

ATLANTIC PRESENTERS ASSOCIATION

PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT & STRATEGY

Final Report



Atlantic Presenters
Association

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1. INTRODUCTION

1.1 Organizational Description

The Atlantic Presenters Association is the regional arts presenters organization for Atlantic Canada. Incorporated in April 2001, the APA's mission is to facilitate professional performing arts touring in Atlantic Canada, and its main objectives are:

- to facilitate live cultural and performing arts touring in Atlantic Canada
- to communicate touring and arts performing information to its members
- to support the presentation of East Coast artists in Atlantic Canada theatres and venues
- to create original touring concepts for the Atlantic region
- to present workshops on performing arts touring (professional development) to its members
- to organize Contact East in collaboration with Atlantic Canada provincial governments
- to support the participation of its members in various industry events
- to create marketing opportunities for touring acts in Atlantic Canada
- to raise awareness of live arts touring in Atlantic Canada (advocacy/lobbying to government and the public)
- to create a professional relationship between buyers and sellers of touring products in Atlantic Canada
- to collect information and statistics on touring activities in Atlantic Canada
- to communicate information to the touring industry on Atlantic Canada theatres and venues
- to implement audience development strategies
- to increase the touring area of live arts acts
- to act as liaison to touring associations in Canada
- to assure a better spread in Atlantic Canada of touring product

1.2 Study Background

The APA has a membership of 53 institutions from across the four Atlantic Canadian provinces, the Northeast United States and Ontario. The group is diverse in its make-up, both urban and rural, with budgets ranging in size from under \$50,000 to over \$1,000,000. Members may engage in some or all of a number of functions including: presenting, renting, festival presentation, and producing. Staffing may be fully professional, fully volunteer or a combination of professional and volunteer. This diversity presents challenges to providing effective professional development programs to members.

In 2008, the APA's strategic planning process identified professional development as a key member benefit that should be enhanced. In response, the APA sourced funding from the Department of Canadian Heritage and the provincial funding bodies of its member communities to conduct a needs assessment of professional development activities and develop a three-year strategy for delivery.

1.3 Study Purpose

The APA initiated this needs assessment of the professional development requirements of its members in November, 2008, to:

- ensure that the APA has a clear understanding of the current professional development opportunities available to its members;
- allow the APA to ascertain the current level of professional development of its members, as well as current and future needs;
- enable the APA to identify the strengths and weaknesses of the presenting community in the Atlantic region;
- allow the APA to assess how well it is meeting current member needs and to plan to effectively meet future needs;
- compare APA professional development programs with those offered by comparable peer organizations;
- assist the APA in setting short and long term priorities for presenter professional development in the Atlantic region;
- identify barriers that might limit participation, even when there is identified need or interest;
- support the development of a three-year strategy for delivery of professional development activity, which would include recommendations on:
 - staff requirements for implementation;
 - types and level of professional development programming;
 - optimal methods of delivery;
 - potential professional development training deliverers;
 - development of a travel subsidy process to allocate funds to members to subsidize professional development opportunities;
- provide the APA with the information necessary to substantiate, reinforce and quantify arguments for funding from both federal and provincial sources.

1.4 Study Process

The APA identified inclusiveness of Board, staff and membership as a key priority for this project. To that end, the APA formed a broadly representative project steering committee consisting of the following:

- Susan Hoover, Artistic Director, Osprey Arts Centre, Shelburne, Nova Scotia, and Chair of the APA Programming Committee;
- Chris Ball, Manager, Astor Theatre, Liverpool, Nova Scotia;
- Robin Anne Ettles, Operations Manager, Capitol Theatre, Moncton, New Brunswick;
- Richard Stoker, Director of Programming and Promotions, Arts and Culture Centres, Newfoundland and Labrador; and
- Sue Urquhart, APA Executive Director, Prince Edward Island.

Following a competitive bidding process, the team of Barbara Richman, Genesis Consulting and A.L Arbic Consulting was selected to carry out the needs assessment and work with the Steering Committee on the development of the delivery strategy.

The consulting team carried out a research and consultation process that included the following work elements:

- a review of background materials relating to APA internal governance, finance, strategic planning, membership, and programming;
- an examination of the professional development activities of comparable service and cultural education organizations and other national and international peers;
- interviews with key stakeholders including funders, artists and managers, and community representatives;
- interviews with selected APA-members;
- the design and delivery of an online professional development needs assessment survey of APA members;
- analysis of survey results and delivery of a report on the survey results to the project Steering committee;
- compilation of a list of non-APA members who may be potential participants in APA professional development;
- selected testing of needs and interest, of non-APA members in user-pay participation in APA professional development programs;
- development of a three-year professional development strategy that responds the results of the needs assessment and other research;
- identification of financial and human resources required to deliver the professional redevelopment strategy;
- development of a timeline for implementation of the professional development strategy and a monitoring and evaluation process.

2. CONTEXTUAL ANALYSIS

2.1 Stakeholder Interviews

To gain insight into the professional development needs of APA members from a variety of perspectives, the research team consulted with 16 key informants representing the following stakeholder groups:

- provincial and federal funders;
- managers;
- artists;
- representatives of performing arts service organizations;
- APA members.

Based on their experience, key informants were asked to identify the most pressing professional development needs of members. As the following chart summarizes, the top priorities identified by key informants were marketing/audience development, followed by artistic/curatorial vision/knowledge; budgeting/finances/administrative skills; and managing volunteers/administrative burnout/recruitment/succession planning.

marketing/audience development	X	X	X	X	X	X	X	X	X
artistic/curatorial vision/knowledge	X	X	X	X	X				
budgeting/finances/ administrative skills	X	X	X	X	X				
contract negotiations	X	X	X	X	X				
managing volunteer/administrative burnout/ recruitment/succession planning	X	X	X	X	X				
fundraising from public and private sources	X	X	X	X					
execution of presentation plans	X								
delegation of responsibilities	X								
board governance	X								
database management	X								

2.2 Comparables Analysis

To gain a greater insight into the professional development context for the Atlantic Presenters Association, the consulting team researched the professional development programs of several comparable organizations. A list of potential comparables was compiled, and the following criteria were used to select those organizations that would be the subject of more detailed research:

- potential for learning best practices- extent to which the organization's professional development program could provides an opportunity to learn new, innovative, successful approaches
- ability to provide information that contributes to an understanding of the context for current professional development offerings and trends;
- comparability to APA in terms of organizational size, configuration, or key issues.

Using all three criteria, the team, in consultation with the project Steering Committee, chose the following organizations' professional development programs for comparables research:

- CAPACOA
- CCIO
- BC Touring Council (Pacific Contact)
- Southern Arts Federation (Performing Arts Exchange)

CAPACOA

CAPACOA is a national network of performing arts touring professionals, including artists, agents, facility managers, stagehands, ticket sellers, marketers, and impresarios. As the national presenting organization in Canada, CAPACOA was chosen to provide a national context for professional development for presenters.

CAPACOA engages in three streams of professional development for its members:

- 1) Professional development at the annual conference: presentations on key issues facing presenters;
- 2) Mentoring program: young or less experienced professionals apply to be matched with a mentor. A mentorship committee reviews applications and makes the match;
- 3) Skills development: CAPACOA identifies areas of need in skills development. Professional development is delivered through seminars and on-line learning.

CAPACOA has attempted to offer seminars and learning opportunities that respond to known member needs; some efforts have been more successful than others. On-line efforts are recent and participation has been relatively low to date; more promotion of this professional development opportunity is needed to increase engagement in this method of delivery. Peer to peer learning has been quite effective, and the mentoring program has been reinvigorated in recent years.

CAPACOA is currently revisiting its role in professional development, inventorying other professional development offerings across the country to ensure they are not duplicating efforts.

CCIO

The CCIO network in Ontario includes presenters, artists, business professionals and supporters; members have a common interest in improving the presenting and touring profession's environment and practices. Although CCIO currently serves a much larger and broader market than the APA, like the APA its membership reflects a similar mix of urban and rural presenters of large, midsize and small scale.

CCIO's professional development activities include:

- 1) professional development at a Contact Event : professional development activities include a keynote speaker and a modest number of workshops, some targeted at artists as well as presenters; topics include genre-specific information, hands-on workshops about contracting/delivering the performance, and administrative issues. A resource page on CCIO's website offers pre-contact information on exhibitor etiquette, guidelines for pitch sessions, and a description of the contact room activity;
- 2) annual Spring Retreat (3 days): this event is held in a rural centre and includes time for relaxation, social activity and informal networking, along with a half day of professional development programming;
- 3) special topics projects: these initiatives are based on assessed membership needs. CCIO develops special professional development projects on a variety of topics including dance animation, organizational health and health and safety; arts education and outreach, and cultural values and benefits;
- 4) development of other resources: this includes initiatives such as a best practices manual, contributions to the online certificate and diploma program for cultural managers at Waterloo, and a Touring Resources Guide;
- 5) other activities include an audience mapping service, professional development institutes and volunteer training.

Pacific Contact

Pacific Contact is the BC Touring Council's annual west coast tradeshow and booking conference for the performing arts. While the population base is much larger than that of the APA, the BC Touring Council represents a wide geographic area with a diverse group of members, as does the APA. The BC Touring Council has also developed an effective network and innovative special programming.

Delegates to Pacific Contact come from BC, across Canada and the US. They include performing arts and school presenters, facility managers, artists, agents/managers, government funding partners and industry representatives. On average, Pacific Contact attracts between 200 to 300 delegates each year.

The current Pacific Contact event includes several activities which are divided into four streams.

- Meetings – opportunities for special interest groups (e.g. block booking, theatre managers) to get together and discuss issues;
- Workshops - includes a kind of “speed-dating” approach to 15 topics of discussion for delegates, as well as some specialized, but informal, workshops
- Networking – sessions include roundtables, open discussions on set topics, and free discussion time. There are sponsored coffee breaks, hospitality suites, and social events that also are meant to develop networking opportunities;
- An intensive, high-level session with a major presenter that includes an advance webinar.¹

Professional development at Pacific Contact addresses a number of the issues identified by the APA membership. Their meetings for special interest groups, many networking events, less structured approach, and a high level presentation, all echo requests that have come from APA presenters during this needs assessment study.

¹ A live meeting or presentation via the internet

Performing Arts Exchange (Southern Arts Federation)

The Performing Arts Exchange is a good an example of a geographically dispersed presenter network outside of Canada. The Southern Arts Federation operates in partnership with nine state arts agencies in the Southern United States: Alabama, Florida, Mississippi, Kentucky, Louisiana, North Carolina, South Carolina and Tennessee. Five years ago the Southern Arts Federation created the Performing Arts Exchange (PAE) to connect artists with audiences through fostering excellence in all aspects of presenting and touring the performing arts. PAE is a 4-day conference offering approximately 24 professional development sessions. The event attracts over 500 participants each year.

PAE is the only form of professional development offered by the Southern Arts Federation. Professional development sessions at PAE are divided into three tracks²:

- fundamentals(basic/entry level)
- skills (mid-level)
- issues and ideas (higher-level).

Workshop sessions are also further subdivided into 60-minute “short attention span” information sessions, 90-minute “conversations” with leading thinkers in specific fields of interest, and interactive roundtable discussions where participants exchange strategies.

Over the course of the five years, PAE organizers have learned the importance of describing sessions in sufficient detail in pre-event information so that participants can choose the session that is relevant to them and their level of expertise. To that end, PAE lists all sessions in detail on its website.

Virtual or on-line learning have not been integrated into the PAE’s professional development plans at this stage although organizers are aware of a growing group that is interested in learning through these methods.

SUMMARY

In researching comparable organizations the consultants have found a variety of approaches to professional development. These have informed our thinking, approach, discussions with the Steering Committee, and ultimately, our recommendations. While no one comparable addresses all the issues that the APA faces, there are a number of similar underlying variables, and some interesting initiatives, which are transferable to this region.

² According to the PAE’s Professional Development Coordinator, the organization refers to the CHRC Core Competencies document when setting PD priorities and initiatives at PAE.

3. PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT

3.1 Member Survey

3.1.1 Survey Description

To gather detailed and comprehensive information from the APA membership about their professional development needs, the consulting team developed on-line survey, which consisted of the following seven sections:

1. Institutional Profile, including:
 - a. Geographic Area
 - b. Budget Size
 - c. Types of Activity
 - d. Not for Profit and Charitable Status
 - e. Facility ownership
 - f. Staffing and Volunteers
2. Current Access to Professional Development Training
3. Evaluation of APA Programming
4. Self evaluation (based on core competencies identified by the Cultural Human Resources Council for professional presenters)
5. Professional Development Priorities
6. Preferred Delivery Mechanisms
7. Barriers to Participation

Links to the survey were e-mailed by the APA Executive Director to the 53 institutional members of APA. Follow-up phone calls and e-mails were sent over a one-month period to maximize response rates and ensure understanding of the importance of the project.

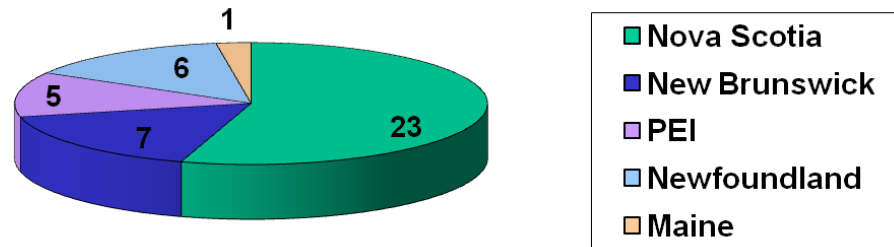
3.1.2 Survey Respondents and Response Rate

Responses were received from 42 members, for a 79% response rate. Responding members included:

Acadia University Performing Arts Series	Imperial Theatre (Saint John)
Antigonish Performing Arts Series	Indian River Festival
Arts & Culture Centre – St John’s	Kings Playhouse
Astor Theatre	King’s Theatre Society
Carleton-Victoria Arts Council	L’Association Le Moulin de la Baie
Chedabucto Place Association	Labrador West Arts & Culture Centre
Chester Playhouse	Live Art Dance Productions
Confederation Centre of the Arts	Maine Centre for the Arts
Corner Brook Arts & Culture Centre	Marigold Cultural Centre/Cobequid Arts Council
DCCA	Membertou Trade and Convention Centre
Dalhousie Arts Centre	Mount Allison University Performing Arts Series
Debut Atlantic	Musique Royale
deCoste Centre	Musquodoboit Valley Bicentennial Theatre
Deep Roots Music Cooperative	Osprey Arts Centre
Evergreen Theatre	Riverview Arts Centre
Fredericton Playhouse	St.Cecilia Concert Society
Gander Arts & Culture Centre	Strathspey Place
Gorden Pinsent Centre for the Arts	Stephenville Arts & Culture Centre
Granville Green Summer Concert Series	The Guild (ARS Longa Inc.)
Hampton Concert Group	Theatre Capitol Theatre Inc.
Harbourfront Theatre	Th’YARC Playhouse and Arts Centre

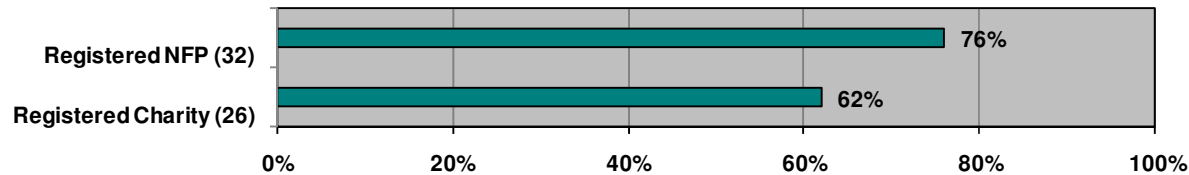
Geographic Distribution

As the following chart indicates, 23 of the 42 respondents (55%) are located in Nova Scotia, seven (17%) are from New Brunswick, six (14%) are from Newfoundland, and five (12%) are from New Brunswick. One respondent is located in Maine.



