



# CONNECT

KNOWLEDGE ALLIANCE  
FOR AUDIENCE DEVELOPMENT

## Compendium of **CONNECT** syllabuses Twin-Track Programme



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## CREDITS

The Twin Track Programme (TTP) has been entirely co-designed by the CONNECT partners and summarised in this compendium of syllabuses by Macarena Cuenca (University of Deusto) and Jonathan Goodacre (The Audience Agency).

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### CONNECT partners



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## Introduction

This document contains a compendium of syllabuses designed and used for the CONNECT Twin Track Programme (TTP). The CONNECT TTP was for students and practitioners who were currently or potentially wanting to pursue a career in arts and cultural management and would like to learn how audience development strategies are developed in practice. It brought students and practitioners together in a process of mutual benefit in which each learnt from each as well as from the taught element of the course.

Audience Development is an increasingly important concept in the European Cultural Sector and it is therefore vital that it is taught well in universities and other training organisations. The Creative Europe programme defines audience development in this way:

*Audience development is a strategic, dynamic and interactive process of making the arts widely accessible. It aims at engaging individuals and communities in experiencing, enjoying, participating in and valuing the arts through various means available today for cultural operators, from digital tools to volunteering, from co-creation to partnerships.*

There are a range of skills and competencies associated with Audience Development which this course seeks to facilitate and teach. Notably, it differs from similar courses in the way that it works with and alongside cultural organisations aiming to bridge the gap between teaching in the academic/higher education world and continuous professional development in the cultural sector.

This 'Connect Dynamic' can be characterised as embodying

|   |
|---|
| Knowledge that is up to date and rooted in the real world |
| +   |
| Practice that is informed by theory and the wider world   |

This programme is therefore described as 'Twin Track' with 'students' (engaged in the University Courses) working with 'practitioners' (working in cultural organisations) on audience development action research initiatives.

It comprises a series of taught sessions for both students and practitioners with an action research internship at its centre. This involves students and practitioners working as pairs to implement a short term project related to audience development in the organisation. This was decided and worked out in the early stages of the course, with the action research internship

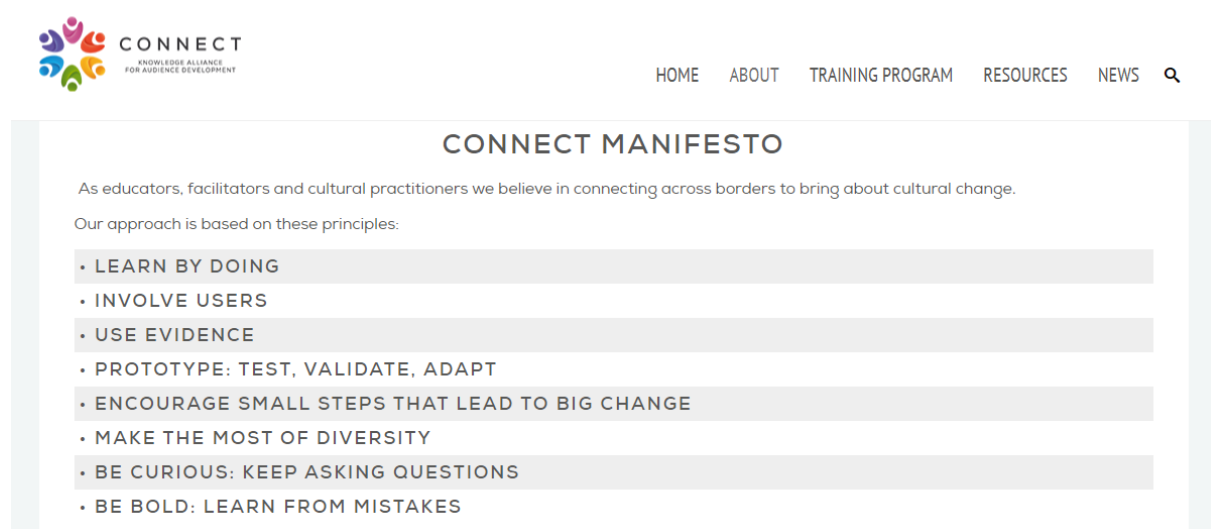


taking place within the middle to end phase of the course and the outcomes brought back to the group for discussion.

Action research in this context means a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. The primary purpose of action research is to solve a particular problem and to produce guidelines for effective practices.


Participants were supported by expert mentors who guided and help them to address and deal with difficulties and successes encountered and to reflect on the learning which is taking place.

