for Baltic state NGO leaders. This is still my dream.'

Whilst these represent cases of specifically designed and delivered third sector leadership development programmes, most European countries demonstrated a market of leadership programmes, though not necessarily intentionally focused on third sector leaders. Many leadership development programmes were delivered by the public and corporate sector, which could be accessed by third sector leaders. There was a wealth of programmes delivered at a university level across the European countries. Interestingly, in many countries the programmes and training were not necessarily branded as 'leadership' development, but often used other terms, such as management, business studies, but arguably covered similar issues and topics. This can create difficulties for third sector leaders to understand what the leadership market looks like within their country.

The response from the Latvia expert (see above) also demonstrates common barriers to accessing leadership development - the limited funds and capacity for third sector leaders to attend such programmes. For many organisations, particularly those that are smaller in size, it can be challenging for leaders to find the capacity to take part in leadership development, particularly when leaders are often overstretched and undertaking multiple roles. Often leadership development programmes, especially those delivered in the corporate sector or at a university level, can have substantial fees, which can put them beyond some leaders at a time of reduced resources and increased demands. Other barriers can be in relation to proximity, and as mentioned previously, many third sector leaders have to visit larger cities or even neighbouring countries to attend such training. As a result of these challenging times, leadership development can often be perceived as a luxury rather than a necessity.

Further differences could be found by the varying developments on third sector leadership frameworks across the European regions. Only Portugal¹ and the UK (Scotland)² referred to a leadership framework specific to the third sector, though the Bulgarian one referred to a Spanish university. The Spanish universities Deusto³ and ESADE⁴ appeared to be international reference points in this. The European countries that responded to the survey about accredited leadership programmes, this was mainly found to be at a university level. There were very few accredited courses on third sector leadership development otherwise. Again, this echoes similar barriers on funding and capacity to access such courses.

¹ <http://inovacaosocial.portugal2020.pt/index.php/programas-de-financiamento/capacidade-para-o-investimento-social/>

²

<http://www.acosvo.org.uk/sites/default/files/resources/Leadership%20Excellence%20Framework.pdf>

³ <http://www.deusto.es/cs/Satellite/deustoresearch/es/inicio/centros-equipos-e-investigadores/equipos-de-investigacion/innovacion-y-direccion-de-organizaciones-en-la-sociedad-del-conocimiento/equipoinvestiga?idPest=1>

⁴ <http://www.esade.edu/research-webs/esp/socialinnovation>

Country Profiles (Selected)⁵

Austria

- **Competence Center for Non-profit Organizations and Social Entrepreneurship.** www.npo.or.at
There are two certified NPO courses at Wirtschaftsuniversität:
 - As Certified NPO-Managers (9 days), you design and control your organization, know about the success factors of personnel, and communicate with stakeholders effectively and efficiently.
 - As an Advanced NPO-Manager (8 days), you will find your way through the jungle, create more transparency, and most of all, the challenges of dynamics. Completeness and control of your organization. <https://www.wu.ac.at/npo/competence/lehrgang-npo-manager/>
- **Social Management** certificate program at Wirtschaftsuniversität: <https://executiveacademy.at/en/programs/certificate-programs/social-management/>
- **Controller Institut: NPO Controller Diploma**
The course "Certified Controller NPO" concludes with the Diploma of the Certified NPO-Controller after successfully passing an exam - consisting of a practice-oriented case study including presentation and an examination talk. This diploma is a certificate recognized in practice. Prerequisite for taking the examination is the attendance at all levels of this controlling training. <http://www.controller-institut.at/de/bildungsprogramm/seminare-lehrgaenge/pruefung-zum-controller-diplom-fuer-npo-602/>

Croatia

Leadership development is mainly delivered through Universities. For example, Foundation Adris was funding the programme of Leadership for University of Zagreb, which is still in its early stages of development. There is also another leadership programme in the region Medimurje, and parts of some business schools have developed some. Even though third sector leadership and leadership development has been recognised as important, it appears third sector leadership development is underdeveloped and there are not any accredited courses other than at universities in Croatia.