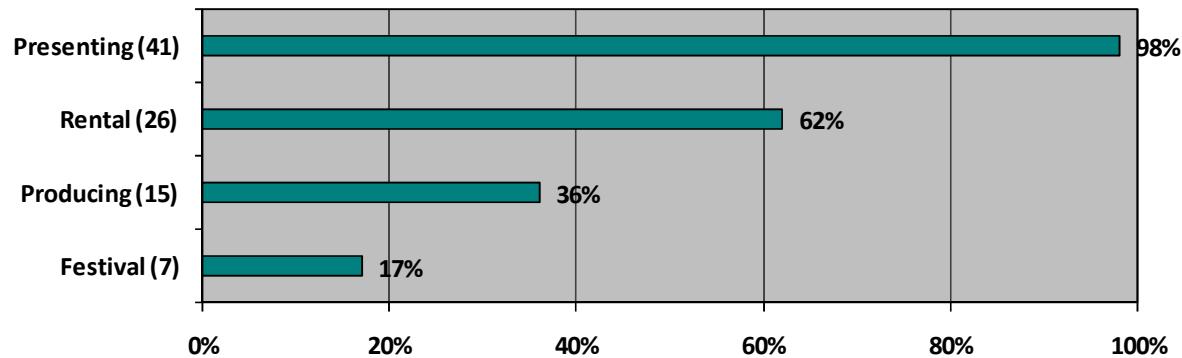
Not-for Profit and Charitable Registration

As illustrated in the chart below, the majority of respondents (76%) are registered not for profit organizations, and 62% are registered charities.



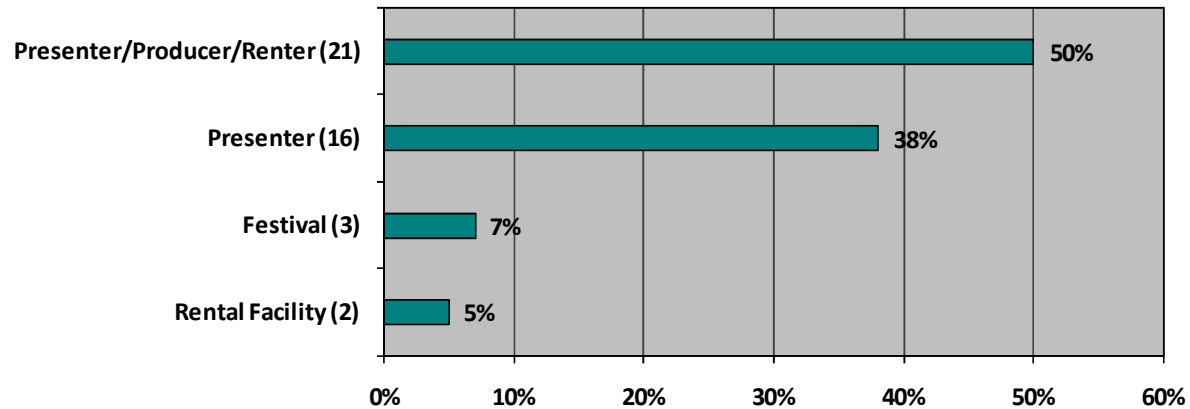
Activities Engaged In

Respondents were asked to describe **all** their organization’s activities. Forty-one out of 42 (98%) of respondents indicated that they present programming, 62% (26) organizations rent their facility, 36% (15) produce their own programming, and 17% (7) run festivals.



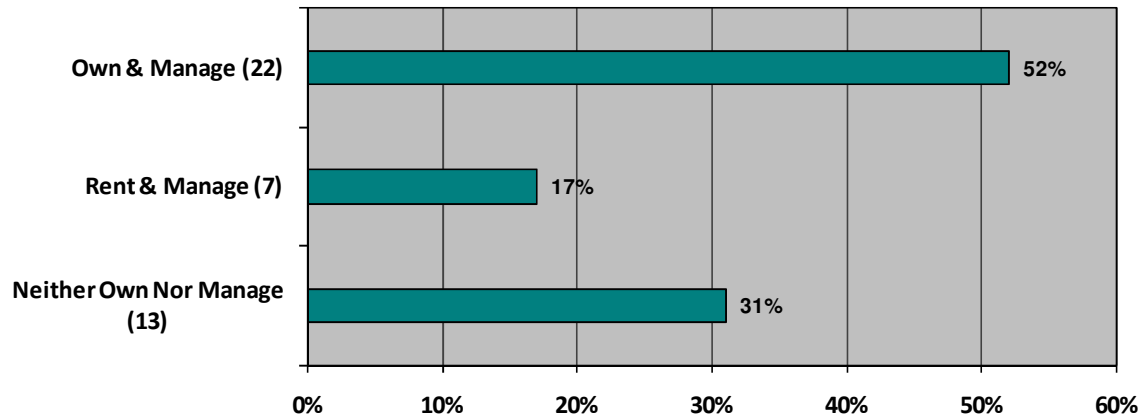
Primary Activity

Respondents were asked to identify their **primary** activity. Twenty-one (50%) identified their primary activity as a combination of presenting, producing and/or renting. Sixteen (38%) identified their primary activity as presenting. Few organizations identified ‘festival’ or ‘rental facility’ as their primary activity. No organization identified producing as their primary activity.



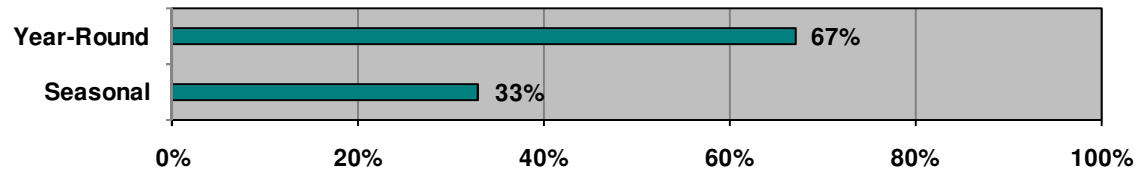
Facilities

The majority of respondents (52%) own and manage their facility, while a much smaller number (17%) rent and manage their facility. Nearly one third of respondents neither own nor manage a facility.



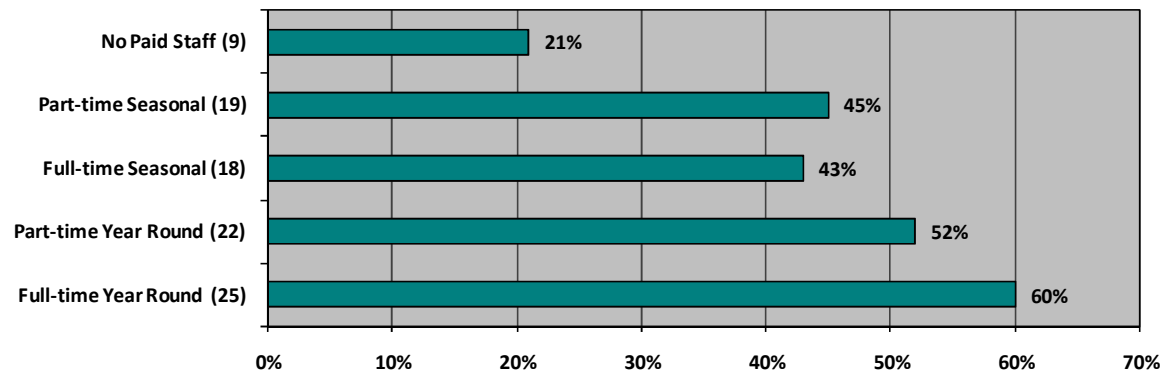
Seasonality

Two thirds of all respondents operate year-round, while one third operate on a seasonal basis.

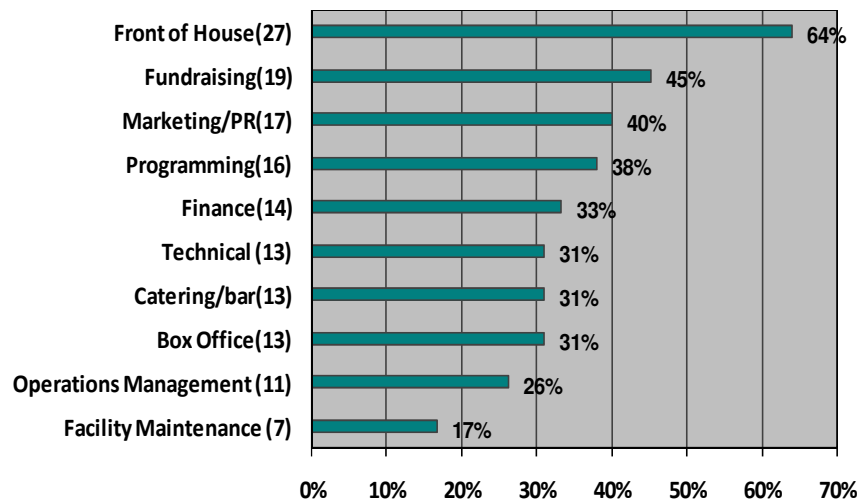


Staffing and Volunteers

Nine respondents (21%) do not have any paid staff, while the remainder of respondents have some form of paid staff. Of those respondents that do have paid staff, 60% have full-time year-round staff, 52% have part-time year-round staff, 43% have full-time seasonal staff and 45% have part-time seasonal staff.



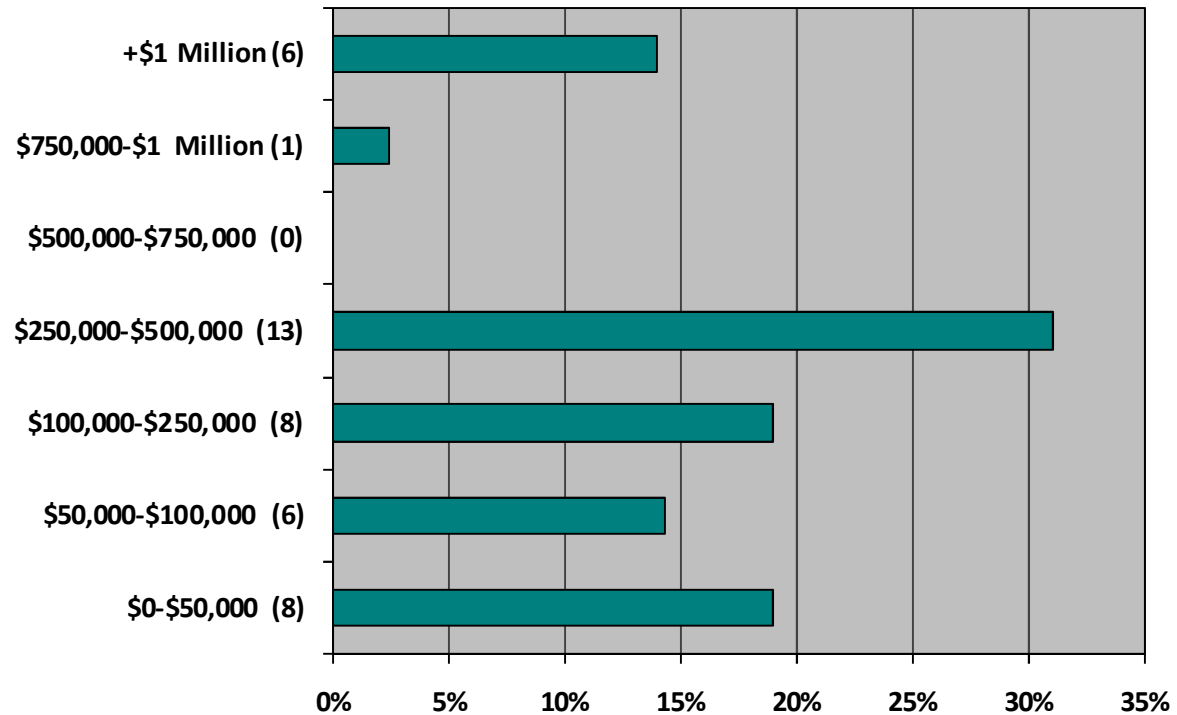
Members were asked to indicate which activities are performed by volunteers within their organizations, in lieu of staff. Front of House duties represent the most frequent form of volunteer activity, with 64% of all organizations reporting they use volunteers in this capacity. As the following chart summarizes, volunteers are also used to perform a number of other functions in lieu of staff.