The spirit of the TTP is condensed in the CONNECT manifesto that is published on our website:



The screenshot shows the top of the CONNECT website. On the left is the CONNECT logo, which consists of four stylized human figures in blue, orange, green, and red, with the text "CONNECT" and "KNOWLEDGE ALLIANCE FOR AUDIENCE DEVELOPMENT" below it. To the right of the logo is a navigation menu with links: HOME, ABOUT, TRAINING PROGRAM, RESOURCES, NEWS, and a search icon. Below the navigation menu is a section titled "CONNECT MANIFESTO". The text in this section reads: "As educators, facilitators and cultural practitioners we believe in connecting across borders to bring about cultural change. Our approach is based on these principles:" followed by a list of eight principles, each on a separate line with a bullet point: "LEARN BY DOING", "INVOLVE USERS", "USE EVIDENCE", "PROTOTYPE: TEST, VALIDATE, ADAPT", "ENCOURAGE SMALL STEPS THAT LEAD TO BIG CHANGE", "MAKE THE MOST OF DIVERSITY", "BE CURIOUS: KEEP ASKING QUESTIONS", and "BE BOLD: LEARN FROM MISTAKES".

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## CONNECT MANIFESTO

As educators, facilitators and cultural practitioners we believe in connecting across borders to bring about cultural change.

Our approach is based on these principles:

- LEARN BY DOING
- INVOLVE USERS
- USE EVIDENCE
- PROTOTYPE: TEST, VALIDATE, ADAPT
- ENCOURAGE SMALL STEPS THAT LEAD TO BIG CHANGE
- MAKE THE MOST OF DIVERSITY
- BE CURIOUS: KEEP ASKING QUESTIONS
- BE BOLD: LEARN FROM MISTAKES

## Module 1: Introduction and key concepts

|                                |                               |                       |               |
|--------------------------------|-------------------------------|-----------------------|---------------|
| Degree                         |                               |                       | Academic year |
| Insert the name of your degree |                               |                       | 20XX / 20XX   |
| Unit                           |                               |                       | Semester      |
| Unit 1                         | Introduction and key concepts |                       | 1             |
| Type                           | Language                      | ECTS Credits          |               |
| Compulsory                     | Insert language               | Insert number of ects |               |
| Lecturers                      |                               |                       |               |

### DESCRIPTION

Audience Development is an increasingly important phenomenon in the European Cultural Sector. It is therefore vital both to understand its key concepts as well as to build the skills and capacity that can enable its delivery.

In this Unit 1. **Introduction and key concepts**, the theories of audience development are presented through its three dimensions – educational, artistic and promotional – within a framework of a debate about the relationship between cultural institutions, policy and the public.

Audience development has developed since the 1990s to address a perceived 'gap' between the idealistic idea that 'culture is for everyone' and the reality that in institutional terms it caters only for part of society. This unit will deal with the evolution of the theory, its relationship to concepts such as cultural democracy and marketing. Students will be encouraged to think critically about its role and application and to consider how it transfers into practice.

The place of audience development in a variety of regional, national and international cultural policies will be briefly examined, with students expected to support those ideas through reading and further research.

The importance of placing audiences (visitors, participants, users) at the centre of a cultural organisation's vision and mission will be explored. This will also consider the elements that are needed for audience development to take place such as evidence based understanding of the public and the embracing of change management and action research philosophies.

The student will be introduced to the themes of the course and the components they will be required to study and debate

### LEARNING OUTCOMES IN TERMS OF GENERIC AND SPECIFIC COMPETENCES

- **Generic Competences:**

GC4. Critical thinking: To develop reflective independent thinking that encourages analysis of the coherence of relevant judgements whilst assessing their personal and social implications. It requires an understanding of the determination and creation of cultural and social theories, their influences and the relative merits of differing approaches.

- **Specific Competences:**

SC1. Cultural environment and creative processes. To show a dynamic and integrated vision of the creative processes and of the role that audience development plays in the cultural sector through the identification and explanation of the relevant factors and theories of this context.

## CONTENTS

The proposed contents to be developed in this **Unit 1. Introduction and key concepts** are the following:

- Theories of audience development
- Connection with cultural policy and ideas of culture
- The dimensions of audience development (artistic, promotion, mediation)
- Relationship to vision, mission and purpose
- Organisational attitudes and mind-set required
- Change management, organisational change and the individual as change-maker

## TEACHING-LEARNING STRATEGY

The knowledge and competencies will be developed through a mixture of teaching methods including lectures and student centred of problem-based learning.