Spain

Most of leadership development are Master or Post-Graduate degrees or similar but without official recognition. Such as:

- Máster en Dirección, gestión e intervención en servicios sociales. Facultad de Educación Social y Trabajo Social Pere Tarrés – Universidad Ramon Llull https://www.peretarres.org//wps/wcm/connect/peretarres_es/eutses/home/estudis/masters-postgraus/programacio/master-universitari-diss#
- Liderazgo e innovación social. Escuela Superior de Administración y Dirección de Empresas (ESADE) http://www.esade.edu/research_webs/esp/socialinnovation/formacion/LIS
- Emprendimiento y liderazgo innovador. Universidad de Deusto <http://www.deusto.es/cs/Satellite/deusto/es/masteres/estudios-masteres/master-en-emprendimiento-y-liderazgo-innovador/programa>

⁵ These are the countries of the EU3Leader partners - the other raw data from country experts is to be found in the appendix.

- Programa de liderazgo corporativo en emprendimiento e innovación. Universidad de Deusto <http://dbs.deusto.es/cs/Satellite/deusto-b-school/es/deustobschool/programas-3/formacion-ejecutiva-0/innovacion-y-emprendimiento-0/programa-de-liderazgo-corporativo-en-emprendimiento-e-innovacion-plce/programa?idPest=1340043199529&idSeccion=1>
- Programa de gestión estratégica y liderazgo social. IESE Business School Universidad de Navarra <http://www.iese.edu/es/executive-education/programas-sectoriales/gestion-estrategica-liderazgo-social/>
- Postgrado en Emprendeduría social. Universidad de Vic <https://www.uvic.cat/formacio-continua/ca/postgraus/postgrau-en-emprendoria-social>

The main barrier for individuals to access leadership is the price. Most of them are expensive because they require higher education and few organizations can afford them.

Spain has a qualification instrument based on recognizing competencies acquired by professional experience. <https://www.boe.es/boe/dias/2009/08/25/pdfs/BOE-A-2009-13781.pdf>

United Kingdom

- In Scotland the main organisation providing leadership development targeted at the third sector is ACOSVO. <https://www.acosvo.org.uk/> which also has a leadership framework: <http://www.acosvo.org.uk/sites/default/files/resources/Leadership%20Excellence%20Framework.pdf>
- There are accredited courses at the Institute for Management and Leadership. <https://www.i-l-m.com/working-with-ilm>
- Social Enterprise Academy <http://www.socialenterprise.academy/scot/programmes-prospectus>
- Centre for Voluntary Sector Leadership, Open University design and deliver free online courses on voluntary sector leadership development <http://www.open.ac.uk/business-school-research/centre-voluntary-sector-leadership/open-learning>
- Clore Foundation <https://www.cloreleadership.org/> which also has a leadership framework <http://www.cloresocialleadership.org.uk/leadership-framework>
- The Kings Fund <https://www.kingsfund.org.uk/courses>
- There are leadership qualifications through universities, diplomas, Masters etc. Cost is a barrier to third sector leaders in terms of accessing commercially available leadership programmes.

Alternative leadership development

In more recent years there has been heightened attention on the need to understand leadership, whether this is distributed to followership, in a contextually driven way by bringing society and community to the fore (Edwards, 2011). By starting from the premise of developing contextually informed understandings of leadership, this creates a substantive shift away from the post-heroic perspective to viewing leadership as dispersed across groups, organisations and society. Edwards (2011) highlights several factors to unpack the concept of community and how this can be used to investigate a contextually driven perspective of distributed leadership, this includes: common

symbolism, a sense of belonging, a sense of community, group and leader identity, common values and ethics, language, dialect and discourse, social networking and friendship.

