

Arts and Culture District

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“

**Raise Awareness of Arts And
Culture at UBC, Engage The Target
Market and Create a Focal Point on
Campus.**

”

- ACD Creative Brief 2016





Current Business Model

SOCIAL ENTERPRISE MODEL

- 4 Key Elements

Knowing
how the firm
does
business

Knowing
how this
firm creates
value

Knowing the
firm's
possible
partners

Knowing
how it
creates
social impact

Arts and Culture District only has 2 out of the 4

ASSUMPTIONS AND ISSUES

ISSUE 1

The *lack of interaction* between different ACD venues results in reduced efficiency and a less rich experience for consumers. This also makes it more difficult to communicate the benefits of the ACD to the community and administration.

ISSUE 2

The *lack of manpower* in the ACD requires an easy-to-use and implementable series of processes, tools, and metrics to achieve its goals.

ISSUE 3

The *lack of funds* available to the ACD limits marketing and operational capabilities, highlighting the need for creative and sustainable solutions as well as efficient internal processes.



Strategy 1

Develop an interwoven Arts and Culture District, align venue goals, and increase venue collaboration and communication **100%** by beginning of school year 2018.

Strategy 2



Utilize a **stage-gate process** for implementing new products and services, and increase success rate by a minimum of **20%**.

Strategy 3



Engage
constituents in the
Vancouver area to
promote the UBC
Arts and Culture
District as a place
for creativity,
learning, and
growth.

FINANCIAL

CUSTOMER

SUCCESS METRICS

GROWTH

INTERNAL

RISK AND MITIGATIONS

#1

**Inconsistent
Branding**

#2

**Potential to
Kill Successful
Products/
Services**

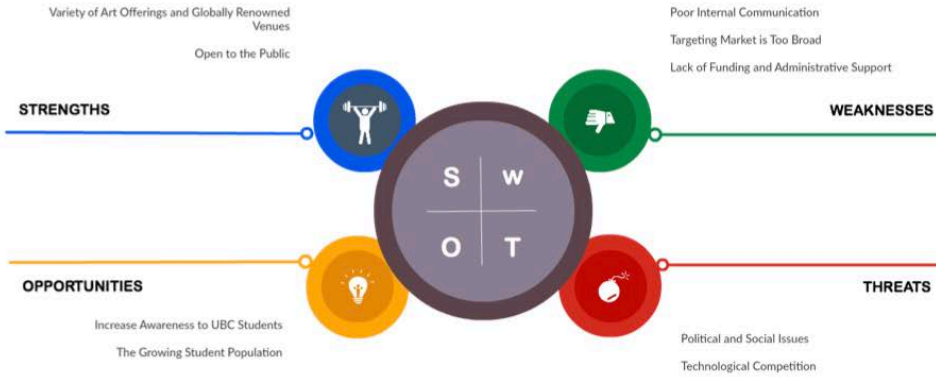
#3

**Opposition
from the
Museum
Nation**



**THANK
YOU!**

APPENDIX I: SWOT ANALYSIS OF THE ACD



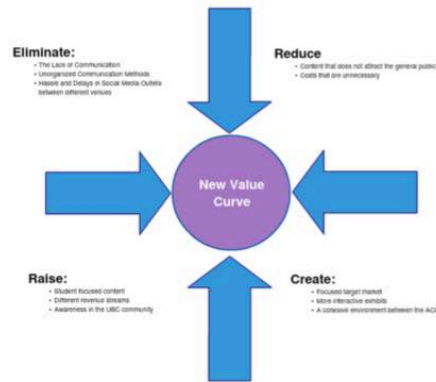
Implications of THE SWOT Analysis:

Although we see several weaknesses and threats to the Arts and Culture District, a lot of the fundamental problems are related to the internal communication between the venues.