Various activities will take place in the classroom, mainly in the form of master class (seminar and practical classes) for knowledge transmission. Techniques will include:

- Critical reading
- Presentation of key theories
- Outlining of applicable case studies
- Group and individual exercises
- Debate around key themes
- Learning forums for evaluation of the action research initiatives

## ASSESSMENT SYSTEM

Suggested assessment rubrics

### **GC4. Critical thinking**

**Indicator:** Identifying underlying ideas, principles, models and values of critical judgements

Descriptors and assessment marks:

1. Makes unfounded statements
2. Loosely associates some statements with certain stands
3. Identifies the principles or ideas underlying judgements
4. Relates statements and judgements to underlying values
5. Justifies judgements on the basis of underlying theoretical models and Values

### **SC1. Cultural environment and creative processes**

**Indicator:** Having an integrating vision of the role that audience development plays in the cultural sector.

Descriptors and assessment marks:

1. Does not understand the role that audience development plays in the cultural sector.
2. Partially understands the role that audience development plays in the cultural sector
3. Understands the main aspects of the role that audience development plays in the cultural sector, but shows a partial vision.
4. Shows a general vision of the role that audience development plays in the cultural sector.
5. Shows a comprehensive and coherent vision of the role that audience development plays in the cultural sector, being able to identify the related essential challenges

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## Module 2: How to understand your organisation

|                                |                                     |                       |               |
|--------------------------------|-------------------------------------|-----------------------|---------------|
| Degree                         |                                     |                       | Academic year |
| Insert the name of your degree |                                     |                       | 20XX/20XX     |
| Unit                           |                                     |                       | Semester      |
| Unit 2                         | How to understand your organisation |                       | 1             |
| Type                           | Language                            | ECTS Credits          |               |
| Compulsory                     | Insert language                     | Insert number of ects |               |
| Lecturers                      |                                     |                       |               |

### DESCRIPTION

Once the fundamental concepts of audience development have been explored, the implications for the cultural organisation will be considered. This Unit 2. How to understand your organization, will look at internal and external analysis with special attention placed on various analytical tools that can provide diagnostics of the cultural institution and deeper knowledge of its audiences through the use of different research methodologies.

It will look especially at the context and basis on which organisational decisions are made and the planning that will be required as a consequence.

Participants will be able to identify the key internal and external stakeholders and to understand their interest and power in the cultural organisation, to understand the organisation's situation before looking more precisely at the relationship with the public, the audience insights needed, and the research that is required.

The unit will also explore the skills required working in cultural organisations looking at the analytical, team and project management skills required to develop audience development strategies.

### LEARNING OUTCOMES IN TERMS OF GENERIC AND SPECIFIC COMPETENCES

- **Generic Competences:**  
GC4. Critical thinking: To develop reflective independent thinking that encourages analysis of the coherence of relevant judgements whilst assessing their personal and social implications. It requires an understanding of the determination and creation of cultural and social theories, their influences and the relative merits of differing approaches.
- **Specific Competences:**  
SC1. Cultural environment and creative processes. To show a dynamic and integrated vision of the creative processes and of the role that audience development plays in the cultural sector through the identification and explanation of the relevant factors and theories of this context.

## CONTENTS

The proposed contents to be developed in this **Unit 2. How to understand your organization** are the following:

- Conducting an internal audit using analytical tools (SWOT, PEST, etc.)
- Network and stakeholder mapping
- Asset mapping
- Assessing combination between artistic, promotional and educational aspects
- Competitor analysis
- Entrepreneurial thinking and its relation to organisation dynamics
- Organisational cultures and group dynamics
- Values and brand analysis

## TEACHING-LEARNING STRATEGY

The knowledge and competencies will be developed through a mixture of teaching methods including lectures and student centred of problem-based learning.

Various activities will take place in the classroom, mainly in the form of master class (seminar and practical classes) for knowledge transmission. Techniques will include:

- Critical reading
- Presentation of key theories
- Outlining of applicable case studies
- Group and individual exercises
- Debate around key themes
- Learning forums for evaluation of the action research initiatives

## ASSESSMENT SYSTEM

Suggested assessment rubrics

### **GC4. Critical thinking**

**Indicator:** Weighing the practical implications of decisions and proposals

Descriptors and assessment marks:

1. Ignores practical implications
2. Considers practical implications, without adequately weighing them
3. Weighs the probable implications of decisions and proposals
4. Reconsiders proposals and decisions in light of reflection, weighing probable implications
5. Considerably improves proposal/decision thanks to evaluation made

### **SC1. Cultural environment and creative processes**

**Indicator:** Understanding the place of audiences in the creative processes and the cultural organizations.

Descriptors and assessment marks:

1. Does not understand the place of audiences in the creative processes and the cultural organizations, and is not able to provide adequate examples.
2. Identifies some aspects related to the place of audiences in the creative processes and the cultural organizations and explains them at a basic level.
3. Knows the main aspects of the place of audiences in the creative processes and the cultural organizations, but does not connect them with theoretical models.
4. Knows most of the aspects of the place of audiences in the creative processes and the cultural organizations, and explains them at a detailed level connecting them with some theoretical models.
5. Fully understands the place of audiences in the creative processes and the cultural organizations, connecting them with theoretical models and being able to provide adequate examples.