A salient feature of this approach is that it provides the opportunity to see the 'connective and fluid nature of distributed leadership' (ibid, p.307), how it is formed of social processes that shift over time due to changes in cultural understanding. Also, it illustrates that distributed leadership does not operate in a vacuum within an organisation, but rather leadership is connected and embedded within the complex wider society. His article concludes by calling for leadership development programmes to also include this framework of analysis, to promote leaders to reflect and 'explore the connections and interconnections they have with society by broadening the view of leadership where responsibility is moved from the few to the many' (ibid, p.309).

This stream of thought is particularly useful when thinking about the approach to use to design and deliver leadership development. It suggests leadership development should not be focused on conventional methods, such as, teaching about leadership, or developing the traits and competencies to become a 'good leader', or only develop those already identified as a leader or 'aspiring leaders'. Instead there is a move towards the 'need to bring leadership development back into the group where the lessons of experience can be truly accessed' (Raelin, 2003). This means not taking individuals out of the context leadership practice is undertaken, but the social setting within which it occurs should also be taken into account.

Increasingly it has been argued that leadership development should not be viewed in the traditional stereotypical means, but new approaches and methods should be taught and reached out to a wider audience (Edwards et al., 2013). Traditionally, leadership development has been based on the premise of self-development, including the idea of self-awareness, self-control and self-realization (Schedlitzki and Edwards, 2014). Edwards et al. (2013) describes that conventional leadership learning and development, including coaching, mentoring, networking, job assignments and action learning, has tended to focus primarily on the individual.

They argue that context should be taken into account more, where leadership is practised and understood, but also viewing it as a collective and continuous process. One method put forth is to use an auto-ethnographic approach (Chang, 2008) for the leader to reflect on their leadership development 'through situated learning of leadership practice in organisations' (Schedlitzki and Edwards, 2014: 196). This means the leader should take into account the social context and relations with others when reflecting on their leadership practice. By doing this leadership development moves away from being focused on their individual and reconnects with the context and others involved.

These thoughts have promoted the development of alternative approaches to leadership development, stating 'one area that is being developed as an alternative view and that better appreciates context as well as emotions of becoming and being a leader is the move towards aesthetic and artistic methods of management and leadership learning and development'. This development in artistic methods argues traditional approaches are based on the logic 'the world is a stable, knowable and predictable' (Schedlitzki and Edwards, 2014: 199). Rather, by leaders conducting non-logical activities it will enable individuals to think more creatively about problem solving (ibid) and encourage 'accessing intuitions, feelings, stories, improvisation, experience, imagination, active listening, awareness in the moment, novel words and empathy' (ibid: 199). Taylor and Ladkin (2009) have outlined the contribution of arts-based methods to leadership development:

- *Skills transfer*- learning artistic skills that can be applied to organisation setting;

- *Projective technique*- accessing inner thoughts and feelings;
- *Illustration of essence*- apprehend the essence of a concept, situation, tacit knowledge;
- *Making*- deeper experience of personal presence and connection to counteract feelings of disconnection and fragmentation among leaders. (Summary taken from Schedlitzki and Edwards, 2014: 199)

The Open University have also applied this alternative approach to developing its online Voluntary Sector Leadership courses stating the benefits of leaders taking a reflective stance and conducting a journey of self-discovery. Specifically, the course on leadership as practice highlights several methods and tools to aid this process, such as, critical reflection, constructive debate, awkward questions, and telling powerful leadership stories. This enables leaders to be aware of their emotions, anxieties and worries, but to also reflect on different perspectives of oneself and assess critical viewpoints of their leadership practice.

Recommendations

From the preceding 'state of the art' report the CVSL has drawn out four broad recommendations to inform the next stages of development in the project. These recommendations are designed to inform the approach adopted by the project to develop the skills and competences of third sector leaders, and also to provide inspiration for alternative methods and tools that can be used to develop the online courses. These recommendations represent key themes that should be taken into consideration, as follows:

Leadership as practice

To not only look at what individuals need to become a 'good leader' or their actions, but rather focus on how leadership is practiced within an organisation and what this portrays about the organisation. This can include looking at the everyday practices of leadership, such as, mundane activities.

