

GEORGE MASON UNIVERSITY
MAM 760
Current Issues in Arts Management

Spring 2009
Mondays: 5:30-8:10pm
Location: National Children's Museum
955 L'Enfant Plaza North, SW
Suite 5100
Washington, DC 20024

Professor: Stephen Richard

Office: 202-675-4173
Cell: 202-255-5287
srichard@ncm.museum

Office hours: ½ hour after each class by appointment

Course Overview:

The purpose of this course is to give students a perspective on strategic decision making as it occurs within the complex web of social, political, economic, personal and ethical dimensions; dimensions both internal and external to our organizations. By engaging in strategic analysis of real world cases, students will be required to utilize previously developed skills in planning, financial analysis, strategic analysis, human resource allocation and fund raising. This course is intended to utilize various functional area of arts management that the students have mastered in their course and professional work to date. The course demonstrates the interdisciplinary nature of arts management.

Objectives:

- To develop the skills to recognize and map the complex weave of social and political forces that are brought to bear on our institutions as we make key decisions;
- To understand the role of organization leaders and the capacity and limits we have to direct and influence change;
- To develop the skills to recognize and grid internal and external constituencies and their role in shaping organizational direction;
- To understand the centrality of mission, values and ethics to organizational effectiveness;
- With an understanding of situational analysis and the concept of leverage, to select the most appropriate tools from the arts management tool kit for each problem;

- By exploring real world cases, to see the strategic and tactical implications of several concepts, including messaging, key publics, branding, leverage, influence, types of leadership and crisis management;
- To examine the role of boards, staff leadership, artists and other stakeholders within the often stressful set of problems facing our organizations.

Course Requirements:

1. Class participation. Active and thorough participation that demonstrates familiarity with the cases and concepts. This counts as 20% of your final grade.
2. Team presentation. Two teams will be established. Both will consider a case which we refer to as the “Arena Move/Don’t Move” case. In 1999 in response to the need to expand and modernize its facility, Arena Stage considered relocating its building and also considered staying in place and remodeling on site. Team one will take the move position and argue the merits of relocating. Team two will take the stay in place position and argue the merits of that choice. The cases will be presented orally to the class with an outline on paper, power point presentation, or any other method of presentation chosen by the team. These recommendations will be made in the form of a consultant team presentation. It is important that the teams only consider information known at the time that the decision was being made. This will count as 20% of your final grade.
3. Short paper. Each class member will present a short paper expressing their view of the Move/Don’t Move decision. This paper will be no more than 5 pages. This will represent 10% of your grade.
4. Case Presentation. The class will be divided into teams. Each team will select a case to present. These cases may be developed from organizations in which you work or you may select from a few cases that will be suggested in class or they may be developed from any organizational challenge of which the team is aware. The team will develop the materials necessary for another team to provide an analysis and make a recommendation. It is critical that the organization in question be at a key decision point and that there be adequate documentation of the case. In addition to the oral presentation, the team will come with copies of the documentation to deliver to the class. This presentation of cases will comprise 10% of your final grade.
5. Final Presentation. Each team will be assigned one of the cases presented by another team. Each group will be acting as a consultant team, making recommendations to the decision-making body of the organization in question. The presentation will be made in class using any method of presentation that the teams determine will be most effective. As in the Move/Don’t Move case, the remainder of the class and the instructor will be empanelled as the decision-making body and ask questions of the consultant group after the formal presentation.

The presentation should include both a mapping and a presentation of the forces at work on these key decisions and a recommendation on the decision facing the organization, taking into account facts as they are known. Additional research on these cases is permitted.

As consultants, the effectiveness and clarity of your presentation is important. The presentation is 20% of your final grade.

6. Final Paper. Final Papers will be due on the last day of class, the same day as the Final Presentations, not to exceed 8 pages. Each consultant (student) will be asked to write on one key element of the case that you present. The team will need to determine which are the key elements and divide those among the team members.

The Final Paper will be 20% of your final grade.

Class Policies

- Management is an active skill. Students are expected to participate and contribute in class.
- The class meets 14 times. If you need to miss, let me know. Some accommodation can be made for work/family conflicts, but please note that more than two missed classes will result in your grade being lowered by 1/3 letter.
- Papers should be presented when they are due. Late papers drop by 1/3 grade per day late.
- The University policy on plagiarism is enforced and all work is conducted on the honor system consistent with expectations for graduate students.
- Class materials. The syllabus will identify by bolding those materials which the students need to acquire. Please note that some of these materials may take several days to order and be received, so plan ahead. This is particularly important for Class #2 which will utilize *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great*, by Jim Collins. The remainder of the materials will be provided in a binder to the class. There will be a cost for copying these materials, which will be determined after they are prepared and you will be notified by e-mail and in Class #1. It is appreciated that you be prepared to make that payment by check or cash in Class #1 or #2.
- I am happy to meet with you at any time. Take advantage of the resources at the University and please do not wait until there may be difficulties before consulting with me. Don't hesitate to call me, rather than be frustrated.