## BIBLIOGRAPHY

- Bollo, A., Da Milano, C., Gariboldi, A. y Torch, C. (2017). *Final Report - Study on Audience Development - How to place audiences at the centre of cultural organisations*. Brussels: European Commission. Directorate-General for Education, Youth, Sport and Culture.
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## Module 3: How to understand your audiences

|                                |                                  |                       |               |
|--------------------------------|----------------------------------|-----------------------|---------------|
| Degree                         |                                  |                       | Academic year |
| Insert the name of your degree |                                  |                       | 20XX/2XX9     |
| Unit                           |                                  |                       | Semester      |
| Unit 3                         | How to understand your audiences |                       | 1             |
| Type                           | Language                         | ECTS Credits          |               |
| Compulsory                     | Insert language                  | Insert number of ects |               |
| Lecturers                      |                                  |                       |               |

### DESCRIPTION

This **Unit 3. How to understand your audiences** explores the use of data as the basis of audience development strategies. Looking at what data exists and what can be created or developed it ensures that audience development is based on fact and statistically robust findings.

It develops the ideas established in the first two units looking more specifically at what it is that the organisation wants to achieve for its audiences leading from its vision, mission and purpose. This includes considering the judicious use of a variety of methodologies, quantitative and qualitative, usage of secondary data and comparative indicators. It will also link with key models such as evaluation frameworks and the 'theory of change' which can be used to understand current audiences and those that are not engaged.

Students will consider how this pertains to the action research initiatives they could develop during the course and will enable them to understand and develop research methodologies.

There will also be attention paid to the framing and modelling of data and its results and the consequent strategies that can be employed in order to engender change. Case studies will also be important helping students to make the interpretation that can lead to useful insight about actual and potential audiences and the way this can be converted into action that makes a difference.

### PREREQUISITES

None

### LEARNING OUTCOMES IN TERMS OF GENERIC AND SPECIFIC COMPETENCES

- **Generic Competences:**  
GC4. Critical thinking: To develop reflective independent thinking that encourages analysis of the coherence of relevant judgements whilst assessing their personal and social implications. It requires an understanding of the determination and creation of cultural and social theories, their influences and the relative merits of differing approaches.
- **Specific Competences:**  
SC1. Cultural environment and creative processes. To show a dynamic and integrated vision of the creative processes and of the role that audience development plays in the cultural sector through the identification and explanation of the relevant factors and theories of this context.

## CONTENTS

- Research and data frameworks of current and potential audiences
- Research methods, their implications and considerations
- Segmentation and profiling of the public
- Ansoff Matrix
- Developing strategies from findings - 4/9ps model
- User/customer journey

## TEACHING-LEARNING STRATEGY

The knowledge and competencies will be developed through a mixture of teaching methods including lectures and student centred of problem-based learning. At the centre of the course is the action research internship in which students work with practitioners in an organisation to develop an audience development initiative which is tried and tested. Students will also be supported through mentorship from external experts.

### Classroom activities

Various activities will take place in the classroom, mainly in the form of master class (seminar and practical classes) for knowledge transmission. Techniques will include:

- Critical reading
- Presentation of key theories
- Outlining of applicable case studies
- Group and individual exercises
- Debate around key themes
- Learning forums for evaluation of the action research initiatives
- Gamification
- Role playing
- Canvas

## ASSESSMENT SYSTEM

Suggested assessment rubrics

### **GC4. Critical thinking**

**Indicator:** Weighing the practical implications of decisions and proposals

Descriptors and assessment marks:

6. Ignores practical implications
7. Considers practical implications, without adequately weighing them
8. Weighs the probable implications of decisions and proposals
9. Reconsiders proposals and decisions in light of reflection, weighing probable implications
10. Considerably improves proposal/decision thanks to evaluation made

### **SC1. Cultural environment and creative processes**

**Indicator:** Understanding the place of audiences in the creative processes and the cultural organizations.

Descriptors and assessment marks:

6. Does not understand the place of audiences in the creative processes and the cultural organizations, and is not able to provide adequate examples.
7. Identifies some aspects related to the place of audiences in the creative processes and the cultural organizations and explains them at a basic level.
8. Knows the main aspects of the place of audiences in the creative processes and the cultural organizations, but does not connect them with theoretical models.
9. Knows most of the aspects of the place of audiences in the creative processes and the cultural organizations, and explains them at a detailed level connecting them with some theoretical models.
10. Fully understands the place of audiences in the creative processes and the cultural organizations, connecting them with theoretical models and being able to provide adequate examples.



## BIBLIOGRAPHY

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## Module 4: How to develop strategies and ideas

|                                |                                     |                       |               |
|--------------------------------|-------------------------------------|-----------------------|---------------|
| Degree                         |                                     |                       | Academic year |
| Insert the name of your degree |                                     |                       | 20XX / 20XX   |
| Unit                           |                                     |                       | Semester      |
| Unit 4                         | How to develop strategies and ideas |                       | 1             |
| Type                           | Language                            | ECTS Credits          |               |
| Compulsory                     | Insert language                     | Insert number of ects |               |
| Lecturers                      |                                     |                       |               |

### DESCRIPTION

The earlier units establish the situational and contextual elements of audience development with this **Unit 4. How to develop strategies and ideas** then leading on to the setting of audience development strategies. The strategic plan explains what the organisation is trying to achieve enabling the right decisions and allocation of resources to be made, developing an action plan in a clear and practical way, over a defined period of time.