Budget Size

As the chart below indicates, respondents cluster around three general budget categories:

- 50% of all respondents with could be characterized as mid-sized organizations with budgets between \$100,000 and \$500,000
- One third of all respondents represent small organizations with budgets of less than \$100,000
- Seven organizations, or 16% of all respondents, represent organizations with budgets over \$750,000.
- No respondents fell into the \$500,000 to \$750,000 category, which creates a significant gulf between mid-sized members and large member organizations



3.1.3 Ongoing Support for Professional Development

Members were asked to indicate whether their organizations supported ongoing professional development for both staff and volunteers. Overall 74% of respondents reported that their organizations do support professional development training for staff, and 54% provide support for volunteers. The following chart summarizes the type of professional development and training activities supported by respondents' organizations and the average amount spent on these activities, by region.³

Professional Development and Training # respondents	NS 23	NB 7	PEI 5	NF 6	Overall 42
% organizations supporting PD/training of staff	83%	57%	60%	80%	74%
<u>Types of PD/training supported:</u>					
In-house training	39%	57%	40%	33%	41%
APA sponsored training	57%	43%	20%	33%	43%
Training provided by other professional organizations	48%	43%	40%	17%	50%
Other*	7%	0%	3%	0%	10%
% organizations supporting PD/training of volunteers	48%	100%	67%	17%	54%
<u>Types of PD/training supported:</u>					
In-house training	50%	43%	20%	0%	39%
APA sponsored training	23%	43%	20%	0%	23%
Training provided by other professional organizations	9%	29%	20%	0%	15%
Average amount spent on PD/training	\$ 1,153	\$ 6,071	\$ 3,800	\$ -	\$ 2,737
Median amount	\$ 620	\$ 1,000	\$ 1,000	\$ -	\$ 1,000
% responding that PD allocation is sufficient	48%	29%	20%	0%	30%

From the chart above, we see that:

- overall, the median amount spent on professional development is very modest;
- less than half of all respondents reported taking part in APA sponsored training for staff;
- members located in Nova Scotia were most likely to report that their organization supported training through the APA;
- training through other professional organizations was reported as most common form of staff PD.⁴

³ Respondents in Newfoundland and Labrador are funded directly by the Provincial government and as such have access to provincially funded professional development for general management issues.

⁴ Includes Strategic Arts Management (Nova Scotia), software training and technical mentorships

3.1.4 APA Professional Development Activities: Participation, Satisfaction and Value Ratings

Overall Ratings

The chart below summarizes the number of respondents who indicated that they took part in various recent professional development sessions offered by the APA⁵, as well as their satisfaction with those sessions and the perceived value of the session to the organization. Responses scoring 3.5 and higher have been highlighted.

APA PD/Training Participation: By Province	Overall			NS			NB			PEI			NF		
	# Users	Satisfaction	Value Rating	# Users	Satisfaction	Value Rating	#Users	Satisfaction	Value Rating	# Users	Satisfaction	Value Rating	#Users	Satisfaction	Value Rating
		Rating(1-5)	(1-5)		Rating(1-5)	(1-5)		Rating(1-5)	(1-5)		Rating(1-5)	(1-5)		Rating(1-5)	(1-5)
Cultural Diversity Outreach/Summerside 2008	18	3.71	3.35	11	3.82	3.27	4	3.33	3.67	2	4.00	3.50	1	3.00	3.00
Educational Outreach/Summerside 2008	16	3.67	3.40	10	3.70	3.50	4	3.33	3.00	2	4.00	3.50	-	-	-
Artist Riders & Contracts/Summerside 2008	18	3.95	3.68	12	4.08	3.85	4	3.67	3.00	1	3.50	3.50	1	4.00	4.00
Policy Exchange/Summerside 2008	18	3.72	4.00	11	3.83	4.00	4	3.33	4.00	2	4.00	4.00	1	3.00	4.00
Marketing 101/Wolfville 2007	17	3.74	3.53	10	3.92	3.67	6	3.20	3.20	-	-	-	1	4.00	3.00
Reconnecting With Community/Wolfville 2007	15	3.73	3.14	12	3.83	3.18	2	3.00	3.00	-	-	-	1	4.00	3.00
Show and Tell: the Good, Bad & Ugly/Wolfville 2007	11	3.77	3.43	6	3.80	3.55	3	4.00	3.00	1	3.00	3.00	-	-	-
Implementing Innovation/Wolfville 2007	14	3.73	3.14	10	3.83	3.18	4	3.00	3.00	-	-	-	1	4.00	3.00
Stagecraft for Non-technicians/Wolfville 2007	13	3.77	3.43	6	3.80	3.55	6	4.00	3.00	-	-	-	1	1.00	1.00
Understanding Audience Satisfaction/Wolfville 2007	14	3.67	3.50	11	3.63	3.63	3	3.67	3.33	-	-	-	-	-	-
Flame Retardants/Wolfville 2007	6	3.08	3.08	3	3.33	3.17	2	3.20	3.40	-	-	-	1	3.00	4.00
Troubleshooting a Digital Sound Console/Wolfville 2007	5	3.58	3.40	3	3.60	3.50	1	3.50	3.00	-	-	-	1	3.00	4.00
Working in Heights/Wolfville 2007	7	3.40	3.00	4	3.50	3.50	2	3.50	2.00	-	-	-	1	3.00	4.00
Wireless Dimming & DMX in Practice/Wolfville 2007	7	2.80	3.00	4	3.50	3.50	2	2.00	1.00	-	-	-	1	3.00	4.00
# respondents	41	41	41	22	22	22	7	6	6	5	5	5	6	6	6

From this data we can see that:

- **the most participated-in activities** included the cultural diversity outreach session, the session on artist riders and contracts and the policy exchange session, all offered at the 2008 meeting in Summerside;
- **the least participated-in activities** included the technical workshops offered in Wolfville in 2007;

⁵ Technical workshops offered in 2007 were developed in conjunction with the CITT

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- **overall satisfaction ratings** were **highest** for the Artist Riders and Contracts session, Stagecraft for Non-technicians, and the Show and Tell session;
- **overall satisfactions ratings** were **lowest** for the technical workshops;
- **the highest overall value ratings** were received by the Policy Exchange, the Artist Riders & Contracts workshop and the Marketing 101 session;
- **the lowest overall value ratings** were received by the technical workshops, Reconnecting with the Community and Implementing Innovation.

Ratings by Budget Size

The following chart presents these same data by budget size.

APA PD/Training Participation: By Budget Size	\$1 Million +			\$250-\$500,000			\$100- \$250,000			\$50- \$100,000			\$0-\$50,000		
	# Users	Satisfaction	Value Rating	#Users	Satisfaction	Value Rating	# Users	Satisfaction	Value Rating	#Users	Satisfaction	Value Rating	# Users	Satisfaction	Value Rating
		Rating(1-5)	(1-5)		Rating(1-5)	(1-5)		Rating(1-5)	(1-5)		Rating(1-5)	(1-5)		Rating(1-5)	(1-5)
Cultural Diversity Outreach/Summerside 2008	4	3.67	3.33	5	3.80	3.20	3	4.33	3.33	3	3.67	3.33	3	3.00	3.67
Educational Outreach/Summerside 2008	3	3.00	2.50	5	3.80	3.40	2	4.50	3.50	3	3.33	3.33	3	3.67	4.00
Artist Riders & Contracts/Summerside 2008	5	4.25	3.00	4	3.67	3.67	3	4.00	3.67	3	4.00	4.00	3	4.00	4.33
Policy Exchange/Summerside 2008	5	3.50	3.75	5	3.67	4.20	3	4.67	4.33	3	4.00	4.00	2	2.50	3.50
Marketing 101/Wolfville 2007	5	2.75	2.50	2	4.25	4.25	3	4.25	3.75	4	3.50	3.50	3	4.00	3.67
Reconnecting With Community/Wolfville 2007	3	3.00	2.67	3	4.00	3.50	4	4.25	3.25	2	3.00	3.00	3	4.00	3.33
Show and Tell: the Good, Bad & Ugly/Wolfville 2007	4	3.50	3.00	2	3.67	3.67	2	4.33	3.75	1	3.00	3.00	2	4.00	3.33
Implementing Innovation/Wolfville 2007	3	3.50	2.67	1	3.00	-	4	4.00	4.00	3	3.00	3.00	3	4.00	3.33
Stagecraft for Non-technicians/Wolfville 2007	4	2.33	2.33	1	4.00	3.50	3	3.00	3.00	2	3.50	3.00	3	4.00	3.33
Understanding Audience Satisfaction/Wolfville 2007	3	3.00	2.00	2	4.00	3.00	4	3.75	3.75	2	3.00	3.00	3	3.75	3.75
Flame Retardants/Wolfville 2007	3	3.33	2.67	-	-	-	2	4.00	4.00	1	3.00	3.00	-	-	-
Troubleshooting a Digital Sound Console/Wolfville 2007	2	3.00	2.50	-	-	-	2	4.00	4.00	1	3.00	3.00	-	-	-
Working in Heights/Wolfville 2007	3	3.00	2.50	-	-	-	2	4.00	4.00	1	3.00	3.00	-	-	-
Wireless Dimming & DMX in Practice/Wolfville 2007	3	3.00	3.50	-	-	-	2	4.00	4.00	1	3.00	3.00	-	-	-
# respondents	6	5	5	12	12	12	8	8	8	6	6	6	8	8	8

These results suggest the following:

- organizations in the mid-range or smallest budget categories gave the highest satisfaction and value ratings;
- organizations with the largest budgets gave the lowest satisfaction and value ratings;
- technical workshops were rated as more valuable by mid-sized organizations.

Benefits and Outcomes of Participation in APA Professional Development Activities

Respondents were encouraged to describe the benefits or outcomes of their organization's participation in APA professional development/training activities. Broad impacts of training include: clarification of best practices and industry standards; exposure to new ideas and information; development of an overview of the presenting function; skills building, especially for those new to the field.

Specific benefits noted included:

- networking and information sharing;
- new knowledge and improved practices;
- greater confidence in current practices;
- providing a starting point for those new to the field.

Reasons for Not Participating in APA Professional Development

Respondents were asked why they had not participated in more APA programs. Responses are included below in order of frequency:

- lack of financial resources, particularly for volunteer driven organizations;
- lack of time or scheduling difficulties;
- respondent organization had just joined the APA and had not had the opportunity to attend PD;
- not active in APA/not aware of PD offerings;
- respondent had just joined the responding organization and therefore have not had the opportunity to attend;
- topics were outside the scope of respondents' work.

3.1.5 Self-Assessment Results

Based on the Core Competencies for Presenting Organizations developed by the Cultural Human Resources Council, respondents were asked to rate the level of skill/ability within their organization in ten competency areas, with 1 indicating limited skills/abilities, 3 indicating an adequate level of skill/ability and 5 indicating a high level of skill/ability in that area.

Responses were tabulated and analysed to determine areas where APA members self-assessed their organizational skills as less than adequate (less than a score of 3). Analysis was conducted using a number of data filters including geographic region, budget size, primary activity (presenter, rental house, festival or a multi-use facility), relationship to a facility (owner/manager, renter/manager, or neither owning nor managing a facility), seasonality and paid staffing levels.⁶ After this analysis was completed, it was determined that the most relevant data would be gathered by filtering by budget level and primary activity.

Tabulated scores for each self-assessment area are presented in the sections that follow. ***Scores of less than 3, which indicates a self-assessed skill level of less than adequate, are highlighted to indicate areas of potential professional development need.***

The charts indicate an overall score for all respondents as well as scores for:

- organizations with budgets of over \$1,000,000⁷
- organizations with budgets between \$250,000 and \$500,000
- organizations with budgets between \$100,000 and \$250,000
- organizations with budgets between \$50,000 and \$100,000
- organizations with budgets between \$0 and \$50,000
- organizations with presenting as the primary activity
- organizations with rentals as the primary activity
- organizations with festival as the primary activity
- organizations with some combination of presenting, renting, producing and festivals as the primary activity

⁶ Respondents were asked to indicate their **primary** activity from a list of potential activities. Those that could not identify one particular activity as primary were able to choose a combination of presenting, renting, producing, and festival as their primary activity. Those that were able to identify one activity as primary may also undertake other activities on a secondary basis.

⁷ There were no respondents in the \$500,000 to \$750,000 range. Only one respondent organization is in the \$750,000 to \$1,000,000 range and did not self assess with any inadequacies; therefore, those responses were not included in the summary chart.

A. Developing a Vision

As the chart below indicates, respondents rated their organizations' skills at articulating an organizational vision as generally adequate. Organizations in the smallest budget range express the least confidence in this competency.

At the same time, the results indicate that members do not believe that they have the same level of competency when communicating that vision, designing and implementing a strategy to achieve that vision and measuring outcomes. Organizations at the highest budget range were the only ones to self-assess their capacity in all areas of developing a vision as adequate or above.

Developing A Vision (Scale 1-5)	Overall	>\$1M	\$250- \$500K	\$100- \$250K	\$50- \$100K	\$0-\$50K	Pres	Rent	Festival	Multi- use
Articulating an organizational vision	3.24	3.50	3.18	3.50	2.80	3.00	3.40	4.00	3.00	3.11
Communicating that vision	2.92	3.00	2.73	3.38	2.40	2.88	3.20	2.00	2.67	2.78
Designing and implementing a strategy to achieve that vision	2.76	3.50	2.82	2.88	2.40	2.25	2.67	4.00	2.33	2.83
Measuring Outcomes	2.78	3.50	3.18	2.75	1.80	2.50	2.67	5.00	1.67	2.94
# respondents	39	5	11	8	6	8	16	2	3	18

B. Planning a Season/Festival

As the chart below indicates, respondents in all categories assessed their skills as above adequate in most season planning categories, with the exception of obtaining stakeholder buy-in, which is a concern across most categories. This element often relates directly to ability to communicate vision and mission, which was noted as an area of concern above.

Planning a Season/Festival (Scale 1-5)	Overall	>\$1M	\$250- \$500K	\$100- \$250K	\$50- \$100K	\$0-\$50K	Pres	Rent	Festival	Multi- use
Understanding and responding to audiences needs/interests	3.59	3.00	3.73	3.63	3.40	3.75	3.87	4.00	3.33	3.39
Determining timeframes	3.47	3.25	3.64	3.25	3.25	3.63	3.67	5.00	3.00	3.29
Selecting venues/sites	3.92	4.00	3.75	3.80	4.00	4.20	4.00	5.00	3.00	3.91
Developing season's/festival's program and responding to programming opportunities	3.59	3.50	3.82	3.57	3.33	3.50	3.75	5.00	3.33	3.41
Developing a programming budget	3.43	3.33	3.50	3.63	3.00	3.38	3.43	5.00	3.00	3.41
Assessing risks	3.30	3.50	3.27	3.25	3.00	3.38	3.47	4.00	2.33	3.28
Obtaining stakeholder (internal/external) buy-in	2.77	3.00	2.70	3.00	2.67	2.43	2.50	4.00	3.50	2.83
# respondents	39	5	11	8	6	8	16	2	3	18

C. Selecting Artists/Productions

As the chart below indicates, respondents in all categories assessed their skills as above adequate in most artist/production selection categories, with the exception of assessing the marketability of an artist or production in a few categories.

