

## VI. PROFESSIONAL AND ORGANIZATIONAL DEVELOPMENT

### *Key findings:*

- Both ED and EL respondents indicated high confidence in their ability to perform their duties.
- ELs tended to want more career development opportunities, and EDs wanted better-trained staffs.
- Mentorships were highly valued.
- Most ED and EL respondents had not been formally evaluated.

The vast majority of ED and EL respondents (95% and 89%) rated their effectiveness on the job at 4 or 5 on a 1–5 scale. When asked how prepared they were to carry out certain job tasks when they became EDs, respondents rated leadership and program implementation as their strong areas, and technical skills and labor relations as tasks for which they felt least prepared. Similarly, EL respondents ranked leadership and program development as the two most important skill areas for their ongoing professional development.

### TOP 10 SOURCES OF TRAINING AND SUPPORT FOR NONPROFIT ARTS PROFESSIONALS

	EXECUTIVE DIRECTORS	EMERGING LEADERS
1.	On-the-Job Training	On-the-Job Training
2.	Input from Colleagues	Input from Management and Colleagues
3.	Peer Networking	College Training
4.	Input from Board	Input from My Director(s)
5.	College Training	Peer Networking
6.	Professional Association	Mentoring
7.	Topical Workshops	Topical Workshops
8.	Mentoring	Information on the Net
9.	Executive Training	Professional Association
10.	Graduate Training	Graduate Training



EL: “Because our jobs are so demanding, we don’t engage with a wide group of people, other than those in our immediate group. We need to be citizens of Chicago and the world and seek out diverse contacts.”

To the question, “How important have each of these sources of training and support been to you in your ongoing development?” both EDs and ELs ranked “on-the-job training” and “input from management/colleagues” first and second. Both ranked internships and postgraduate coursework at the bottom. Both groups perceived their career skills as best learned by doing, but that may in part reflect their lack of formal training. For ELs, topical workshops ranked below peer networking and mentoring, but above information on the Internet.

#### PROFESSIONAL DEVELOPMENT EMERGING LEADERS ARE MOST INTERESTED IN

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| 1. | Mentorships with Veteran Professionals |
| 2. | Local Networking Events                |
| 3. | National Networking Events             |
| 4. | Emerging Leader Peer Group Meetings    |
| 5. | Financial Management Training          |

The two groups also agreed on the value of mentorships. Mentorships were the second most frequent answer for EDs for “the most helpful type of training” (after on-the-job training or experience). ELs answered “mentorships” most often when asked what professional development tools they were most interested in. Forty-eight percent of EL respondents reported having had a mentor.

#### EVALUATION

Almost half of both groups had never been formally evaluated (46% ED and 43% EL). Of those EDs who had, most were evaluated by the board. ELs were most often evaluated by their director. Less than 10% of evaluations in both groups involved an outside consultant. Both ED and EL respondents who were formally evaluated tended to rate it as “useful” or “very useful” (78% ED and 84% EL). About three-quarters of EDs and ELs who had not been evaluated thought it would be useful.

#### ORGANIZATIONAL CULTURE AND COMMUNICATION

ELs were asked, “What change(s) in your relationship with your senior staff do you think would best improve your effectiveness or the success of your organization?”

Better communication was the most frequently mentioned area of needed improvement (about one-quarter of all responses). Almost as many ELs cited a need for tighter organizational structure: “clearer lines of responsibility,” “clear boundaries for job responsibilities,” etc. A need for better planning, more team-oriented decision making, and evaluations were also common responses.