Leaderships as distributed and inclusive

To not solely focus on the notion of an individual 'leader', but to adopt a more inclusive view of how leadership can be informed by different individuals, with more emphasis on the collective nature of leadership. To move away from the traditional hierarchical perspective that leaders are only those positioned as CEOs or trustees, but to acknowledge that leadership can be enacted from the top, bottom, and middle of an organisation

Self-awareness, critical perspectives and reflexive stance

Leaders should be encouraged to undergo a process of self-discovery. However, this should not only focus on self-awareness, to understand their strengths and weaknesses, but also see this as an opportunity to broaden their gaze and look reflexively at the context and those around them. This can involve seeking critical perspectives and asking awkward questions.

Alternative leadership development

Less focus on conventional methods and more emphasis on using alternative tools and methods to encourage different forms of learning. For example, working from real-life experiences, auto-ethnographic, arts-based methods, story-telling, and importantly, to not take leaders out of their context but to understand the influences of the everyday environment, 'to bring leadership development back into the group where the lessons of experience can be truly accessed' (Raelin, 2003).

EU3Leader: filling a gap

Finally, we have concluded that the sporadic nature of leadership frameworks and leadership development offers supports the project hypothesis that there is a case for a framework like EU3Leader and its associated learning resources. After project end, it is also our aspiration that EU3Leader could serve as a resource for training providers to re-assess their offer – as well as offering some training resources directly to managers aspiring to become entrepreneurial leaders.

Appendix: additional country information from survey

Belgium: Resources available in the country

- **Belgian King Baudouin Foundation:** a public foundation with as main goal improving society. They often publish reports related to third sector issues, although this is a lot wider than just leadership. <https://www.kbs-frb.be/>

Bulgaria: Leadership development opportunities

If leaders would like to invest in their own development, this most often happens through training and consultation within their own organizations as part of donor-funded projects for overall capacity building of the organization. Otherwise, there are training opportunities on the general training market for leadership development which are for business leaders, which TSO leaders can also benefit from. Rarely there are programmes for capacity building of TSO leaders (which are affordable for them), ones that are available are selective and limited spaces.

The Bulgarian School of Politics provides one of the few opportunities for leadership development that is different from corporate leaders, specifically targeted at third sector leaders, and offers a university level qualification: <http://www.schoolofpolitics.org/eng/index.php/programs/national-program/information-national>

Resources available in the country

- “The Active Non-governmental Organizations in Bulgaria in 2017” <https://www.ngobg.info/bg/documents/%D1%83%D0%BF%D1%80%D0%B0%D0%B2%D0%BB%D0%B5%D0%BD%D0%B8%D0%B5-%D0%BD%D0%B0-%D0%BD%D0%BF%D0%BE-1-8.html>
- There is a specific leadership framework for third sector leaders, which makes them different from leaders in the public or corporate world. This includes four key leadership roles: the visionary-strategist, the organization builder, the entrepreneur and the political-social roles. http://itemsweb.esade.es/wi/research/iis/Liderazgo_Social/Leaders_for_social_change.pdf

Czech Republic: leadership development opportunities

The Czech Republic appears to have developed a market for third sector leadership development. Such as, Spiralis, aim to strengthen core competencies in non-governmental organizational leadership in the Czech Republic. <http://www.spiralis-os.cz/english>.

Other programmes consist of Leadership Aid, which supports and guides leaders of non-profit organizations and alternative movements, offering opportunities for skill development, personal experience, assistance, practice, sharing and personal growth. There are no leadership frameworks used or accredited courses on third sector leadership.