GRADING SCALE

A+ 100-97

A 96-94

A- 93-90

B+ 89-87

B 86-84

B- 83-80

C 79-70

F 69-

An incomplete grade (IN) is used only if the student requests it in writing. An IN counts as a failing grade until completed, and it automatically turns into an F if a grade is not turned in by the deadline in the Schedule of Classes.

Students with Disabilities and Learning Differences

If you have a diagnosed disability or learning difference and you need academic accommodations, please inform me at the beginning of the semester and contact the Disabilities Resource Center (SUB I room 234, 703-993-2474). You must provide me with a faculty contact sheet from that office outlining the accommodations needed for your disability or learning difference. All academic accommodations must be arranged in advance through the DRC.

Official Communications via GMU E-Mail

Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly. According to **the** University catalog, all students and faculty are to use their **GMU.EDU** email address. Some commercial email addresses may be filtered out of the **GMU.EDU** system. No official information can be sent to students unless on the Mason email system.

Honor Code

GMU Honor Code: <http://www.gmu.edu/catalog/apolicies/index.html#Anchor12>

Honor Code: To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

Students in this class are bound by the Honor Code, as stated in the George Mason University Catalog. The honor code requires that the work you do as an individual be the product of your own individual synthesis or integration of ideas. (This does not prohibit collaborative work when it is approved by your instructor.) As a faculty member, I have an obligation to refer the names of students who may have violated the Honor Code to the Student Honor Council, which treats such cases very seriously.

No grade is important enough to justify cheating, for which there are serious consequences that will follow you for the rest of your life. If you feel unusual pressure about your grade in this or any other course, please talk to me or to a member of the GMU Counseling Center staff.

Using someone else's words or ideas without giving them credit is *plagiarism*, a very serious Honor Code offense. It is very important to understand how to prevent committing plagiarism when using material from a source. If you wish to quote verbatim, you must use the exact words and punctuation just as the passage appears in the original and must use quotation marks and page numbers in your citation. If you want to paraphrase or summarize ideas from a source, you must put the ideas into your own words, and you must cite the source, using the APA or MLA

format. (For assistance with documentation, I recommend Diana Hacker, *A Writer's Reference*.) The exception to this rule is information termed *general knowledge*—information that is widely known and stated in a number of sources. Determining what is general knowledge can be complicated, so the wise course is, “When in doubt, cite.”

Be especially careful when using the Internet for research. Not all Internet sources are equally reliable; some are just plain wrong. Also, since you can download text, it becomes very easy to inadvertently plagiarize. If you use an Internet source, you must cite the exact URL in your paper and include with it the last date that you successfully accessed the site.

Writing Center

Students who are in need of intensive help with grammar, structure or mechanics in their writing should make use of the services of Writing Center, located in Robinson A116 (703-993-1200). The services of the Writing Center are available by appointment, online and, occasionally, on a walk-in basis.

Students are encouraged to sign up for the Mason Alert System by visiting the website <https://alert.gmu.edu>, and please place this information on course syllabi. Students can also be reminded that an emergency poster exists in each classroom explaining what to do in the event of crises and that further information about emergency procedures exists on <http://www.gmu.edu/service/cert>.

Please direct any questions about the above information to:

Linda Miller, Associate Dean, Academic Affairs (lmille6@gmu.edu)

Victoria Salmon, Assistant Dean, Graduate Programs (vsalmon@gmu.edu)

Alice Watts, Academic Coordinator (awatts@gmu.edu)

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Class Descriptions

** These articles will be distributed. If not marked with an asterisk, the book or article must be acquired. There will be a fee due at the first class for the material distributed.*

CLASS 1 (1/26/09): Introduction, Mission: What it is and why it is important

Reading: Leader to Leader Institute Drucker Self Assessment Tool, “How to Develop a Mission Statement”*

Reading: Sample mission statements.

CLASS 2 (2/2/09): Leadership

Reading: *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great*, by Jim Collins © 2005 (available for purchase through Amazon.com:

http://www.amazon.com/Good-Great-Social-Sectors-Monograph/dp/0977326403/ref=pd_bbs_sr_1/002-0114231-8736868?ie=UTF8&s=books&qid=1186140800&sr=8-1)

Case: Small/Smithsonian*

Mapping key constituencies

CLASS 3 (2/9/09): Founder’s Legacy

Reading: “Founder Transitions: Creating Good Endings and New Beginnings: A Guide for Executive Directors and Boards,” by Tom Adams, Executive Transitions Monograph Series, Volume 3 c2005, The Anne E. Casey Foundation, Baltimore, MD*

Case: Martha Graham*

Case: Barnes Collection*

CLASS 4 (2/16/09): Alternative Organizational Models in Classical Performing Arts

Case: *The London Symphony Orchestra: Harvard Business School Case*, by J. Richard Hackman, Erin Lehman, Adam Galinsky, Harvard Business School Publishing, March 1994 (Available for purchase via Harvard Business School website:

http://harvardbusinessonline.hbsp.harvard.edu/b02/en/cases/cases_home.jhtml)