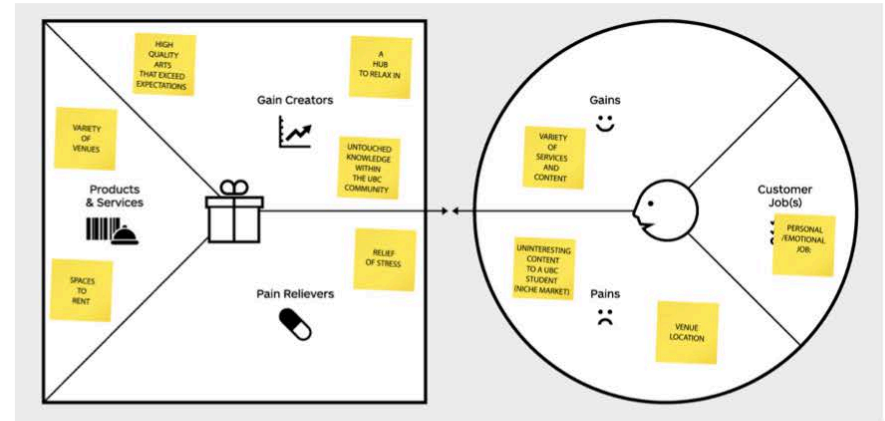
APPENDIX II: BLUE OCEAN STRATEGY

The Buyer Utility Map

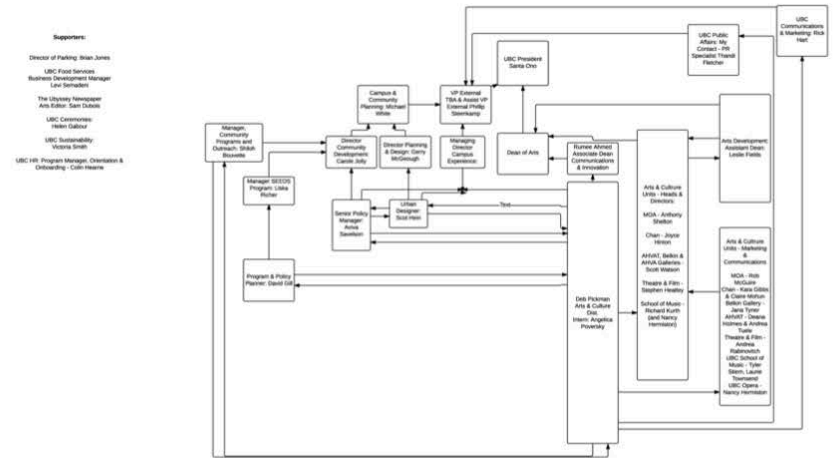
THE BUYER UTILITY FACTORS	The Six Stage of Buyer Experiences					
	Purchase	Delivery	Use	Supplement	Maintenance	Disposal
Customer Productivity						
Simplicity		Red Circle	Blue Circle			
Convenience			Blue Circle			
Risk						
Fun and Image	Blue Circle		Blue Circle			
Environmental Friendliness						Red Circle



APPENDIX III: VALUE PROPOSITION



APPENDIX IV: THE ACD'S ORGANIZATIONAL CHART



APPENDIX V: STAGE-GATE SURVEY PROCESS OUTLINE

New Product Concept Survey

Q1. Are you a UBC Student?

Y/N

Q2. Have you heard of the UBC Arts & Culture District?

Y/N

Q3. Have you attended any events or taken any classes run by the Arts & Culture District?

Y/N

Q4. How interested are you in [each of the following (X, Y, Z)]?

	Very Uninterested	Uninterested	Indifferent	Interested	Very Interested
X	0	0	0	0	0
Y	0	0	0	0	0
Z	0	0	0	0	0

X Concept

Q5. How important (on a scale of 1-10, 10 = Most Important) are each of the following?

X1 Attribute ()

X2 Attribute ()

X3 Attribute ()

X4 Attribute ()

X5 Attribute ()

Q6. How satisfied are you (on a scale of 1-10, 10 = Most Satisfied) with each of the following when considering your current options?

X1 Attribute ()

X2 Attribute ()

X3 Attribute ()

X4 Attribute ()

X5 Attribute ()

Y Concept

Q7. How important (on a scale of 1-10, 10 = Most Important) are each of the following?

Y1 Attribute ()

Y2 Attribute ()

Y3 Attribute ()

Y4 Attribute ()

Y5 Attribute ()

Q8. How satisfied are you (on a scale of 1-10, 10 = Most Satisfied) with each of the following when considering your current options?

Y1 Attribute ()

Y2 Attribute ()

Y3 Attribute ()

Y4 Attribute ()

Y5 Attribute ()

Z Concept

Q9. How important (on a scale of 1-10, 10 = Most Important) are each of the following?

Z1 Attribute ()

Z2 Attribute ()

Z3 Attribute ()

Z4 Attribute ()

Z5 Attribute ()

Q10. How satisfied are you (on a scale of 1-10, 10 = Most Satisfied) with each of the following when considering your current options?

Z1 Attribute ()

Z2 Attribute ()

Z3 Attribute ()

Z4 Attribute ()

Z5 Attribute ()

Demographics

Q11. What is your age?

- Under 15
- 15-24
- 25-34
- 35-44
- 45-55
- 55+

Q12. What is the highest degree or level of school you have completed? If currently enrolled, highest degree received.