Selecting Artists/Productions (Scale 1-5)	Overall	>\$1M	\$250- \$500K	\$100- \$250K	\$50- \$100K	\$0-\$50K	Pres	Rent	Festival	Multi- use
Developing & maintaining relationships with agents, managers & artists	3.61	4.25	3.30	3.38	3.60	3.75	3.86	4.00	3.00	3.50
Researching/sourcing artists/productions	3.53	3.75	3.55	3.38	3.17	3.75	3.81	3.00	3.00	3.39
Having necessary knowledge of art forms to make sound artistic decisions and assess performance quality	3.63	3.00	3.55	3.63	3.33	4.13	4.13	3.00	3.33	3.28
Assessing technical feasibility of production	3.84	3.75	4.00	3.86	3.33	3.88	4.13	5.00	3.00	3.61
Assessing financial feasibility of performance	3.42	3.50	3.64	3.63	2.50	3.50	3.50	4.00	2.67	3.44
Assessing marketability of an artist/production	3.21	3.25	3.36	3.13	2.50	3.50	3.25	4.00	2.67	3.22
Assessing quality of artists' or productions' marketing material	3.74	3.75	3.82	3.75	2.67	4.25	4.13	4.00	2.67	3.56
Collaborating with other presenters	3.61	4.00	3.45	3.63	3.33	3.75	3.94	3.00	2.00	3.61
# respondents	39	5	11	8	6	8	16	2	3	18

D. Contributing to Artistic Development

As indicated in the chart below, there are several areas of artistic development where respondents assessed their skills as less than adequate, particularly developing residency and coproduction projects, developing artistic collaborations, and commissioning new work. These tend to be areas of particular concern for organizations with budgets of \$100,000 or less, festivals and multi-use facilities.

Contributing to Artistic Development (Scale 1-5)	Overall	>\$1M	\$250- \$500K	\$100- \$250K	\$50- \$100K	\$0-\$50K	Pres	Rent	Festival	Multi- use
Developing residency and coproduction projects	2.94	3.25	3.00	3.43	2.20	2.71	3.29	2.00	2.50	2.75
Developing artistic collaborations	2.94	3.25	3.40	3.38	2.00	2.17	3.07	3.00	2.33	2.94
Promoting/assisting emerging artists	3.32	3.00	3.45	3.38	3.33	3.13	3.38	5.00	2.67	3.28
Commissioning new work	2.55	2.00	2.78	3.00	1.75	2.17	2.58	3.00	1.67	2.69
# respondents	39	5	11	8	6	8	16	2	3	18

E. Contract Negotiation

As the charts below indicate, respondents generally assessed their skills as above adequate in most contract negotiation categories, with few exceptions.

Contract Negotiation (Scale 1-5)	Overall	>\$1M	\$250- \$500K	\$100- \$250K	\$50- \$100K	\$0-\$50K	Pres	Rent	Festival	Multi- use
Articulate a proposal/offer	3.65	4.00	3.82	3.38	3.00	3.75	4.00	5.00	2.33	3.50
Evaluate an artist contract rider	3.51	3.60	3.73	3.63	3.17	3.13	3.56	4.00	2.67	3.56
Identify and resolve legal/contractual issues	3.19	3.60	3.18	3.43	3.25	2.50	3.27	3.50	3.00	3.11
# respondents	39	5	11	8	6	8	16	2	3	18

F. Audience Development

As indicated below, audience development is an area self-identified as having less than adequate skill for most categories. Large and mid-sized organizations identify only “encouraging audience cross-over” as an area of less than adequate skill. Renters only identify “organizing enrichment and outreach activities” as less than adequate, likely due to a lack of focus on this area as a rental house.

Audience Development (Scale 1-5)	Overall	>\$1M	\$250- \$500K	\$100- \$250K	\$50- \$100K	\$0-\$50K	Pres	Rent	Festival	Multi- use
Engaging community partners	3.05	3.25	3.55	3.13	2.67	2.38	2.94	4.00	2.33	3.22
Engaging new audiences or new market segments	2.74	3.00	3.09	2.88	2.33	2.13	2.69	4.00	2.33	2.78
Encouraging audience crossover to other genres/ disciplines	2.68	2.50	2.82	2.63	2.67	2.50	2.88	3.00	2.33	2.56
Organizing enrichment and outreach activities	2.89	3.00	3.27	2.71	2.17	2.86	3.13	2.00	2.00	2.88
Developing audience trust	3.32	3.25	3.18	3.25	3.17	3.63	3.63	3.00	3.00	3.11
# respondents	39	5	11	8	6	6	16	2	3	18

G. Marketing

Marketing is another area where respondents indicated they had particularly weak competencies, particularly around creating a marketing and communications plan, executing a subscription plan, executing group sales and executing a promotional and publicity campaign. Executing group sales achieved the lowest overall rating of any single competency at a score of 2.47. Only organizations with budgets of \$1,000,000 or more and rental houses assessed all skills as adequate or above in this category.

Marketing (Scale 1-5)	Overall	>\$1M	\$250- \$500K	\$100- \$250K	\$50- \$100K	\$0-\$50K	Pres	Rent	Festival	Multi- use
Positioning the organization in the marketplace	3.08	4.00	3.27	3.00	2.20	2.75	3.13	4.00	2.33	3.11
Identifying target markets	3.11	3.50	3.18	3.13	2.33	3.25	3.13	4.00	2.67	3.11
Creating a marketing & communications plan	2.65	3.00	3.00	2.88	2.00	2.00	2.53	4.00	2.33	2.72
Executing a subscription plan	2.57	4.00	2.67	2.83	1.75	1.71	2.33	3.50	2.50	2.64
Executing group sales	2.47	3.00	2.70	2.83	2.00	1.63	2.33	3.50	1.50	2.59
Executing a promotional and publicity campaign	2.89	3.25	2.91	3.13	2.50	2.63	2.81	5.00	2.67	2.89
Executing an advertising campaign	3.11	3.50	3.18	3.25	2.83	2.75	3.00	5.00	2.67	3.17
Monitoring progress of sales	3.41	4.25	3.60	3.25	3.00	3.00	3.40	5.00	2.33	3.50
Managing websites, e-newsletters and e-business	3.03	3.50	2.90	3.13	2.83	2.88	2.80	5.00	2.67	3.17
Developing and managing box office and ticketing systems	3.31	4.20	3.55	3.14	3.75	2.00	2.92	5.00	3.00	3.47
# respondents	39	5	11	8	6	8	16	2	3	18

H. Event/Show Logistics

As the chart below indicates, respondents in all categories assessed their skills as above adequate in most event/show logistics competencies, with the exception of a very few instances. The eight smallest organizations and festivals have expressed the most need for skill development in this area.

Event/Show Logistics (Scale 1-5)	Overall	>\$1M	\$250- \$500K	\$100- \$250K	\$50- \$100K	\$0-\$50K	Pres	Rent	Festival	Multi- use
Coordinating event/show requirements	3.82	4.00	4.00	3.50	4.00	3.50	3.88	5.00	3.33	3.72
Coordinating event/show itinerary	3.65	4.00	3.91	3.57	3.17	3.29	3.71	4.50	2.67	3.67
Conducting "advance" meeting with producer/artist representative/artists	3.19	3.50	3.30	3.00	3.00	2.83	3.33	4.00	2.00	3.18
Monitoring event requirements and internal protocols	3.49	3.80	3.55	3.43	3.20	3.25	3.57	5.00	3.00	3.33
Supervising staff	3.61	3.80	3.73	3.17	3.83	3.00	3.90	4.50	2.67	3.50
Managing technical requirements (sound)	3.79	4.20	4.09	3.25	4.33	3.13	3.75	5.00	3.00	3.83
Managing technical requirements (lighting)	3.58	3.80	3.82	3.29	4.17	2.75	3.56	4.00	3.00	3.61
Managing technical requirements (staging)	3.65	4.20	3.82	3.29	4.00	2.86	3.67	4.00	3.00	3.67
Managing technical requirements (multimedia)	3.50	4.00	3.60	3.20	4.00	2.50	3.42	4.50	-	3.44
Ensuring skilled front of house services	3.64	4.00	4.09	3.25	4.00	2.50	3.43	5.00	3.00	3.76
Managing bar and catering services	3.52	3.75	3.80	3.00	3.67	3.00	3.71	5.00	2.00	3.54
# respondents	39	5	11	8	6	8	16	2	3	18

I. Fundraising and Revenue Generation

As outlined in the chart below, fundraising and revenue generation are areas of significant skills development need for all categories other than the largest budget range, and particularly for organizations with budgets of \$250,000 and under.

Fundraising and Revenue Generation (Scale 1-5)	Overall	>\$1M	\$250- \$500K	\$100- \$250K	\$50- \$100K	\$0-\$50K	Pres	Rent	Festival	Multi- use
Developing and maintaining relationships with funders and donors	3.09	4.00	3.13	2.88	2.80	2.67	2.91	4.00	2.33	3.25
Developing and maintaining a sponsorship program	2.60	3.50	3.00	2.63	2.20	1.83	2.27	4.00	2.33	2.80
Developing and maintaining a membership program	2.60	3.50	2.75	2.57	2.40	2.14	2.50	2.00	2.33	2.79
# respondents	39	5	11	8	6	8	16	2	3	18

J. Senior Management and Administration

As the chart below illustrates, most respondents assessed their management and administration skills as above adequate, with the exception of festivals and those in the largest budget category. Developing HR manuals, systems and policies were the most likely senior management and administrative skills to be assessed as less than adequate.

Senior Management & Administration (Scale 1-5)	Overall	>\$1M	\$250-\$500K	\$100-\$250K	\$50-\$100K	\$0-\$50K	Pres	Rent	Festival	Multi-use
Using analysis and assessment for decision making	3.19	3.80	3.45	3.00	3.00	2.50	3.15	5.00	2.33	3.17
Administering contracts	3.45	4.00	3.55	3.38	3.33	3.00	3.53	5.00	2.67	3.33
Advocating on behalf of the organization	3.47	4.00	3.73	3.38	3.50	2.75	3.56	4.00	2.67	3.47
Speaking and representing the organization to the public	3.51	4.25	3.80	3.38	3.50	2.75	3.56	4.50	2.67	3.50
Conducting meetings	3.61	3.80	3.80	3.25	3.50	3.50	3.75	5.00	3.33	3.35
Participating in governance development and in the formulation of policy	3.29	4.00	3.60	3.13	2.40	3.17	3.25	4.50	2.67	3.29
Working effectively with governing bodies	3.54	3.50	3.91	3.38	3.40	3.17	3.69	4.00	2.67	3.56
Developing business plans	2.94	4.00	3.10	3.00	2.25	2.29	2.62	4.50	2.33	3.13
Preparing and managing budgets	3.31	3.80	3.60	3.13	3.00	2.86	3.08	5.00	2.67	3.39
Hiring, evaluating and managing staff	3.48	4.00	3.70	3.00	3.20	-	4.17	5.00	2.00	3.31
Developing HR manuals, systems and policies	2.70	3.60	2.25	2.83	2.25	-	3.00	4.00	2.50	2.53
Applying labour law and standards	3.07	3.60	3.00	2.67	3.25	3.00	3.60	4.50	3.00	2.78
Working with unions and union contracts	3.10	4.00	3.29	2.00	3.25	-	4.00	4.50	2.33	2.60
Managing volunteers	3.43	3.00	3.25	3.29	3.75	3.50	3.62	4.00	3.67	3.15
Complying with public reporting requirements (EG CRA, provincial regulatory bodies, Statistics Canada)	3.35	3.80	3.11	3.00	3.33	3.71	3.73	5.00	3.00	3.00
Managing databases and records	3.34	4.00	3.27	3.00	3.00	3.43	3.87	4.00	2.67	2.94
Managing information technology	3.24	4.00	3.10	3.00	3.00	3.14	3.57	4.50	2.67	2.94
Understanding and managing risk	3.16	3.60	3.27	3.00	2.80	2.86	3.36	4.50	2.33	3.00
# respondents	39	5	11	8	6	8	16	2	3	18

K. Personal and Communication Skills

As the chart below indicates, respondents rated their competencies as above adequate in the personal and communications skills category. Festivals are the exceptions here.

Personal and Communication Skills (Scale 1-5)	Overall	>\$1M	\$250- \$500K	\$100- \$250K	\$50- \$100K	\$0-\$50K	Pres	Rent	Festival	Multi- use
Communicating passion and value for the arts	3.77	4.00	3.64	3.63	4.17	3.50	3.88	4.50	3.33	3.67
Demonstrating leadership	3.64	3.80	3.82	3.38	3.67	3.38	3.81	5.00	2.67	3.50
Establishing and maintaining effective, collaborative working relationships	3.67	3.80	3.82	3.38	4.00	3.25	3.69	5.00	2.67	3.67
Writing clearly and effectively	3.79	3.80	3.64	3.38	3.83	4.25	4.19	4.50	2.67	3.56
Organizing time and managing multiple tasks	3.54	4.00	3.55	3.38	3.67	3.13	3.69	5.00	2.67	3.39
Exercising creativity and innovation	3.54	3.80	3.64	3.50	3.50	3.13	3.63	5.00	3.00	3.39
Managing pressure, stress and problem situations	3.51	4.00	3.55	3.63	3.00	3.25	3.81	4.50	2.67	3.28
# respondents	39	5	11	8	6	8	16	2	3	18

3.1.6 Rating of Professional Development Priorities

Respondents were asked to rate the professional development priority of each of the CHRC presenter competency categories on a scale from 1 (low priority) to 10 (high priority). **Answers scoring 7.0 and over are highlighted in the chart below.**

From this chart, and consistent with the previous self-assessment sections, we see that the top three professional development priorities among respondents are:

1. marketing
2. audience development
3. fundraising/revenue generation

Professional Development Priorities (Scale 1-10)	Overall	>\$1M	\$250- \$500K	\$100- \$250K	\$50- \$100K	\$0-\$50K	Pres	Rent	Festival	Multi- use
Developing a vision	6.26	6.00	6.82	5.88	8.00	4.25	5.81	7.50	7.00	6.39
Planning a season/festival	6.69	5.40	6.18	6.00	8.00	7.50	7.38	4.00	7.33	6.28
Selecting artists/productions	6.85	5.20	6.09	6.13	8.50	8.00	7.69	5.00	7.00	6.28
Contributing to artistic development	5.79	4.60	6.27	6.00	7.33	4.38	5.63	5.50	5.67	6.00
Contract negotiation	5.64	6.00	5.45	5.88	6.00	5.00	5.25	6.00	5.33	6.00
Audience development	7.85	6.80	7.55	8.13	9.50	7.13	8.06	7.50	8.67	7.56
Marketing	8.00	7.20	8.00	8.13	9.50	7.00	7.94	7.00	8.67	8.06
Event/show logistics	5.69	5.40	5.73	5.25	7.00	4.75	5.94	8.50	6.00	5.33
Fundraising and revenue generation	7.28	4.80	8.00	8.63	8.33	5.38	6.31	8.00	9.00	7.78
Senior management and administration	6.08	5.40	7.45	6.75	6.83	2.88	5.00	8.00	7.00	6.67
Personal and communication skills	6.15	5.40	6.91	6.00	7.33	4.38	5.88	8.00	6.33	6.17
# respondents	39	5	11	8	6	8	16	2	3	18