Resources:

- <http://www.nadacevia.cz/wp-content/uploads/2016/09/Nadace-Via-v%C5%BBro%C2%A6%C5%B9n%C5%9F-zpr%C3%ADva-2015-ENG-small.pdf>
- <http://www.sanekponte.cz/>
- <http://www.nadacevia.cz/wp-content/uploads/2015/09/VZ-VIA-2011-EN-FINAL.pdf>
- <http://www.nadacevia.cz/en/what-we-offer/>

Denmark: leadership development opportunities

The only kind of leadership development initiatives noted are on social entrepreneurship courses. Few third sector leaders have had formal leadership training or education. There are no frameworks to follow or accredited leadership programmes.

Estonia: leadership development opportunities

Several organisations and programmes offer training to members and leaders of NGOs.

- Network of Estonian Nonprofit Organizations, NENO (or EMSL in Estonian) <http://heakodanik.ee/en/>
- Open Estonia Foundation, the Leader-programme of the European Commission, National Foundation of Civil Society (KÜSK in Estonian) (<http://www.kysk.ee/nfcs>).

The development of leadership has often been connected with the improvement of operational capacity (e.g. the support for the development leap of NGOs by KÜSK- information can be found on their webpage). There is no leadership framework. Leadership qualifications depends on the field of activity and the level of professionalism of the TSO. There are no cross-sectoral criteria.

Resources available in the country

- <http://www.kysk.ee/failid/Upload/files/KUAK%2014%20raport.pdf>
- http://www.kysk.ee/failid/Upload/files/Voorud/VYF/BaltiUuringuteInstituut_L6PParuanne_SVYF-hindamine_INGLISE.pdf

Finland Leadership development opportunities

Some third sector organisations organize leadership courses for third sector managers. Typically, they are so-called central organisations, like sport, health or youth central organisations. Also, study centres organize this kind of training for their member associations that are third sector organizations. Some universities and polytechnic universities organize also these kind of courses. Finland does not have any central or aggregated knowledge of third sector leadership or third sector leadership development, which was identified as a deficit in the country.

The Finnish third sector is very autonomous and fragmented, without any national coordination or national body which collect all actors together. Therefore, Finland does not have a national leadership framework.

France: Leadership development opportunities

- Leadership development in France is mainly at university level. For example, there are several master degrees, diploma or short-term training that provide leadership qualifications that are also attended by third sector leaders.
- **ESSEC** deliver diplomas on 'general managements and local enterprise'. Courses are not focused on leadership, but are framed more around the term management although it tends to cover the same topics. <http://www.essec.edu/en/>
- There are no leadership development programmes delivered by TSOs. Any courses are mainly delivered from Paris there are few initiatives in the rural areas. Third sector leaders are happy to travel to other European countries for such programmes e.g. some leaders may travel to Amsterdam for training, such as THINK.
- There is no national framework.

Greece: leadership development opportunities

There are very little leadership opportunities. Higgs: <https://higgs3.org/?lang=en>. There are no frameworks or qualifications. <http://www.lse.ac.uk/europeanInstitute/research/hellenicObservatory/CMS%20pdf/Publications/GreeSE/GreeSE-No95.pdf>

Hungary: leadership development opportunities

Hungary has some short-term non-profit management courses, which are offered mainly by nonprofit support centre. For example, https://www.nonprofit.hu/civil_kalendarium/Civil-menedzsment-kepzes-2017 and <http://www.cka.hu/blog/2016/03/16/a-kozossegszervezes-europai-iskolaja/>. Mainly courses delivered and accredited at a university level. Hungary has no developed leadership framework for third sector leaders.