It will provide students with the tools to think strategically using creative techniques as well as established planning frames such as the logic model and theory of change. Entrepreneurial ways of thinking, problem based learning and double loop evaluation will also form an essential part of the process.

The involvement of team members and the necessity of working collectively towards common goals will also be examined with the development of personal skills and capacities of persuasion and change-making forming part of this unit, leading into the next unit in which it is examined more concretely.

### LEARNING OUTCOMES IN TERMS OF GENERIC AND SPECIFIC COMPETENCES

- **Generic Competences:**  
GC2. Entrepreneurship, creativity and innovation (Level 2): To take the initiative by involving others, facilitating participation in the creation of original and quality ideas that can formally be reflected in innovative processes aimed at achieving better results in real situations
- **Specific Competences:**  
SC2. Audience-centered approach: To show an attitude clearly oriented towards the audience through the integration of the foundations of audience development and its implications in the cultural organization.

### CONTENTS

The proposed contents to be developed in this **Unit 4. How to develop strategies and ideas** are the following:

- Developing strategies and integrating with organisational vision
- Linking purpose to audience goals
- Project design and management tools
- Creative techniques to develop ideas
- Logic model and theory of change

## TEACHING-LEARNING STRATEGY

The knowledge and competencies will be developed through a mixture of teaching methods including lectures and student centred of problem-based learning. Various activities will take place in the classroom, mainly in the form of master class (seminar and practical classes) for knowledge transmission. Techniques will include:

- Critical reading
- Presentation of key theories
- Outlining of applicable case studies
- Group and individual exercises
- Debate around key themes
- Learning forums for evaluation of the action research initiatives
- Brainstorming
- Role Playing
- Gamification
- Canvas for cultural organizations

## ASSESSMENT SYSTEM

Suggested assessment rubrics:

### GC2. Entrepreneurship, creativity and innovation

**Indicator:** Proposing groundbreaking ideas as far as contents, development etc. are concerned.

Descriptors and assessment marks

1. His/her ideas lack singularity or originality
2. His/her ideas are innovative but based on existing solutions.
3. Proposes groundbreaking ideas. Appreciates radical or unconventional ideas
4. Proposes groundbreaking ideas that help others to question the existing way of doing things
5. Adopts novel approaches, generates new ideas and injects creativity into whatever he/she does, improving systems, procedures and processes.

### SC2. Audience-centered approach:

**Indicator:** Embracing the foundations of audience development

Descriptors and assessment marks

1. Does not understand the foundations of audience development.
2. Identifies some aspects of the foundations of audience development and explains them at a basic level.
3. Knows the main aspects of the foundations of audience development, but does not connect them with theoretical models
4. Understands most of the aspects of the foundations of audience development, and explains them at a detailed level connecting them with some theoretical models.
5. Fully assimilates the foundations of audience development, connecting them with theoretical models and being able to provide adequate examples.

**Indicator:** Foreseeing the implications of audience development for the cultural organisation

Descriptors and assessment marks

1. Does not identify the implications of audience development for the cultural organisation.
2. Partially identifies the implications of audience development for the cultural organisation.
3. Recognizes the main implications of audience development for the cultural organisation, but does not anticipate them.
4. Anticipates the implications of audience development for the cultural organization but lacking to some extent the vision of their interrelation.
5. Envisions the implications of audience development for the cultural organization in an interrelated and comprehensive way.

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## Module 5: How to design your experiment and make the case

|                                |   |                       |               |
|--------------------------------|---|-----------------------|---------------|
| Degree                         |   |                       | Academic year |
| Insert the name of your degree |   |                       | 20XX / 20XX   |
| Unit                           |   |                       | Semester      |
| Unit 5                         | How to design your experiment and make the case |                       | 2             |
| Type                           | Language  | ECTS Credits          |               |
| Compulsory                     | Insert language                                 | Insert number of ects |               |
| Lecturers                      |   |                       |               |

### DESCRIPTION

This **Unit 5. How to design your experiment and make the case** enables students to develop an audience development action research project design in a cultural organisation. Based on the previous analysis, the students will assume a challenge that will be formulated as an action research project based on heuristic and prototype design tools. Once the implementation of the action research project has been finalised, a global reflection of the process related to the theoretical framework acquired in the theoretical-practical module will be carried out.

Students will work alongside practitioners from cultural organisations to develop an initiative that will help that organisation to develop its audience using one or more of the artistic, mediation or promotional aspects. Support will be provided in order to establish a project that is realisable and implementable and that is intended to lead towards a change of approach to the audience for that organisation.