3.1.7 Description of Priority Professional Development Needs

In addition to rating the eleven categories of professional development needs above, respondents were asked to describe the specific professional development needs that were most important to them. Responses included:

Audience development and marketing:

- *marketing (8)*
- *audience development (6) and audience development in a rural community(1)*
- *web-based marketing; innovative marketing (1)*

Fundraising and revenue generation/diversity:

- *fundraising (7)*
- *sponsorship (1)*
- *memberships (1)*
- *establishing new revenue generation activities/revenue diversification (2)*

Season planning, programming, understanding the industry:

- *selecting productions/plan seasons (2)*
- *keeping a strong season moving forward in the current economic climate (2)*
- *understanding such a wide and diversified industry*
- *programming high level performances*
- *developing capacity to program various disciplines (to better understand and evaluate artists and programs)*

Organizational development; management, personal and communication skills:

- *mission, vision, values (2)*
- *time management (2)*
- *grant writing/reports (2)*
- *financial management/accounting training(2)*
- *personal communication skills*
- *management experience-*
- *maintaining healthy relationships with venue committees*
- *dealing with Artists & Agents Contracts/Pricing of Artists*
- *understanding contracts*
- *simplified ticket sales*

Human resources and governance:

- *increasing staff to handle increased activity and maintaining the (part-time) staff long-term to save on churn and continual re-training, therefore allowing management to have the time to focus on areas like Artistic Development*
- *work with Board and staff on the need for and participation in fundraising (2).*
- *clarity around board roles and responsibilities*

Facility Management:

- *developing a clear plan to deal with major physical plant issues*

3.1.8 Professional Development Delivery Mechanisms

As indicated in the chart below, respondents indicated that their preferred delivery mechanisms for professional development are:⁸

- mentoring/coaching/peer networking
- face to face seminars and workshops delivered in the home province
- face to face seminar and workshops at Contact East
- intensive day long seminars and workshops delivered in your province

Mechanisms (Scale 1-10)	Overall	>\$1M	\$250- \$500K	\$100- \$250K	\$50- \$100K	\$0-\$50K	Pres	Rent	Festival	Multi- use
Face to face seminars and workshops at Contact East	7.64	7.40	8.18	7.00	7.83	7.83	7.75	9.00	5.33	7.78
Face to face seminars and workshops delivered in your province	7.62	8.00	8.27	7.13	8.50	8.50	7.31	9.00	7.00	7.83
Intensive/day-long seminars and workshops delivered at rotating locations within Atlantic Canada	7.33	8.80	7.55	7.13	6.50	6.50	7.50	8.50	6.67	7.11
Mentoring/coaching/peer networking	7.69	7.20	7.55	7.63	8.50	8.50	8.00	8.50	8.67	7.17
Online resources/tutorials	6.36	6.00	5.82	6.38	8.17	8.17	6.56	5.00	6.67	6.22
Virtual courses/workshops	6.18	5.80	5.91	6.13	8.17	8.17	6.06	4.50	7.33	6.28
Funded learning opportunities outside the Atlantic Region	6.62	-	6.36	7.50	7.33	7.33	6.25	7.50	6.33	6.89
# respondents	39	9	11	8	6	8	16	1	3	18

⁸ Responses over a score of 7.0 are highlighted

3.1.9 Barriers to Participating in APA Professional Development Activities

Respondents were asked to identify barriers that stood in the way of taking part in more APA professional Development activities. **The most commonly mentioned barriers (those scoring over 60%) are highlighted below.** They include:

1. lack of time and lack of financial resources
2. inability to leave work
3. lack of organizational support for professional development.

Barriers (% response)	Overall	>\$1M	\$250- \$500K	\$100- \$250K	\$50- \$100K	\$0-\$50K	Pres	Rent	Festival	Multi- use
Lack of time	59%	40%	73%	88%	50%	38%	38%	50%	100%	72%
Lack of financial resources	69%	40%	82%	75%	83%	63%	69%	50%	100%	67%
Lack of interest	3%	0%	0%	0%	0%	13%	6%	0%	0%	0%
Inability to leave work (lack of back-up while off site)	41%	20%	46%	63%	33%	38%	31%	50%	33%	50%
Lack of organizational support for professional development	18%	20%	36%	0%	17%	13%	13%	0%	0%	28%
Lack of appropriate professional development activities offered/available	15%	20%	18%	0%	50%	0%	6%	0%	33%	22%
# respondents	39	5	11	8	6	8	16	1	3	18

When asked they would take part in more APA professional development activities if barriers were removed or reduced, all categories responded as “definitely yes” the majority of the time with the exception of renters. When the “definitely yes” and “probably” ratings are combined, the overall positive interest in future participation in APA professional development activities is 85%.

Future Participation with Barriers Removed/Reduced (% response)	Overall	>\$1M	\$250- \$500K	\$100- \$250K	\$50- \$100K	\$0-\$50K	Pres	Rent	Festival	Multi- use
Definitely yes	54%	67%	46%	50%	83%	43%	43%	0%	67%	65%
Probably	31%	33%	46%	38%	0%	29%	36%	100%	0%	29%
Maybe	11%	0%	9%	13%	17%	14%	14%	0%	33%	6%
Probably not	3%	0%	0%	0%	0%	14%	7%	0%	0%	0%
Definitely no	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
# respondents	35	5	7	8	6	7	14	1	3	17

3.2 Focus Group Results

Following survey results that indicated respondents in the \$1,000,000 plus budget category had the lowest levels of satisfaction with APA professional development, the consultants decided to undertake a focused discussion with representatives of these organizations to explore the reasons behind these results and identify strategies that would be more successful in reaching this group of members.⁹ The focus group discussions suggest that:

- the material presented during the APA's professional development sessions is generally too elementary and broad for the needs of this group;
- staff at the larger organizations already have a good grasp of the core competencies and as such, require more advanced levels of professional development. They are seeking deeper discussion of issues or longer, more intense sessions;
- should more in-depth training be made available, there would be interest in taking part in it;
- larger organizations are not simply looking to be taught a set of "solutions" by people who may not understand the particular circumstance of the region, but want build an understanding of key principles that will allow them to tailor strategies for their own particular situation and dynamic.

Some particular topics of greatest interest to this group include:

- developing vision;
- revenue prediction and risk management;
- commissioning and developing artists;
- membership development;
- advanced HR (e.g. how to attract quality employees; ensuring a healthy organizational culture; dealing with difficult employees);
- customer service
- empowering front-line staff
- viral marketing
- yield management and dynamic pricing

⁹ Those taking part in this follow-up discussion included Tim Yerxa, Executive Director, Fredericton Playhouse, Peter D. Smith, General Manager of the Imperial Theatre, Darcy Campbell, Director of Facility/Rentals, Confederation Centre Of the Arts, John Patches, Executive Director, Maine Centre for the Arts

The availability of time is a greater barrier for this group than money, but some of the training that is considered appropriate will require financial assistance.

Particular modes of professional development delivery that are of greatest interest to this group include:

- travel to national/international conferences, networking and mentoring;
- advanced APA workshops designed specifically for larger organizations utilizing leading resource people, who may be available to provide ongoing consultation;
- reciprocal exchanges where staff from one organization travel to work with their counterparts at another organization of a similar size or other networking activities that facilitate the transfer of skills.

The focus group discussion also addressed ways that larger organizations could contribute to the professional development of smaller organizations. Possibilities include:

- informal “lobby bar” networking, which allows people to build relationships and share information, is considered one of the best modes of delivery and sharing. It will be important to build-in time and opportunity at conferences, meetings, and contact events for this type of activity;
- job shadowing, for management and department heads, which is viewed as potentially being successful if the matches are made well;
- larger organizations reporting back to the membership on their supported professional development experiences or leading workshops related to their learning experiences.

From the survey and discussions with the heads of larger budget APA members, it is clear that this segment of the membership requires targeted strategies designed to meet their particular needs, including:

- funding to allow staff to access training outside of the region,¹⁰ which they would then pass on to the broader membership by leading workshop sessions;
- stratified workshops, broken out by large and small budget size, with intensive workshops for larger organizations led by resource people who are knowledgeable about advanced practices;
- workshops that focus more on issue and principles than on template solutions, with a goal to assisting participants to develop solutions that fit their organizations and communities;
- funding to facilitate exchanges and job shadowing.

¹⁰ Such as the SPA, Aspen conference and Arts Presenters summer senior symposium

3.3 Consultations with Non-APA Members

As part of the study process, the consultants compiled a list of presenters who are not currently members of the APA, but who might benefit from taking part in APA professional development on a user pay basis. The consultants contacted approximately 30 of these organizations to test their potential interest in taking part in APA professional development activities. Responses were received from nine organizations (30%), all of who expressed interested in taking part in or knowing more about the APA's professional development offerings. Among those who indicated their professional development priorities, the competency areas ranked as follows:

- audience development (7)
- marketing (7)
- personal and communications skills (5)
- fundraising and revenue generation (5)
- management and administration (4)
- event/show logistics (4)
- contributing to artistic development (4)
- contract negotiation (4)
- planning a season/festival (3)
- selecting artists/productions (2)
- developing a vision (1)

4. CONCLUSIONS AND RECOMMENDATIONS

4.1 Summary of Key Findings

This summary of key findings draws on the results of all of the various types of research carried out of the course of this study, including:

- research into the operations of comparable organizations;
- interviews with key informants, including funders, artists, agents, and representatives of arts service organizations;
- interviews with APA members and consultations with non-APA members;
- APA membership needs assessment survey.

Satisfaction/Value Ratings/ Needs Vary According to Budget Size

There is a great deal of diversity among current APA members; however, research indicates that satisfaction levels and the perception of value of current APA professional development activities and future needs is closely linked to organizational or budget size. For example, the survey indicated the highest satisfaction and value ratings among organizations in the mid-budget range (\$100,000-\$500,000).¹¹ Overall, this group gave almost every APA program that was reviewed an above average score.

¹¹ This group comprised the largest number of respondents to the survey (50%).

On the other hand, organizations with smaller budgets (under \$100,000)¹² were somewhat less satisfied and perceived themselves as receiving slightly less value from current APA professional development programs. Anecdotal comments indicate that this may be due to the perception that issues covered in training programs were not as relevant to smaller operations. At the same time, members falling into the largest budget category (over \$1 million)¹³ expressed the lowest satisfaction levels and gave APA professional development programs the lowest value ratings.

In follow-up discussions with members in the highest budget category, it was noted that their low satisfaction/value ratings were in large part due to the fact that little of the information presented during the APA sessions was new to them, a finding confirmed by external informants.

Interviews also suggest programming that focuses on practical skills and direct applications (e.g. contracts, marketing techniques, operational practices) are most positively received by members in the under \$500,000 range. Members in the larger budget categories, on the other hand, expressed greater interest in discussing pressing issues and being exposed to more advanced techniques and information that would allow them to apply new principles to their own situations. They also expressed much greater interest in professional development related to specific artistic genres, (i.e. contemporary dance, classical or jazz music).

These findings suggest that the membership would benefit from a professional development strategy that includes different content streams targeted at the specific needs of members in small, mid-sized and large budget categories.

Professional Development Streams Should Acknowledge Different Competency Levels

The needs assessment survey and follow-up research suggest that there are three distinct levels of professional development requirements within the APA membership:

1. **core competencies:** this group requires professional development that will allow them to develop the basic skills and strategies necessary to meet the demands of their jobs. The majority of members in the smaller budget categories would fall into this group.

¹² This group comprised one third of the respondents.

¹³ This group comprising 16% of respondents,

2. **skills refinement:** this group has mastered the basic core competencies required of them in their jobs and now needs to have exposure to more in-depth professional development activities that would allow them to refine and enhance those skills. The majority of members in the mid-sized budget categories would fall into this group;
3. **issues/best practices:** this group has not only mastered core presenter competencies, but has also refined some or all of those skills to a higher level of proficiency. What this group requires is to take part in discussions of key issues facing the field and exposure to leading-edge or best practices that will allow them to distil principles that they can apply to their own operation. The majority of members in the largest budget category would fall into this group.

Program Formats Should Vary by Competency Levels

Our research suggests that members who have different levels of mastery of professional competencies would benefit from different types of professional development delivery mechanisms.

Professional Development Stream	Recommended Format
1. Core Competencies	introductory workshops
2. Skills Refinement	intensive workshops, mentoring
3. Issues/Best Practices	round table discussions, national/international conferences and other learning opportunities such as job shadowing

In addition to these types of learning opportunities, our research suggests that members at all levels would benefit from and place a high priority on having access to networking opportunities.

Professional Development Strategies Must Address Financial and Geographic Barriers

Our research indicates that there are three main barriers preventing APA members from taking part in more professional development activities:

1. lack of time;
2. lack of resources;
3. geographic barriers.

While it is outside the influence of the APA to free more time for members to take part in professional development, the professional development recommendations that follow are designed to mitigate financial and geographic barriers and provide professional development where and when members are able to make the most of it, by:

- developing a series of core competencies workshops based on the CHRC competencies and delivered in each of the Atlantic provinces on a rotating basis, lessening the need for small organizations to travel to take part in professional development. Travel subsidies are suggested for these workshops to encourage the smallest organizations to participate and develop their core skills ;
- offering more intensive skills development workshops led by skilled facilitators at a dedicated professional development meeting to be held at a central location annually in May and providing access to a travel subsidy for those wishing to travel to this session;
- providing access to travel subsidies to support independent, out of province professional activities such as attending national and international conferences and taking part in job exchanges or shadowing;
- focusing on networking and situational learning related activities at Contact East

Programming Priorities

The results of the Membership Needs Assessment Survey, combined with stakeholder interviews and consultations with non-APA members, provide a clear view of the priorities for APA professional development as relate to the Core Competencies for presenters. The chart on the following pages provides a rating of capacity and need for each CHRC competency by member budget category, according to the needs assessment survey. Those areas of greatest urgency, **areas of low capacity or high need**, are highlighted.