Resources available in the country:

- Hungary has produced some research on non-profit leadership (University of Pécs) https://econpapers.repec.org/article/isvjouijm/v_3a1_3ay_3a2012_3ai_3a2_3ap_3a45-64.htm
- Non-business marketing (University of Szeged) www.grupomio.org/wp-content/uploads/RS-2_1_1-Hetesi.pdf
- ELTE University MA in community and civil studies (4 semesters) <http://tatk.elte.hu/mesterszakok/civil>
- BA in community coordination (6 semesters) https://www.felvi.hu/felveteli/szakok_kepzesek/szakleirasok!/Szakleirasok/index.php/szak/18814/szakleiras
- List of institutions: https://www.felvi.hu/felveteli/szakok_kepzesek/szakleirasok!/Szakleirasok/index.php/szak/18814/kepzes_indito_intezmenyek

Accredited non-profit management training (4 semesters) – less than BA, available mainly in adult education institutions

- <https://www.soterline.hu/egyeb-oldalak/tanfolyamokgyujto/nonprofit-menedzser-uj-okj/>
- http://www.tanfolyam.org/tanfolyamok/nonprofit_menedzser.html
- <http://mot.hu/kepzes/marketing-es-reklamugyintezo-nappali-kepzes-budapest4>

Italy: leadership development opportunities

There are no recognised leadership qualifications in Italy. There are some more leadership development programmes that third sector leaders could attend.

Resources available in the country

- Colozzi, R. Prandini (2008) *I leader del terzo settore. Percorsi biografici, culture e stili di leadership*. Franco Angeli

Latvia: Leadership development opportunities

There is no such leadership development specified to third sector leaders. The closest thing seems to be Civic Alliance-Latvia (CAL) that annually trains over 2700 people on civil dialogue and participation in the decision-making process. Some universities have leadership courses, but they are advertised more generally as business management, team building, and strategy planning. There are a lot for leadership frameworks in different study programs in Universities and Colleges, but not for NGO leaders. There are no specific accredited services for the third sector, but it is possible to get leadership qualification from a company.

Resources available in the country

- http://www.lu.lv/fileadmin/user_upload/lu_portal/projekti/lu_fonds/kapec-ziedot/KundzinaZvejniece_CorporativeFoundations_Latvia.pdf
- http://www.lu.lv/fileadmin/user_upload/lu_portal/projekti/lu_fonds/Velos_atbalstit/GivingLatvia_Report_2013_20160811.pdf

Poland: Leadership development opportunities

Leadership development is recognised as being a high need in Poland. There are several organisations working in this area. There is also a market of leadership development with paid courses and training available. However, there is no recognised qualifications/ accreditations. There can be issues with accessibility for some groups, which is why there have been targeted programmes in rural areas. Szkola, The School for Leaders Foundation, is a key organization aimed to support the development of civil society through training and support of leaders who perform their activities within the public sphere in TSOs, local government institutions and political parties. <http://www.szkola-liderow.pl/> .

Resources available in the country

- **Boris:** <http://boris.org.pl/stoleczne-centrum/>
- **The Polish-American Freedom Foundation (PAFF) Leaders Program** is an innovative and comprehensive program of development addressed to the leaders who act in favour of local communities and, in particular, to the participants of the Foundation programs http://www.liderzy.pl/aktualnosci.php?news_id=666.
- Programmes focused on entrepreneurship: **Ashoka:** <http://ashoka-cee.org/poland/> **Nesst:** <http://www.nesst.org/polska/>

Portugal: Leadership development opportunities

Leadership development courses are mainly at universities at a Masters level. Although this means it is accredited it can make it inaccessible to some due to the fees attached to the courses.

Resources available in the country

- IES-Social Business School is the first business school focused on Innovation and Social Entrepreneurship <http://ies-sbs.org/#laboratrios-1>
- Eslider <http://esliderportugal.org/pt/inicio/>
- Inovacao social <http://inovacaosocial.portugal2020.pt/index.php/programas-de-financiamento/capacitacao-para-o-investimento-social/>

Ireland: Leadership development opportunities

Prior to the economic crisis there were organisations that delivered training to the third sector on leadership, such as the Interaction Institute for Social Change, based in London, Belfast and the US. <http://interactioninstitute.org/iisc-ireland/>

Dublin City University has also provided courses in leadership to the sector. The institute of Public Administration provides training to the public service staff, but is open to others. There are no leadership frameworks and accredited programmes are at university level.