Case: *Utah Symphony and Utah Opera, A Merger Proposal: Harvard Business School Case*, by Thomas J. DeLong and David L. Ager, Harvard Business School Publishing, June 2004
(Available for purchase via Harvard Business School website:
http://harvardbusinessonline.hbsp.harvard.edu/b02/en/cases/cases_home.jhtml)

Reading: “Radical Restructure at the Fictitious Symphony: A fictional “think piece” prepared for the Heinz Endowment” by Andrew Taylor, director, Bolz Center for Arts Administration, University of Wisconsin-Madison, School of Business, April 7, 2005*

CLASS 5 (2/23/09): Political Dimensions and Crisis Management

Case: Enola Gay*

Readings: TBD

CLASS 6 (3/2/09): Ethics

Reading: “What is Ethics?” developed by Manuel Velasquez, Claire Andre, Thomas Shanks, S.J., and Michael J. Meyer, originally appeared in *Issues in Ethics* IIE V1 N1, Fall 1987*

Case: Sensations*

Case: The Body*

CLASS 7 (3/16/09): Team Presentations: Arena Stage Move/Don’t Move

CLASS 8 (3/23/09): Governance/Board Alignment

Reading: “Ten Basic Responsibilities of Nonprofit Boards,” by Richard T. Ingram, national Center for Nonprofit Boards Governance Series Booklet, August 1990*

Reading: “The New Work of the Nonprofit Board,” by Barbara E. Taylor, Richard P. Chait, and Thomas P. Holland, *The Harvard Business Review*, September-October 1996, pp36-44*

Reading: “Miracle on Spring Street,” by Lionel S. Sobel, *Entertainment Law Reporter* *
Case: Los Angeles Theatre Center*

Case: Museum of Contemporary Art (MOCA) (To be developed)

Short Paper Due

CLASS 9 (3/30/09): Artist and Process

Reading: “A Deadly Collision,” by Neill Archer Roan, neillarcherroan.com, July 2006, via link: http://www.neillarcherroan.com/blog/essays_speeches/a_deadly_collision_when_artist.php

Case Presentation

CLASS 10 (4/6/09): Fundraising and Capital Campaigns

Reading: “Fundraising,” excerpted from *Management for the Arts*, pp 278-303 by William J. Byrnes, ©1999, Focal Press/Butterworth-Heinemann*

Reading: “Looking Out for the Future: Executive Summary, An Orientation for Twenty-First Century Philanthropists,” By Katherine Fulton and Andrew Blau, Global Business Network and Monitor Institute, ©2005 Monitor Company Group, LLC*

Reading: “Fourteen Hot Tips for Capital Campaign Success,” by Patricia Ceaser, Nonprofit World, Vol. 15, No. 5, September/October 1997, pp 10-13*

Reading: “Are You Ready for a Capital Campaign?” by Jodi Bender, Nonprofit World, Vol. 12, No. 5, September/October 1994, pp 8-11*

Case: The Mountain Playhouse and Green Gables Restaurant*

Case: National Children’s Museum*

Case: Corcoran*

CLASS 11 (4/13/09): Organizational Change and Transition

Reading: “Act Like a Business? Why Aim So Low,” By Andrew Taylor, originally written for Inside Arts, the Association of Performing Arts Presenters, July/August 2006*

Reading: “The Organizational Life Cycle,” produced by Western States Center*

Reading: “Leading Change: The Eight Steps to Transformation,” by John P. Kotter, excerpted from *The Leader’s Change Handbook: An Essential Guide to Setting Direction and Taking Action* (Jossey Bass Business and Management Series) by Jay A. Conger, Gretchen M. Spreitzer, Edward E. III Lawler, November 1998*

Case: Baltimore Symphony Artistic Director Selection*

CLASS 12 (4/20/09): Brand

Reading: “A Buyer’s World,” by Neill Archer Roan, neillarcherroan.com, August 2006 via link:
http://www.neillarcherroan.com/blog/main/a_buyers_world.php

Reading: “The Lexus and the Money Tree,” by Neill Archer Roan, neillarcheroran.com, August 2006, via link:
http://www.neillarcherroan.com/blog/fundraising/the_lexus_and_the_money_tree.php

Case: Pittsburgh Ballet Theatre*

Case: *Roundabout Theatre Company: Harvard Business School Case*, by Reynold Levy and Daniella Ballou, Harvard Business School Publishing, February 2002
(Available for purchase via Harvard Business School website:
http://harvardbusinessonline.hbsp.harvard.edu/b02/en/cases/cases_home.jhtml)

CLASS 13 (4/27/09): Intellectual Property and Commercial Exploitation

Reading: “Urinetown Battle Roils the World of Musicals,” by Chris Jones, Chicago Tribune, November 19, 2006*

Case: *Mark Taper Forum: Harvard Business School Case*, by Reynold Levy and Lee Koffler, Harvard Business School Publishing, March 2002
(Available for purchase via Harvard Business School website:
http://harvardbusinessonline.hbsp.harvard.edu/b02/en/cases/cases_home.jhtml)

Class time to prepare for final presentations.

CLASS 14 (5/4/09): Final Presentations and Papers Due