CHRC Competency	Assessment According to Needs Assessment Survey Budgets -\$100,000	Assessment According to Needs Assessment Survey Budgets \$100,000 – 500,000	Assessment According to Needs Assessment Survey Budgets \$1,000,000+	Assessment According to key Informants	Needs Identified by Non APA Members	Identified Topics
Developing and Communicating a Vision	Low Capacity High Need	Low capacity Moderate Need	Moderate Capacity Moderate need	High Need	Low Need	Communicating Vision; Designing a strategy to achieve the vision; Measuring Outcomes
Planning a Season or Festival	Moderate Capacity High Need	Moderate Capacity Moderate Need	Moderate Capacity Moderate Need		Moderate Need	Obtaining Stakeholder buy-in (which relates to articulating Vision)
Selecting Artists and Productions	Moderate Capacity High Need	Moderate Capacity Moderate Need	Moderate Capacity Moderate Need		Low Need	Assessing Financial Feasibility and Marketability, Assessing Quality of Productions
Contributing to Artistic Development	Low Capacity High Need	Moderate Capacity Moderate Need	Moderate Capacity Moderate Need		Moderate Need	Developing Residency and Co-production projects; Developing artistic collaborations; Commissioning new work
Contract Negotiation	Moderate Capacity Moderate Need	Moderate Capacity Moderate Need	High Capacity Moderate Need	High Need	Moderate Need	Identified specifically by Festivals, Multi-use Facilities and those with very low budgets, who generally required development in a wide range of contracting skills.

CHRC Competency	Assessment According to Needs Assessment Survey Budgets -\$100,000	Assessment According to Needs Assessment Survey Budgets \$100,000 – 500,000	Assessment According to Needs Assessment Survey Budgets \$1,000,000+	Assessment According to key Informants	Needs Identified by Non APA Members	Identified Topics
Audience Development	Low Capacity High Need	Moderate Capacity High Need	Moderate Capacity Moderate Need		High Need	Engaging Community Partners; Engaging New Audiences or new market segments; Encouraging audience crossover to other genres/disciplines; Organizing enrichment and outreach activities
Marketing	Low capacity High Need	Moderate capacity High Need	High capacity High Need	High Need	High Need	Promoting the organization in the Marketplace; Creating a marketing and communications plan; executing a subscription plan, group sales, promotional and publicity campaign; Managing websites, e-newsletters and e-business; managing box office and ticketing systems (under \$50,000 only); Larger organizations identified areas such as viral and social marketing;

CHRC Competency	Assessment According to Needs Assessment Survey Budgets -\$100,000	Assessment According to Needs Assessment Survey Budgets \$100,000 – 500,000	Assessment According to Needs Assessment Survey Budgets \$1,000,000+	Assessment According to key Informants	Needs Identified by Non APA Members	Identified Topics
Event and Show Logistics	Moderate Capacity Moderate Need	Moderate Capacity Moderate Need	High Capacity Moderate Need		Moderate Need	Festivals and organizations with the lowest budgets (under \$50,000) indicated need in this area
Fundraising & Revenue Generation	Low Capacity High Need	Low capacity High Need	High Capacity Low Need	Moderate Need	Moderate Need	Developing and maintaining relationships with funders and donors; Developing and maintaining a sponsorship program; Developing and maintaining a membership program
Senior Management and Administration	Moderate Capacity Moderate Need	Moderate Capacity High Need	High Capacity Moderate Need	 High Need	Moderate Need	Developing HR manuals, systems and policies; Working effectively with governing bodies; External informants also noted need for improved financial management, risk management, and reporting skills

Other Programming Considerations

- **Staff and Volunteer Development:** A thread in survey comments and the interviews related to the need for training for staff and volunteers. Organizations with higher budgets particularly identified the need to provide opportunities for their Department Heads such as Marketing, Fundraising and Technical staff. Organizations with mid or smaller sized budgets, who used volunteers in some staff capacity, also identified need for opportunities this group. There were a number of references to need for Board Development work, particularly in areas around Governance, Strategic Planning and Fundraising.
- **Special Initiatives:** A number of comparable organizations have engaged in special initiatives such as research projects, the development of handbooks or on-line resources, or particular genre specific learning. This did not come forward in the survey open-ended questions, but it was raised in interviews as a possible opportunity for APA.
- **Professional Development for APA Director:** While the APA's Executive Director has opportunities for industry related professional development when traveling to peer contact events, there should also be opportunities for professional development related to management and executive leadership skills.
- **Development of Technical Staff:** While APA members generally feel that they are currently able to effectively manage technical requirements within their venues, a concern has been voiced about the sustainability of the technical labour pool. There currently is only one training program in the region for theatre technical staff, which is part of the Dalhousie University Theatre Department. While this program provides good training and has developed many of the finest technicians in the region, it is not suitable for all candidates. Additionally, there has been a drop in the number of entrants to the technical theatre training program, as youth look at more lucrative and stable opportunities for employment. Further, many technical personnel learn their craft "on-the-job", but as those who are currently doing much of the on-site training are aging and work-study opportunities are being reduced, the teaching resource will diminish, particularly in theatre situations. These factors have the potential to give rise to a shortage of qualified technical personnel which would have a significant impact on the APA membership. However, the consulting team concluded that it was beyond the capacity of the APA to deliver this type of training itself.

4.2 Recommended Activities and Programs

4.2.1 Strategy Framework: Multiple Strategic Initiatives

The following professional development strategy has been developed in response to the results of the needs assessment research and includes a variety of types of activities and delivery methods in order to meet the widest possible needs and maximize the participation and satisfaction of APA members. These Strategic Initiatives include:

1. **Core Competency Training Workshops:** it is recommended that these workshops, based on the CHRC competencies, be delivered annually in two different Maritime provinces on a rotating basis. Subject areas will be selected on the basis of priority needs identified in this report;
2. **Annual Spring Professional Development Intensive:** It is recommended that this two day event should feature facilitated discussions which address two key topics/themes. Plenary sessions should be offered for the entire group followed by break-out workshops/roundtables organized into two streams: one which is more generally targeted for smaller and mid-size organizations, and one which is more intensive, for larger organizations;
3. **Contact East Professional Development Program:** The recommended strategy includes a limited number of facilitated workshops/roundtables at Contact East that will build on the networking opportunities available at the event.
4. **Block-Booking Roundtable:** the November block-booking meetings will provide an opportunity to for APA members to take part in a facilitated roundtable discussion on a topic of pressing importance to the community;
5. **Travel Subsidies:** It is recommended that the APA develop a travel subsidy program that will provide assistance to members to travel both within their provinces, and externally.
6. **Training Support for APA Executive Director:** It is recommended that a line be added to the APA budget relating to professional development for the Executive Director;
7. **Special Projects:** This includes special projects that the APA may wish to engage in as a supplement to their other professional development activity.

Strategic Initiative 1: Core Competency Program

Curriculum Recommendations

The following recommendations for core competency workshops are based on the results of the member survey as well as interviews with key stakeholders:¹⁴

- **Developing a Vision:** Articulating and communicating your vision
- **Planning a Season/Festival 1:** understanding audience needs, determining time frames and venues, developing a program;
- **Planning a Season/Festival 2:** developing a budget, assessing risks;
- **Selecting Artists and Productions:** sourcing artists and productions, assessing artistic and performance quality; collaborating with other presenters;
- **Selecting Artists and Productions 2:** assessing quality of artists' marketing materials and marketability; assessing financial and technical feasibility;
- **Contributing to Artistic Development:** developing residency and co-production; developing artistic collaborations; promoting and assisting emerging artists;
- **Contract Negotiation:** articulating proposals; evaluating contracts and riders; identifying and resolving legal and contractual issues;
- **Audience Development*:** engaging new audiences; encouraging audience crossover; organizing enrichment and outreach activities;
- **Marketing 1*:** positioning in the marketplace, identifying target markets, creating a marketing plan;
- **Marketing 2*:** creating a communications plan, executing a promotional campaign, managing websites, e-newsletters and e-business;
- **Marketing 3*:** developing and managing box office and ticketing systems, monitoring progress of sales;

¹⁴ Items in bold are those currently considered a high priority by APA members; those with an asterisk also are highly rated by responding non-APA members:

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- **Event Show Logistics 1:** coordinating show requirements and itinerary; monitoring event requirements, staff, and protocols; ensuring skilled front of house;
- **Event/Show Logistics 2:** managing technical requirements (sound, lighting, staging, multi-media);
- **Fundraising and Revenue Generation 1 and 2:*** developing and maintaining donor, sponsorship and membership programs;
- **Management and Administration 1:** financial management and reporting; effective use of reports and information; risk management and role of the Board in ensuring sound financial operations; complying with public reporting;
- **Management and Administration 2:** Human resource management: developing HR manuals, systems and policies, applying labour laws and standards;
- **Management and Administration 3:** managing information technology, databases;
- **Management and Administration 4:** working with Boards and volunteers;
- **Personal and Communication Skills:** demonstrating leadership, establishing effective relationships, exercising creativity and innovation, managing stress and problem situations.

Target Markets

The target markets for the Core Competency Program include:

- staff, board and volunteers of APA member organizations who lack specific core competency skills and/or are new to the business of presenting; members will be eligible for travel subsidy to attend these sessions if they are more than 200 kilometres from the venue or must come from out of province for these events.
- non-APA members who may wish to strengthen skills in a particular competency. These may be smaller presenters, or individuals from other arts organizations for whom specific topics are of value.

Delivery Modes

Core competency courses will be delivered in workshop format with hands-on activities where appropriate.

Location and Timing

Core competency courses will be delivered in the two provinces that are not hosting either Contact East or the Spring Professional Development Intensive in any given year. Timing for these events is the January to March period.

Human Resource Requirements

Each course will require one facilitator for every full day session. The facilitator must have specific skills in the competency being addressed and be able to provide both theoretical and practical content. Each course will also require one administrator/host;

It is also estimated that approximately 9 days of APA staff time will be required to organize and manage the core competencies courses, including:

- selecting topics
- finding and contracting venue;
- finding and contracting facilitators;
- organizing facilitator accommodation;
- promoting the event to the membership and other possible attendees;
- organizing meals and printing;
- hosting and administrating the event on-site or subcontracting this to another APA member;
- managing finance, including travel subsidies.

Financial Implications

Costs for the core competency courses will include fees and expenses for facilitators, venue, lunch and printing expense, any per diem and travel costs; travel and accommodation costs or subcontract admin expense for the host/administrator.

Revenue will be derived from fees charged to non-APA members attending these sessions as well as professional development funding from government agencies.

Anticipated Benefits

- members and non-members will improve their skill level in all competency areas;
- these events have the potential to build relationships with non-APA members and to recruit them for full or associate membership;
- in combination with other APA training programs, this program is designed to ensure that members from every province will have the opportunity to receive some training in their home province each year;
- these events have the potential to build relationships among APA and non- APA member presenters in each province, which may lead to future collaborations.

Considerations for Success

Based on indications of interest from both APA members and non- members, these sessions most likely to be in greatest demand over the next three years are those related to marketing, audience development, fundraising, planning a season, selecting artists/productions and developing a vision. However, it may be useful to focus on one of these areas in the core competency program while focusing on another in the Spring Professional Development Intensive in any given year to avoid duplication.

Strategic Initiative 2: Spring Professional Development Intensive

Program Description

It is recommended that the Spring Professional Development Intensive run over three days and two nights and that the APA invite two major speakers to make presentations to the group on topics of interest. These presentations will be followed by stratified breakout sessions around each topic. Additionally there will be time for informal networking and for subgroup meetings, if appropriate.

A sample schedule might include:

- Day 1 –Afternoon: registration and sub-group meetings; Evening: dinner and social event
- Day 2 – Morning Presentation by Speaker 1; Lunch and AGM; Afternoon presentation by Speaker 2, Evening: dinner (on your own), opportunity to attend performances, late night informal networking event.
- Day 3 – Morning Breakout Sessions (Topic 1 for high budget organizations, Topic 2 for low and mid-sized budget organizations); Lunch with informal networking; Afternoon Breakout sessions (Topic 2 for high budget, Topic 1 for low and mid-sized budget organizations); Evening – short wrap up session to discuss possible options for next year; dinner.

Target Markets

This strategic initiative will primarily be target to APA members, but APA may decide to open certain sessions to non-members, on a fee paying basis, if appropriate.

Delivery Modes

These sessions will include theory/ principle-based presentations followed by workshops that are stratified based either on budget size of organization or level of experience of participants.

Location and Timing

The venue and provinces in which the Spring Professional Development Intensive will held should be chosen by APA to ensure access for the greatest number of APA members. It is recommended that this intensive be held annually in May.

Human Resource Requirements

This program will require two speakers who are very knowledgeable about their subject area and strong presenters, and are also able to run stratified workshops/breakout sessions addressing the needs of high budget and low budget organizations. Two local moderators/facilitators, one with a knowledge of the context for high budget presenters and one with a knowledge of the context for lower budget presenters, will be required to assist with the breakout sessions and facilitate effective discussions.

It is estimated that approximately 10 days of APA staff time will be required on the following activities related to planning and managing the Spring Professional Development Intensive:

- researching topics and sourcing speakers
- finding and contracting venue;
- finding and contracting speakers/moderators;
- organizing speaker accommodation; setting up block booked discount room for APA members;
- promoting the event to the membership and other possible attendees (low cost internal promotion);
- organizing meals and printing
- hosting and administrating the event on-site;
- managing finance, including travel subsidies

Financial Implications

Costs associated with the Spring Professional Development Intensive include:

- speaker fees and expenses;
- moderator fees;
- venue expense, including possible technical costs;
- travel subsidy for participants;
- lunch;
- materials for participants on each of two days;
- snack costs for informal social/networking events (cash bar);
- host/administrator expense.

Revenue from the Spring Professional Development Intensive will be derived from fees charged to non-members attending the sessions, as well as professional development funding from government agencies.

Anticipated Benefits

Anticipated benefits from the Spring Professional Development Intensive include:

- opportunities for the full membership to focus solely on professional development for an extended period of time;
- acquisition of new knowledge and principles through networking and workshops;
- opportunities to apply new ideas/principles during breakout sessions.

Considerations for Success

In order to maximize the success of these sessions, it will important that the following requirements are met:

- selected speakers are of a high quality;
- breakout sessions are targeted for large and small budget categories or experience levels;
- ample opportunities are provided for networking
- travel subsidies are provided for those from more remote areas.

Strategic Initiative 3: Contact East Professional Development Program

Program Description

It is recommended that the APA mount a modest program of professional workshops and roundtables at Contact East that relate specifically to issues relating to contact events.

Target Markets

The main target for this program is Contact East participants (APA members, guest presenters from other provinces and countries, artists, agents, and funders)

Delivery Modes

This professional development initiative will include one workshop sessions and three roundtables.

Location and Timing

Activity is recommended to be held as part of Contact East, in the September/October period.