New ideas in management will be introduced such as agile management, design thinking and co-creation with students asked to consider its influence on project conception and planning.

This unit will also emphasise the necessity of co-operative working, influencing for change, participatory practice and delivery. The placing of the action research initiative within an evaluation framework will be emphasised.

### LEARNING OUTCOMES IN TERMS OF GENERIC AND SPECIFIC COMPETENCES

- **Generic Competences:**  
GC2. Entrepreneurship, creativity and innovation (Level 2): To take the initiative by involving others, facilitating participation in the creation of original and quality ideas that can formally be reflected in innovative processes aimed at achieving better results in real situations
- **Specific Competences:**  
SC3. Understanding the audiences: To develop a research process aimed at optimizing organizational practices through the identification and management of different sources of information regarding behavior, needs and audience experience.  
SC4. Design and implementation of the audience development approaches: To design and implement an audience development approach from an integral and inclusive perspective, promoting strategies and organizing resources, systems and alliances in order to guarantee sustainability and creation of value in the short, medium and the long run for the concerned agents.



## CONTENTS

The proposed contents to be developed in this **Unit 5. How to design your experiment and make the case** are the following:

- The application of design thinking
- Prototyping and action research development
- Blueprint modelling and action planning
- Co-creation and co-production
- Agile management

## TEACHING-LEARNING STRATEGY

The knowledge and competencies will be developed through a mixture of teaching methods including lectures and student centred of problem-based learning. At the centre of the course is the action research internship in which students work with practitioners in an organisation to develop an audience development initiative which is tried and tested. Students will also be supported through mentorship from external experts.

### Classroom activities

Various activities will take place in the classroom, mainly in the form of master class (seminar and practical classes) for knowledge transmission. Techniques will include:

- Critical reading
- Presentation of key theories
- Outlining of applicable case studies
- Group and individual exercises
- Debate around key themes
- Learning forums for evaluation of the action research initiatives

### Outside-class activities

- Internship in a cultural organisation
- Create and plan an action research initiative
- Implement an action research initiative
- Evaluate and learn from action research initiative
- Support from mentor
- International networking

## ASSESSMENT SYSTEM

Suggested assessment rubrics:

### GC3. Interaction in diverse environments

**Indicator:** Understanding relations with members of diverse communities and key social partners as personally and professionally enriching

Descriptors and assessment marks:

1. Believes that diversity is a threat
2. Perceives diversity as an inevitable distinction
3. Associates diversity with the idiosyncrasy of the different communities and partners
4. Sees diversity as a complementary human and social reality
5. Sees diversity as an opportunity to engage in enriching and open processes with others

### GC4. Critical thinking

**Indicator:** Weighing the practical implications of decisions and proposals

Descriptors and assessment marks:

11. Ignores practical implications
12. Considers practical implications, without adequately weighing them
13. Weighs the probable implications of decisions and proposals
14. Reconsiders proposals and decisions in light of reflection, weighing probable implications

15. Considerably improves proposal/decision thanks to evaluation made

### SC3. Understanding the audiences

**Indicator:** Promoting and leading a research process aimed at optimizing organisational practices through the identification and management of different sources of information regarding behaviour, needs and audience experience

Descriptors and assessment marks:

1. Does not identify different sources of information regarding behaviour, needs and audience experience
2. Identifies but does not manage different sources of information regarding behaviour, needs and audience experience
3. Identifies and manages different sources of information regarding behaviour, needs and audience experience, but does not integrate them in a research process
4. Identifies and manages different sources of information regarding behaviour, needs and audience experience, integrating them in a research process that vaguely considers optimizing organisational practices
5. Promotes and leads a research process that is clearly aimed at optimizing organisational practices managing different sources of information regarding behaviour, needs and audience experience.

### SC4. Design and implementation of audience development approaches

**Indicator:** Implementing an audience development approach promoting strategies and organising resources, systems and alliances

Descriptors and assessment marks

1. Is not able to implement an audience development approach
2. Is able to implement an audience development approach.
3. Implements an audience development approach barely aligning strategies, resources, systems and alliances
4. Implements an audience development approach focusing on the alignment of strategies, resources, systems and alliances
5. Implements an audience development approach effectively promoting strategies and organising resources, systems and alliances, regularly reviewing and adapting it.

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## Module 6: How to lead change

|                                |                    |                       |               |
|--------------------------------|--------------------|-----------------------|---------------|
| Degree                         |                    |                       | Academic year |
| Insert the name of your degree |                    |                       | 20XX / 20XX   |
| Unit                           |                    |                       | Semester      |
| Unit 6                         | How to lead change |                       | 1             |
| Type                           | Language           | ECTS Credits          |               |
| Compulsory                     | Insert language    | Insert number of ects |               |
| Lecturers                      |                    |                       |               |

### DESCRIPTION

Following on from the formulation of the audience development action research project in this **Unit 6. How to lead change** the students will implement the project in a real professional context in conjunction with the partner participant from a cultural organisation and the support of a mentor. The mentor will be a professional from the cultural sector, who will contribute the experience and technical knowledge as well as with an external point of view, supporting the development of the most relevant aspects for the project success.