- No schooling completed
- Nursery school to 8th grade
- Some high school, no diploma
- High school graduate, diploma or equivalent (ie: GED)
- Some college credit, no degree
- Trade/technical/vocational training
- Associate degree
- Bachelor's degree
- Master's degree
- Professional degree
- Doctorate degree

Q13. Are you currently...?

- Employed for wages
- Self-employed
- Out of work and looking for work
- Out of work but not currently looking for work
- A homemaker
- A student
- Military
- Retired
- Unable to work

Q14. (Optional) If you would like to be contacted about free entrance to one of the above please leave your email: _____

How to structure your survey

Show Q1-4 to ALL participants

Show Q5-6 if they are INTERESTED or VERY INTERESTED in X

Show Q7-8 if they are INTERESTED or VERY INTERESTED in Y

Show Q9-10 if they are INTERESTED or VERY INTERESTED in Z

Show Q11-13 to ALL participants

Show Q14 to participants INTERESTED or VERY INTERESTED in X, Y, OR Z

Notes:

- Survey length (X, Y, Z) can be adjusted to number of concepts you wish to test.
- If a survey is too long, split up concepts into different surveys.
- The number of attributes per concept can be adjusted to accommodate for all attributes deemed relevant to the product/service.
- You can add additional demographic questions to help split your sample size into market segments.

How to evaluate your survey

Do you have an opportunity?

After receiving survey results from your sample (at least 50-100 participants) then you can begin to measure the opportunity scores of each concept's attributes. To calculate this you take the [Importance Score + (Importance Score – Satisfaction Score)] for each attribute. You should average the Importance scores and Satisfaction scores before calculating the opportunity score for each market segment to determine if there are any trends between demographics.

For example:

X1 [Class Time] Importance = 7

X1 [Class Time] Satisfaction = 3

X1 [Class Time] Opportunity Score = $[7 + (7 - 3)] = 11$

Since the class time is important to participants and the satisfaction with current options are low, the opportunity score is relatively high – highlighting [Class Time] as possible differentiation strategy.

X2 [Class Level] Importance = 4

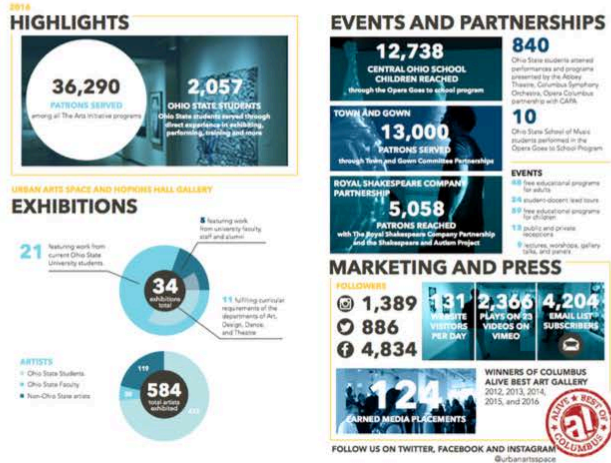
X2 [Class Level] Satisfaction = 9

X2 [Class Level] Opportunity Score = $[4 + (4 - 9)] = -1$

This opportunity score suggests that the level of the class is not a good factor to focus on when developing the class, and time/money should be spent on factors with a high opportunity score.

APPENDIX VI: SAMPLE ANNUAL METRICS REPORT

Source: <https://artsinitiative.osu.edu/sites/artsinitiative.osu.edu/files/2016%20Annual%20Report.pdf>



APPENDIX VIII: TIMELINE FOR STRATEGIES AND TACTICS

	Q2 2017	Q3 2017	Q4 2017	Q1 2018	Q2 2018	Q3 2018	Q4 2018	Q1 2019	Q2 2019	Q3 2019	Q4 2019	Q1 2020	Q2 2020	Beyond
Tactic 1.a.	[Purple bar]													
Tactic 1.b.	[Yellow bar]													
Tactic 2.a.	[Green bar]													
Tactic 2.b.	[Red bar]													
Tactic 2.c.	[Dark Blue bar]													
Tactic 3.a.	[Light Blue bar]													
Tactic 3.b.	[Purple bar]													
Tactic 3.c.	[Yellow bar]													
Tactic 3.d.	[Green bar]													
Tactic 3.e.	[Red bar]													

APPENDIX VII: EXAMPLES TO INCREASE VISIBILITY



Starbucks Christmas cups



Flagpole (pink) that the ACD can change



One of Vancouver Art Gallery offsite area's art installations that the ACD can draw inspiration from