Human Resource Requirements

It is anticipated that delivery of these workshops/roundtables will require the services of one external workshop presenters, and three Roundtable facilitators.. It is also anticipated that planning and administration of this professional development initiative will require approximately 4 days of staff time on the following functions:

- researching topics
- sourcing and contracting the workshop and roundtable leaders;
- organizing travel and accommodation if required;
- sourcing panel members for the roundtables
- providing administrative/hosting support as required

Financial Implications

It is not anticipated that APA members attending Contact East will pay an additional fee for these workshops, but that professional development funding from government agencies will contribute toward the cost of this initiative

Costs associated with this professional development initiative will include:

- fees for one workshop presenter and three Roundtable facilitators;
- travel/accommodation costs for two individuals¹⁵

Benefits

- this program will provide a valuable opportunity for the acquisition of knowledge transfer and peer to peer learning.

Considerations for Success

In order to ensure the success of this program, it will be important to ensure that:

- the workshop focuses on topical issues that are of broad interest;
- the roundtables utilize a broad range of panel members, such as APA members, artists and agents, and include open discussion with the audience. These events are meant to be somewhat formalized networking.

¹⁵ It is assumed that the other two resource personnel could be drawn from those attending the event.

Strategic Initiative 4: Block Booking Meeting PD Session

Program Description

The block booking meeting will provide an opportunity to provide a professional development workshop or roundtable on a specific skill area related to block booking.

Target Markets

The primary target market for this session will be APA members.

Location and Timing

This workshop will be held in the same venue as the APA's block booking meeting in November.

Human Resource Requirements

This program will require one workshop/roundtable leader and approximately one day of staff time to source leader for the workshop or roundtable and make administrative arrangements.

Anticipated Benefits

This program provides an opportunity to develop new knowledge about issues related to block booking as well as new skills related to block booking through the immediate application of this new knowledge.

Considerations for Success

In order to maximize the success of this workshop/roundtable, it should be scheduled early in the block booking meeting schedule; it should also focus on an issue which is seen as a problem with the block booking process, and which could be improved by participant learning.

Financial Implications

It is not assumed that there will be a charge for taking part in this program, so no revenue will be generated from participant fees. Costs will relate only to the fee paid to the workshop/roundtable leader.

Strategic Initiative 5: Travel Subsidies

The recommended travel subsidy program has two components:

1. Intra-Provincial Travel Program
2. Out-of-Province Travel Program

1. Intra-Provincial Travel Program

Program Description

This program would award travel subsidies to members to attend core competency sessions, to participate in provincial work exchanges or to travel to the Spring Professional Development where the session is being held in their home province but at a location that would result in the member incurring substantial travel costs.

Target Markets

The target market for this program is APA Members, particularly in the small and medium-sized budget category.

Delivery Modes

Member organizations will be required to apply for travel subsidies..

Human Resource Requirements

It is recommended that the APA appoint a jury to review applications and recommend recipients and it is estimated that approximately 5 days of staff time will be required to promote and manage the application, jury and awards processes.

Financial Implications

A dedicated pool of funds will be required to deliver this program.

Anticipated Benefits

- improved access to professional development for members who live in more remote areas;
- greater participation in core competency development and professional development activities, leading to the development of new knowledge and skills;

Considerations for Success

In order to ensure the success of this program, it will be necessary to ensure that:

- funding is sufficient to meet the demand for assistance
- learning opportunities contribute to the development of skills needed to improve job performance.

2. Out of Province Travel Program

Program Description

This program will enable APA members to travel outside their home province to take part in professional development activities that they can't otherwise access in their province, including the APA Spring Intensive, national and international conferences, mentoring and job shadowing. Participants will in turn be asked to share their knowledge gained with other APA members through peer-led learning opportunities.

Target Markets

This program is targeted at APA members who are not well served by general APA professional development activity because their skill levels are too high, or their needs too specific, and at those who live in remote areas and could not otherwise attend the Spring Intensive.

Eligible Costs

These subsidies will assist to a maximum of 75% in supporting the costs of fees, travel, accommodation and per diem for professional development activities outside of the member's home province.

Administration

Member applications for this travel subsidy will be evaluated through a jury process.

Timing

Applications will be received at any time of year but will be juried twice a year in November and May. These juries could be connected to the Block Booking and Spring Intensive meetings, or could be managed through a teleconference process.

Financial Implications

Costs for this program will include a budget allocation to cover subsidy expenses.

Human Resource Implications

Delivery of this program will require approximately five days of staff time to promote the program, manage the application and evaluation process and the processing of subsidies. Jury time will be required for the evaluation of applications.

Potential Revenue

Funding from government agencies will be sought to cover the costs of this program.

Expected Benefits

This program will improve the professional practice of APA members by exposing them to leading-edge theory and best-practices in a national and international context.

Considerations for Success

In order to maximize the success of this program it will be necessary to secure a level of funding level sufficient to meet the volume and nature of the demand. It will also be necessary to ensure that participants are willing to share their learning with other APA members.

Strategic Initiative 6 – APA Staff Professional Development

Program Description

This initiative is designed to support ongoing professional development for the APA Executive Director and staff.

Financial Implications

It is recommended that the APA make an annual budget allotment to support professional development activities for its staff.

Administration of Program

It is expected that staff will identify priority professional development needs and propose activities (up to five days) to the board for approval.

Benefits

Benefits of this initiative will include:

- development of stronger skill sets and increased knowledge of issues and challenges facing members;
- improved ability to execute job requirements;
- incentive for staff to remain working with APA.

Strategic Initiative 7 - Special Projects

Program Description

It is recommended that the APA identify priority projects that would enhance the delivery of its professional development programs or otherwise support the professional development of its members. Examples of such projects could include:

- development of reports related to specific functional areas or issues such as outreach or youth engagement;
- improvement to the APA website to provide online access to professional development resources and links to other sites that offer relevant materials or learning opportunities;
- advocacy for a technical training program at the community college level;

Financial and Human Resource Implications

The costs and human resource requirements associated with the special projects initiative will be dependent on the specific projects. However, it is estimated that approximately 10 days of staff time will be required to:

- research and recommend projects for board approval;
- apply for funding
- select and contract personnel to implement the project
- manage project activity and fulfill reporting requirements.

It is assumed that project will be implemented only if supported by special project funding from government agencies.

Benefits

While specific benefits will be dependent on individual projects, it is anticipated that the benefits of this program will include:

- increased effectiveness of APA professional development delivery;
- generation of new knowledge and resources that will benefit APA members.

Considerations for Success

In order to ensure the success of this initiative, it will be necessary for the APA to:

- commit to broadening its activities to include special initiatives of this type;
- work in a consultative manner with members and other stakeholders to identify priority projects;
- secure the necessary funding to carry out projects.

SUMMARY CHART

Strategic Initiative	Market	Location	Time of Year	Delivery Mode	Facilitation	Staff Time	Budget
Core Competency Workshops	APA and Non-APA members who desire basic skill upgrading	Two provinces each year	January through March	Lecture and Hands on Workshops	2 Trainers (one for each Workshop)	9 days	\$6310
Spring Professional Development Intensive	APA members	One Province each year	May	Presentations and Stratified Workshops	2 Trainers 2 Moderators	10 days	\$17,888
Contact East PD Sessions	APA members, artists, agents, funders, guests	One Province each year	September or October	One workshop and three roundtables; special subgroup meetings	1 workshop leader, 3 roundtable moderators	4 days	\$3200
Block Booking PD session	APA members	One Province Each Year	November	One workshop or roundtable leader	One facilitator	1 day	\$300
Intra-Provincial Travel Subsidy	APA members	For travel within the member's home province	Anytime Jury in November	Cash subsidy up to 75% of cost	Jury to select recipients	5 days	\$9000 (avg) ¹⁶
Out of Province Travel Subsidy	APA members	For travel and costs outside of the member's home province	Anytime Jury in November and May	Cash subsidy up to 75% of cost	Jury to select recipients	5 days	\$20,500 ¹⁷
Staff PD	APA staff	No set location	Anytime	n/a	n/a	n/a	\$2500
Special Projects	Target depends on project	Depends on project	Anytime	Depends on project	Project staff	10 days	Project funding

¹⁶ Consists of \$5000 average estimated travel subsidy for core competency workshops and \$4000 estimated travel subsidy for the Spring Intensive..

¹⁷ Consists of \$18,000 out of province PD fund and \$2500 for peer-to-peer exchanges.

4.3 Human Resource Implications

Programming recommendations outlined above include estimates of staff time required to delivered the recommended professional development strategy. To summarize, we project that 49 days of staff time will be required for implementation of professional development program recommendations and approximately six additional days will be required for evaluation and reporting, which totals 55 staff days.

Alternatively, since this work is primarily project management-related, it could be contracted out if deemed appropriate, as long as the choice of topics and presenters was managed by the Executive Director and a committee of the Board.

4.4 Professional Development Subsidy Recommendations

4.4.1 Out of Province Training and Travel Subsidies

Recommended Eligibility criteria

In order to be eligible to apply for a professional development travel subsidy from the APA, the applicant must:

- be a staff member of an APA member organization in good standing;
- be a senior level professional leader (Manager, Director, or Department Head) of an APA member performing arts presenting, festival or producing organization that offers a minimum of ten professional performances per year;
- provide an outline of their professional development goals for the year and an indication of how the expected outcomes of taking part in the activity will contribute to the realization of those professional development goals
- demonstrate, through previous activity, an ability to support the realization of a program of scale and complexity appropriate to venue and community;
- members may only receive funding from this program once in any given fiscal year.

Recommended Selection Criteria

In awarding travel subsidies, the Adjudication Committee should base the evaluations on the following criteria:

- the degree to which the proposed professional development activity will help the applicant realize their personal or institutional professional development goals ;
- the quality of the proposed professional development programming;
- the extent of other professional development activity available in the geographic community, and/or ability to access similar information within the province or region;
- financial feasibility of the proposed program;
- previously demonstrated accountability and administrative capacity;
- commitment to report on the outcomes of the professional development activity;
- willingness and ability to share this learning in formal or informal programs for the benefit of other APA members;

Expense Eligibility

It is recommended that the following types of expenses be eligible for a travel subsidy from the APA:

- program fees;
- travel costs, accommodation and per diem;
- other specific costs such as the purchase of training materials.

It is recommended that entertainment expenses not be eligible for an APA travel subsidy grant.

Recommended Maximum Assistance

Awards should not exceed 75% of the eligible costs associated with the proposed program, to a maximum of \$3,000. The level of awards will be determined by evaluation of an Adjudication Committee.

4.4.2 In-province Travel Subsidies

The recommended in-province travel subsidy program is designed to encourage full participation in the core competency program, and to offset the financial burden placed on small organizations, or those in remote areas, who in many cases are the most in need of professional development. To that end, it is recommended that travel subsidies to attend core competency workshops should be offered toward airfare or a mileage rate comparable to that offered in the marketplace (estimated at \$.45/km currently) and be adjusted annually to reflect changes in ground travel costs. In addition, a \$150 per diem should be offered to participants travelling in excess of 200 km to attend these sessions should those participants require overnight accommodation.

A more modest travel subsidy should be offered for the Spring Intensive session. This program is more likely to be attended with organizations that have a professional development budget. Furthermore, the quality of workshop presenters should be sufficiently high such that the member organizations attending receive a substantial organizational benefit from attendance other than a financial reward.

These subsidies are only available to APA member organizations in good standing.

4.5 Monitoring and Evaluation Process

It is recommended that the APA use an outcomes-based approach to monitoring and evaluating the impact of its professional development activities.

Participants in all APA professional development programs should be asked to complete a program/activity evaluation form that asks the following questions:

- How would they rate the usefulness of the program content (poor, fair, good, very good, excellent)?
- How would they rate the instructor's knowledge of the subject (poor, fair, good, very good, excellent)?
- How would they rate the quality of the presentation (poor, fair, good, very good, excellent)?
- How would they rate their knowledge of the subject before the professional development activity (poor, fair, good, very good, excellent)?
- How would they rate their knowledge of the subject after the professional development activity (poor, fair, good, very good, excellent)?

It is further recommended that those who are applying for travel subsidies should be asked to include the following information in their application:

- an identification of their professional development goals for the year;
- a description of expected outcomes/intended result from participating in proposed professional development activity;
- and an explanation of how participating in the proposed professional development activity will contribute to meeting their professional development goals.

At the end of the fiscal year within which the travel subsidy was received, members receiving the subsidy will be asked to provide a short report on the outcomes of the professional development activity participated in. Outcomes should be described in terms of:

- new knowledge or skills acquired by the individual as a result of taking part in the professional development activity;
- specific changes in or effects on the behaviour of the individual as a result of participation in the professional development activity;
- specific changes in the status/condition of the institution as a result of the individual's participation in the professional development activity.

5. FINANCIAL PROJECTIONS AND IMPLEMENTATION PLAN

5.1 Three Year Financial Projections

The financial projections on the following pages illustrate the budget that will be required to implement APA's new three-year professional development strategy, as described in Chapter 4 of this report. The sections are organized according to the types of professional development streams recommended:

- Core Competency Workshops*
- Spring Intensive Workshops*
- Contact East/Block Booking Meeting Roundtables
- Out of Province Training
- Staff Professional Development

Each section includes the total cost of each stream of potential professional development, including of facilitator fees and travel, and maximum travel subsidy costs estimated for APA participants.

5.1.1 Core Competency Workshops

The chart below summarizes the cost of conducting one core competency workshop in each of two provinces annually. The cost of delivering the workshops will differ depending on the province in which they are conducted. For example, conducting a core competency workshop in Nova Scotia will potentially be more expensive than in other provinces given the higher membership and commensurately higher demand for travel subsidies.

These workshops will rotate on an annual basis; the average cost per province has been calculated for budgeting purposes. Overall, this professional development component will cost an average of \$11,310 annually, consisting of approximately \$5000 in travel subsidies and \$6,310 in facilitator costs, travel, venue and materials, less a small amount of revenue from non-members.