The key aspects to be considered in this process will be teamwork, the partnership with the participant from the cultural organisation in order to facilitate the orientation of the cultural organisation towards its audiences, as well as the inclusion of other members of the cultural organisation in the process of implementation of the action research project for its effective incorporation into the strategies of the organisation.

In addition to the mentorship, each project will have an academic tutor from the university, who will be responsible for the performance monitoring and evaluation.

The accompanying taught element of this unit will focus on ideas of change management, group dynamics and team building. This will be a particular opportunity for the students to enhance and build their personal and life skills necessary for a career in cultural management.

### LEARNING OUTCOMES IN TERMS OF GENERIC AND SPECIFIC COMPETENCES

- **Generic Competences:**  
GC1. Teamwork and leadership (Level 2): Contribute to the team consolidation and development by favoring communication, a fair distribution of tasks and the internal work environment. Whenever the occasion or the context requires it, adopt and communicate the initiatives in a convincing and coherent way that could stimulate others and contribute to the achievement of common goals.
- **Specific Competences:**  
SC3. Understanding the audiences: To develop a research process aimed at optimizing organizational practices through the identification and management of different sources of information regarding behavior, needs and audience experience.  
SC4. Design and implementation of the audience development approaches: To design and implement an audience development approach from an integral and inclusive perspective, promoting strategies and organizing resources, systems and alliances in order to guarantee sustainability and creation of value in the short, medium and the long run for the concerned agents.

## CONTENTS

The proposed contents to be developed in this **Unit 6. How to lead change** are the following:

- Change management (Kotter's Steps and other change models)
- Group dynamics and team building
- The role of formative evaluation and double loop learning
- Ideas of cultural leadership
- Facilitation and mediation techniques
- Presenting a case

## TEACHING-LEARNING STRATEGY

The knowledge and competencies will be developed through a mixture of teaching methods including lectures and student centred of problem-based learning. At the centre of the course is the action research internship in which students work with practitioners in an organisation to develop an audience development initiative which is tried and tested. Students will also be supported through mentorship from external experts.

### Classroom activities

Various activities will take place in the classroom, mainly in the form of master class (seminar and practical classes) for knowledge transmission. Techniques will include:

- Critical reading
- Presentation of key theories
- Outlining of applicable case studies
- Group and individual exercises
- Debate around key themes
- Learning forums for evaluation of the action research initiatives

### Outside-class activities

- Internship in a cultural organisation
- Create and plan an action research initiative
- Implement an action research initiative
- Evaluate and learn from action research initiative
- Support from mentor
- International networking

## ASSESSMENT SYSTEM

Suggested assessment rubrics:

### GC1. Teamwork and leadership

**Indicator:** Making others think of attaining ambitious objectives

Descriptors and assessment marks:

1. Overlooks contributions of group members.
2. Counts on others to attain objectives, but doesn't stimulate them to produce ideas
3. Stimulates others to think about achieving ambitious objectives
4. Systematically stimulates others to contribute ideas and initiatives
5. His/her collaborators are confident that they can and should develop new ideas to contribute to attainment of group objectives

### SC3. Understanding the audiences

**Indicator:** Promoting and leading a research process aimed at optimizing organisational practices through the identification and management of different sources of information regarding behaviour, needs and audience experience

Descriptors and assessment marks:

1. Doesn't identify different sources of information regarding behaviour, needs and audience experience
2. Identifies but does not manage different sources of information regarding behaviour, needs and audience experience.
3. Identifies and manages different sources of information regarding behaviour, needs and audience experience, but does not integrate them in a research process.
4. Identifies and manages different sources of information regarding behaviour, needs and audience experience, integrating them in a research process that vaguely considers optimizing organisational practices
5. Promotes and leads a research process that is clearly aimed at optimizing organisational practices managing different sources of information regarding behaviour, needs and audience experience.

#### SC4. Design and implementation of audience development approaches

**Indicator:** Implementing an audience development approach promoting strategies and organizing resources, systems and alliances

Descriptors and assessment marks

6. Isn't able to implement an audience development approach
7. Is able to implement an audience development approach.
8. Implements an audience development approach barely aligning strategies, resources, systems and alliances
9. Implements an audience development approach focusing on the alignment of strategies, resources, systems and alliances
10. Implements an audience development approach effectively promoting strategies and organising resources, systems and alliances, regularly reviewing and adapting it.