Slovakia: Leadership development opportunities

There are leadership development programmes of some sort that provide training and courses focused on specific areas, such as, mentoring, competence development, volunteer manager, project management, and conflict resolution. One organisation, called PDCS, is a non-governmental organization that provides professional training and facilitation services, consultancy and advisory services in areas of conflict resolution, support of dialogue in the society, citizen participation and civil society development in Slovakia and abroad. The courses and programmes do not explicitly use the term leadership development, nor do they directly address leadership development. Instead, the focus is on other developmental areas, for example, volunteering, youth development, that overlap into leadership development but nonetheless illustrate there is a void in service provision. These programmes and training can be viewed as being relatively informal, mainly delivered by third sector

organisations, and are not accredited, therefore it is evident there is a lack of formalised third sector leadership development in Slovakia.

Resources available in the country

- https://issuu.com/3pietra/docs/evsification_manual_eng_final
- <http://www.professional-volunteering.eu/>
- <http://www.ozviac.sk/images/24042016/brozura.pdf>

Sweden: leadership development opportunities

Larger organizations, umbrella federations (sports, trade unions, Church of Sweden etc.) and consultancies (PWC and KPMG), have their own management development programs, but most still lack high-quality leadership development.

The key leadership programme is delivered by IDEELL ARENA that is a network run by more than seventy organizations. Its focus is to develop strategic leadership in the non-profit sector through innovative leadership programs, creative meeting places, networks, and by promoting research. There is no leadership framework that is followed in the country. Other than at university level there are no accredited courses. There are key issues of accessibility to the leadership development programmes due to lack of funds, time and capacity for established and emerging leaders. There are not enough courses and generally they are seen as too short.

Resources available in the country

- IDEELL ARENA <http://www.ideellarena.se/om-oss/english/>

Netherlands: Leadership development opportunities

There are is no recognised leadership development, framework, or accreditations used in The Netherlands. There are other wider leadership programmes that third sector leaders could access.

- <https://www.thnk.org/programs/creative-leadership-program/>
- <https://www.nov.nl/english>
- <https://www.movisie.com/about-us>

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Appendices

Appendix one: Questionnaire text

1. Which country are you coming from?
2. Please think about the current situation influencing the third sector in your country. What are the five most important challenges the sector faces? (Please rank in order of priority, one being the most important, and a brief explanation as to why). [Rank on a scale of 1 to 5]

3. What five opportunities are there for the third sector in your country? (Please rank in order of priority, one being the most important, and a brief explanation as to why). [Rank on a scale of 1 to 5]
4. Could you provide information, ideally the latest up to date publications (articles, books, surveys, online sources...) on the following aspects of the third sector?
The level of civic engagement
The public image or level of trust in the sector
Sources of funding (predominant funding sources, changes over past years)
Size and scope of the third sector (number of organizations, fields of activity)
5. What five main challenges do third sector leaders face? (Please rank in order of priority, one being the most important, and a brief explanation as to why).
[Rank on a scale of 1 to 5]
6. What five main opportunities are there for third sector leaders? (Please rank in order of priority, one being the most important, and a brief explanation as to why).
[Open answer, ranked on a scale of 1 to 5]
7. Bearing in mind these challenges facing the third sector, please give five competences that you think are required by third sector leaders. (Please rank in order of priority, one being the most important, and a brief explanation as to why).
[Open answer, ranked on a scale of 1 to 5]
8. What kind of leadership development is available to third sector leaders in your country?
Please supply any reports or links to information you think are useful
Are there gaps in who can access leadership development in your country?
9. Are you familiar with any leadership framework in your country or other relevant framework at the national level?
[Yes/No]
[If yes, please provide further details:]
10. Are there recognised leadership qualifications in your country?
[Yes/No]
[If yes, please provide further details:]
11. Please tell us about any further information regarding leadership or entrepreneurial skills that are specific to your country or covers the whole of the EU.