* includes related travel subsidy costs

Stream 1: Core Competencies Workshops					
	NS	NB	PEI	NL	Total
Member Participation Estimate:					
Total members with budgets of \$250,000 or less- as per survey	16	4	1	1	22
Total members with budgets between \$250,000 and \$500,000	6	0	3	4	13
Non-respondents with budgets less than \$500,000 (estimate)	5	2	1	0	8
Total potential current member participation	27	6	5	5	43
Non-member Participation Estimate:					
Current non-members identified	23	10	11	13	57
Estimated participation rate	20%	20%	20%	20%	
Total potential participation- current non-members	5	2	2	3	11
Total potential participation (maximum)- members and non-members	32	8	7	8	54
Facilitator- one day session, one day prep, \$600/day	1,200	1,200	1,200	1,200	
Facilitator perdiem @ \$200/day	400	400	400	400	
Facilitator travel (air and ground)	750	750	750	1,000	
Venue cost- one day	400	400	400	400	
Travel subsidy to central location for members @ \$.45/km (assume PD held in Halifax, Fredericton, Charlottetown, St John's)	3,870	1,260	270	495	
Airfares				2,000	
\$150 perdiem for those travelling over 2 hours (members only)	1,350	300	-	750	
\$25 lunch/printing costs per participant- estimate	790	200	180	190	
Less: non-member fees at \$50 per person	- 115	- 50	- 55	- 65	
Total Cost Per Province	8,645	4,460	3,145	6,370	
Average cost per province:					\$ 5,655
Total Maximum Estimated Cost- Delivering core competency workshops- 2 per year					\$ 11,310

5.1.2 Spring Intensive Skills Development Workshops

Based on the assumption that this stream of professional development will draw on higher-profile facilitators, we believe that this activity has the potential to attract the greatest numbers of participants on an annual basis. Costs are estimated at just under \$22,000 annually in the chart below. These costs include fees commensurate with experienced session leaders and fees for session moderators for the two professional development days. Travel subsidies are budgeted at \$4000 and projections assume 75% of the membership will receive a subsidy of \$100 per participant. It is anticipated that non-member organizations will attend these sessions at a nominal fee of \$100 each, and will not be eligible for travel subsidies.

Stream 2: Skills Development Workshops (May AGM)	
Total Membership	53
Estimated participation rate	75%
Estimated member attendance	40
Estimated non-member attendance	10
Total estimated attendance	<u>50</u>
Two facilitators- average \$1500/day- delivery and prep days, 2 facilitators	9,000
Moderators/local facilitators- average \$600/day- delivery and prep days	3,600
Facilitator travel & accommodations	3,000
Venue cost	800
Travel subsidy per participant : \$100 for participants residing over one hour from workshop location	4,000
\$25 per day lunch and materials for participants	2,488
Less: Non-member fee @ \$100 each	- 1,000
Total Skills Development Costs	\$ 21,888

5.1.3 Contact East and Block Booking Workshops/Roundtables

As the following chart outlines, recommended roundtables conducted at Contact East and at the Block Booking Session will incur small honorariums for facilitators largely sourced from within the APA membership. However, a travel allowance has been included to provide for the cost of bringing in an external facilitator who will also be offered the honorarium rate of \$300.

Stream 3: Roundtables / Short Workshops	
<u>Contact East</u>	
Facilitator fees (4 x \$300)	1,200
Facilitator travel (2 external)	2,000
	\$ 3,200
<u>Block Booking Session</u>	
Facilitator fee	\$ 300
Total Roundtable Costs	\$ 3,500

5.1.4 Professional Development Travel Grants¹⁸

The chart below indicates a \$20,500 allowance set aside annually for out of province travel grants and mentoring/job shadowing exchanges.

Stream 4: Professional Development Training Grants	
Training grants at \$3000 max (minimum 6 grants per year)	\$ 18,000
Travel costs for mentoring/job shadowing	\$ 2,500
	\$ 20,500

¹⁸ Relates to the cost of out-of-province travel subsidies only. In-province travel subsidies are included in expense projections for the Core Competencies Workshops and the Spring Professional Development Intensive.

5.1.5 Staff Professional Development Opportunities

As an organization committed to professional development and training, it is only appropriate for APA to invest in its own staff, Therefore, as the following chart indicates, a \$2000 allowance has been set aside for staff professional development and training.

Stream 6: Staff Professional Development Opportunities	
APA staff professional development	\$ 2,000

5.1.6 Total Annual Cost

TOTAL ESTIMATED COST OF DELIVERING PD	\$ 59,198
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5.2 Implementation Timeline

The timeline for implementation of this professional development strategy covers a three year period, commencing in the upcoming fiscal year, 2009/2010 and running through to 2011/2012.

APPENDIX A: LIST OF NON-APA MEMBERS

The list on the follow page contains the names of presenting organizations that are not currently members of the APA but who might be candidates for taking part in APA professional development activities on a user-pay basis.

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Organization/Event Name	Location	Contact	Telephone	Email
Flamenco Festival Atlantic	Halifax, NS	Maria Osende	902-492-8878	maria@flamencofestival.ca
Celtic Colours International Festival	Cape Breton, NS	Joella Foulds	877-285-2321	through their website
Lunenburg Folk Harbour Festival	Lunenburg, NS		902-634-3180	info@folkharbour.com
Cape Breton International Drumming Festival	Cape Breton, NS		902-727-2337	
Festival of Cape Breton Fiddling	St. Ann's, NS		902-849-8476	cbfiddlers@seaside.ns.ca
Halifax Pop Explosion	Halifax, NS	Waye Mason	902-482-8176	wayemason@gmail.com
In the Dead of Winter Music Festival	Halifax, NS	Heather Gibson		hoibson@inthedeadofwinter.com
Evolve Music and Awareness Festival	Antigonish, NS			info@evolvefestival.com
Atlantic Jazz Festival	Halifax, NS	Lulu Healy	902-492-0812	lulu@jazzeast.com
Dutch Mason Blues Festival	Truro, NS			dmbfadmin@dtutchmason.com
Arkandor Summer Music Festival	Bras d'Or, NS		736-1521	arkandor@istar.ca
Festival international de musique de chambre de la Baie des Chaleurs	Dalhousie, NB		1-888-414-5111	info@fmcbbc.nb.ca
Festival international de musique baroque de Lamèque	Lamèque, NB	Mathieu Lussier	1-800-320-2276	baroque@nbnet.nb.ca
Music at the Three Churches - Mahone Bay Summer Concerts	Mahone Bay, NS		902-531-2248	threechurches@hotmail.com
New Brunswick Summer Music Festival	Fredericton, NS	Nancy Reid	506-458-7836	
Octagon Arts Centre	Dingwall, NS		902-383-2246	info@marklandresort.com
Scotia Festival of Music	Halifax, NS	Chris Wilcox	902-429-9467	admin@scotiafestival.ns.ca
Edmunston Jazz & Blues Festival	Edmunston, NB		506-737-8188	info@jazzbluesedmundston.com
Saint John Jazz and Blues Festival	Saint John, NB		506-642-5299	info@saintjohnjazzandblues.com
Miramishi Folk Song Festival	Miramishi, NB		506-623-2150	bb2@nb.sympatico.ca
Alderney Landing	Dartmouth NS	Bea McGregor		
Rollo Bay Fiddle Festival	Souris, PE	Peter Chaisson	902-687-2584	Info@RolloBayFiddleFest.ca
PEI Jazz and Blues Festival	Charlottetown, PE		902-894-8364	jazzandblues@pei.sympatico.ca
Festival 500 - Sharing the Voices	St. John's, NL		709.738.6013	staff@festival500.com
Sound Symposium	St. John's, NL		709-753-4630	soundart@nfld.com
Wreckhouse Jazz & Blues Festival	St. John's, NL	Shaun Jackman	709-739-7736	shaun@wreckhousejazzandblues.com
Newfoundland and Labrador Folk Festival	St. John's, NL	Peter Narvaez	576-8508	badaxe7@gmail.com
Labrador West Music Festival	Labrador City, NL		709-944-2555	coordinator@labwestmusic.ca
Victoria Village Playhouse	Victoria, PE	Pat Stunden Smith	1-800-925-2025	pat@victoriaplayhouse.com
Carrefour Theatre	?	?	?	?
Louisburg Playhouse	Louisburg, NS		902-733-2996	lsbg_playhouse@ns.sympatico.ca
Glasgow Square Theatre	New Glasgow, NS		902-752-4800	cmunroe@newglasgow.ca
Ingrahan Barn	Fredericton, NS		506-363-4999	info@kingslanding.nb.ca
la Boite Theatre	Caraquet, NB		506-727-3277	
Theatre l'Escaouette	Moncton, NS		506-855-0001	
Woody Point Heritage Theatre	Woody Point, NL	Charlie Payne	709-453-2304	infor@heritagetheatre.nf.ca
Resource Centre for the Arts	St. John's, NL		709-753-4531	rcat@nfld.net
Sackville Early Music Festival	Sackville, NB		506-852-0967	info@SackvilleEarlyMusic.ca
Harvest Jazz and Blues Festival	Fredericton, NS		506-454-2583	info@harvestjazzandblues.com
Tuckamore Festival of Chamber Music	St. John's, NL	Nancy Dahn	709-737 2372	tuckamorefestival@nfld.com
Halifax International Tattoo	Halifax, NS		902-420-1114	have to email through website
Upstream Music Association	Halifax, NS	Paul Cram		paulcram@accesswave.ca
Festival By the Marsh	Sackville, NB	Ron Kelly Spurles	506-364-2179	info@festivalbythemarsh.ca
Salty Jam Festival	Saint John, NB			info@saltyjam.ca
St. Peter's Bay Courthouse Theatre	Saint Peter's Bay, PE		902 961-3636	
Festival of Small Halls	PE	Ward MacDonald	902-892-2308	
Evangeline Bluegrass and Traditional Music Festival	Abram Village, PE	Albert Arsenault	902-854-3391	albert.arsenault@summerside.ca
Cavendish Beach Music Festival	Winsloe, PE			info@cavendishbeachmusic.com
Emerald Junction Sumerfest Music Festival	Emerald, PE	Kent Croken	902-886-2479	kent.croken1@pei.sympatico.ca
Close to the Ground Concert Series	Pooles Corner, PE		902-394-1115	
PEI Bluegrass and Old Time Music Festival	Rollo Bay, PE	Shirley Jay	902-566-2641	asiav@eastlink.ca
Grand Bank Regional Theatre Festival	Grand Bank, NL	Berni Stapleton	709-832-2282	theatrefestival@townofgrandbank.net
Gros Morne Summer Music Festival	Bonne Bay, NL	David Maggs	709-639-7293	davmaggs@yahoo.ca
Stephenville Theatre Festival	Stephenville, NL	Eva Moore	709-643-9160	eva@stf.nf.ca
Newfoundland and Labrador Dance Presenters	St. John's, NL	Sarah Joy Stoker	709-722-9454	ndw@nfld.net
Princess Sheila NaGeira Theatre	Carbonear, NL		709-596-7529	info@princesssheilatheatre.com
Harvey Hall	New Hebron, NB	Jim Bluwett	506-887-2314	jim@isaacandblewett.com

APPENDIX B: LIST OF POTENTIAL PROFESSIONAL DEVELOPMENT FACILITATORS

Resource Person/ Organization	Area(s) of Competency	Contact Information
Bagnell, Kurt (Banff)	Marketing and Curatorial Skills	
Hamilton, Leah (Halifax)	Financial Management for Boards and Staff	ldhamilton@ns.sympatico.ca
Harquail, Judy (Toronto)	National and International Touring, Marketing	jlharquail@aol.com
Harrington, Brenda (St. Albert)	Marketing and Curatorial Skills	
Hauser, Gay (Halifax)	Audience Development for specialized presentations	liveartgay@eastlink.ca
Kearns, Lendra (Tucson)	Audience Development and Marketing	
Lorenowicz, Karen (Toronto)	Branding	karen.lorenowicz@sympatico.ca
Marsland, Jane (Toronto)	Developing and Articulating Vision; Relationship based Marketing and Fundraising; Organizational Health; Finance	jmarsland@sympatico.ca
McCurdy, Brian (Kingston)		
McDowell, Wendy (Toronto)	Fundraising and Development	
Smith, Peter D. (St. John)	Operations Management	

Resource Person/Organization	Area(s) of Competency	Contact Information
Turk, Peter (Toronto)	Choosing Fundraising Software; integrated contact and communications software for contact management, e-mail, marketing, and fundraising	peter.turk@sumac.com
Walker-Kuhne, Donna (New York)	Audience Development for Diverse audiences; understanding the implications of shifting demographics	dw12@nyu.edu
Winchester, Jennifer Green (Toronto)	Web marketing, e-mail and newsletter communications	
Yerxa, Tim (Fredericton)	Marketing, Audience Development, Community Development, Curatorial Skills	tim@theplayhouse.ca
The National Performance Network (New Orleans)	facilitates partnerships between artists and presenters; professional development; nationwide in US	www.npnweb.org
Theatre Communications Group (New York)	network of small not for profit theatres; professional development and conferences	www.tcg.org
Arts Presenters Seminars (Washington D.C.)	association of performing arts presenters; conference, professional development	www.artspresenters.org
International Society for the Performing Arts (New York)	international conferences and professional development	www.ispa.org
League of American Orchestras	conferences, meetings, learning and leadership development	www.americanorchestras.org
The Aspen Institute	values based leadership; critical issue discussion; addresses many social issues	www.aspeninstitute.org

APPENDIX C: LIST OF INTERVIEW AND RESOURCE PARTICIPANTS

1. Duane Andrews, Musician
2. Chris Ball, Manager, Astor Theatre, Liverpool
3. Deb Beauregard, Acting Director, CAPACOA
4. Joan Bosworth, Music and Dance Officer, Flying Squad Program, Canada Council
5. Claudia Buckley, Theatre Officer, Flying Squad Program, Canada Council
6. Steve Butler, Agent, Paquin Entertainment
7. Darcy Campbell, Confederation Centre of the Arts
8. Sage Crump, Program Director, Performing Arts Exchange
9. Robin Anne Ettles, Operations Manager, Capitol Theatre, Moncton
10. Warren Garrett, Executive Director, CCIO; Program Chair, CAPACOA
11. Peter Guildford, Program Director, Dept. of Tourism, Culture and Heritage, Nova Scotia
12. Judy Harquail, Consultant
13. Harry Holman, Director Culture and Sport, Dept. of Community and Cultural Affairs, PEI
14. Susan Hoover, Artistic Director, Osprey Arts Centre
15. Martin Lacelle, Executive Director, RADARTS
16. Jack Langenhuizen, Co-Artistic Director, Motus O
17. Jean Claude Leblanc, Program Officer, Atlantic Region, Dept. of Canadian Heritage
18. Desmond Maillet, Program Consultant, Dept. of Wellness, Culture and Sport, New Brunswick
19. Richard Mill, Vice President, Performing Arts Division, Feldman and Associates
20. Julia Pike, Executive Director, PEI Cultural Human Resources Council
21. Colin Richardson, Technical Director, Rebecca Cohn Auditorium
22. Nancy Schell, Executive Director, Performing Arts, New Brunswick
23. Christopher Shore, Executive Director, Theatre Nova Scotia
24. Peter D. Smith, General Manager, Imperial Theatre, St. John
25. Richard Stoker, Manager Program and Promotions, Arts and Culture Centres, Newfoundland and Labrador
26. Sue Urquhart, Executive Director, Atlantic Presenters Association
27. Tim Yerxa, Executive Director, The Playhouse, Fredericton