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## Module 7: Engendering long term audience centred approaches

|                                |   |                       |               |
|--------------------------------|---|-----------------------|---------------|
| Degree                         |   |                       | Academic year |
| Insert the name of your degree |   |                       | 20XX / 20XX   |
| Unit                           |   |                       | Semester      |
| Unit 7                         | Engendering long term audience centred approaches |                       | 1             |
| Type                           | Language  | ECTS Credits          |               |
| Compulsory                     | Insert language                                   | Insert number of ects |               |
| Lecturers                      |   |                       |               |

### DESCRIPTION

After completion of the action research project, this **Unit 7. Engendering long term audience centred approaches** enables consideration of the main findings. These outcomes include assessment of the success of the initiatives, the capacity of the organisation to lead and deal with the ideas, the methodological implementation and the consideration of future artistic and programming implications.

Essential to this unit will be the consideration of the learning, using the mentors and academic support as well as the peer discussion in the organisation labs. It will lead directly into the assessment in which the students / practitioners will demonstrate their own development and learning and the longer term personal and organisational competences needed.

Reflective thinking and discussion will be encouraged with the support of the mentors, academic staff and peers with the findings feeding into the wider understanding of audience development at organisational, regional, national and international level.

### LEARNING OUTCOMES IN TERMS OF GENERIC AND SPECIFIC COMPETENCES

- **Generic Competences:**  
GC1. Teamwork and leadership (Level 2): Contribute to the team consolidation and development by favoring communication, a fair distribution of tasks and the internal work environment. Whenever the occasion or the context requires it, adopt and communicate the initiatives in a convincing and coherent way that could stimulate others and contribute to the achievement of common goals.
- **Specific Competences:**  
SC3. Understanding the audiences: To develop a research process aimed at optimizing organizational practices through the identification and management of different sources of information regarding behavior, needs and audience experience.  
SC4. Design and implementation of the audience development approaches: To design and implement an audience development approach from an integral and inclusive perspective, promoting strategies and organizing resources, systems and alliances in order to guarantee sustainability and creation of value in the short, medium and the long run for the concerned agents.

## CONTENTS

The proposed contents to be developed in this **Unit 7. Engendering long term audience centred approaches** are the following:

- Monitoring and evaluation of action research initiatives and consequent learning
- Designing an audience development strategy
- Sustainability and legacy involving staff and stakeholders
- Artistic and programming implications of results
- Organisation labs on action research findings

## TEACHING-LEARNING STRATEGY

The knowledge and competencies will be developed through a mixture of teaching methods including lectures and student centred of problem-based learning. At the centre of the course is the action research internship in which students work with practitioners in an organisation to develop an audience development initiative which is tried and tested. Students will also be supported through mentorship from external experts.

### Classroom activities

Various activities will take place in the classroom, mainly in the form of master class (seminar and practical classes) for knowledge transmission. Techniques will include:

- Outlining of applicable case studies
- Group and individual exercises
- Debate around key themes
- Learning forums for evaluation of the action research initiatives

### Outside-class activities

- Internship in a cultural organisation
- Evaluate and learn from action research initiative
- Support from mentor
- International networking

## ASSESSMENT SYSTEM

Suggested assessment rubrics:

### GC1. Teamwork and leadership

**Indicator:** Communicating decisions with conviction to achieve group objectives

Descriptors and assessment marks:

1. Avoids communicating group objectives.
2. Fails to communicate group objectives with conviction.
3. Communicates decisions with conviction to arrive at group objectives
4. Keeps group informed of all steps taken and their effect on group
5. Is able to enthuse group in the pursuit of common objectives.

### SC3. Understanding the audiences

**Indicator:** Promoting and leading a research process aimed at optimizing organisational practices through the identification and management of different sources of information regarding behaviour, needs and audience experience

Descriptors and assessment marks:

6. Doesn't identify different sources of information regarding behaviour, needs and audience experience
7. Identifies but does not manage different sources of information regarding behaviour, needs and audience experience.
8. Identifies and manages different sources of information regarding behaviour, needs and audience experience, but does not integrate them in a research process.
9. Identifies and manages different sources of information regarding behaviour, needs and audience experience, integrating them in a research process that vaguely considers optimizing organisational practices

10. Promotes and leads a research process that is clearly aimed at optimizing organisational practices managing different sources of information regarding behaviour, needs and audience experience.

#### SC4. Design and implementation of audience development approaches

**Indicator:** Designing an audience development approach from an integral and inclusive perspective considering sustainability and creation of value in the short, medium and the long term

Descriptors and assessment marks

1. Is not able to design an audience development approach.
2. Is able to design an audience development approach, from a partial and unilateral perspective.
3. Designs an audience development approach, from an integral and inclusive perspective, including some elements that create value in the short term
4. Designs an audience development approach, from an integral and inclusive perspective, focusing in the creation of value not only in the short term but also in a larger horizon, vaguely considering sustainability
5. Designs an audience development approach, from an integral and inclusive perspective, that creates value in the short, medium and the long term in a sustainable

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