



MASTER OF ARTS IN ARTS MANAGEMENT

AMGT 606 SYLLABUS:

BOARD OF DIRECTORS: GOVERNANCE & LEADERSHIP

Fall Semester 2019

INSTRUCTOR: Prof. William F. Reeder

Location: Van Metre Hall Arlington Campus – Rm. 479

Class Time: Mondays, 7:20 – 10:00 PM

Office Hours - Mondays - 10 AM – 1:00 PM

Mondays – 4:30 – 7:00 PM

Wednesday – 11:00 – 6:30

Tues/Thu – By appointment

Office Location: Arts Management Office Suite

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Email: wreeder@gmu.edu (emails will be answered within 24 hours)

COURSE GOALS & OBJECTIVES

This course will explore two dimensions of Governance and Leadership: 1). A theoretical and practical grounding in the functions of the Board of Directors of a non-profit organization: its structure, tasks and responsibilities; 2) techniques for successful board management.

By the end of the course, you will be able to:

- Demonstrate an understanding of the roles and responsibilities of Board members.
- Recognize and analyze governance issues that arise for organizations and their Boards at different stages of development.
- Demonstrate an understanding of the staff role in working with a Board and fostering Board activities that best serve organizational mission and the community.
- Identify and describe governing styles and the ways that governance is a critical component of an arts organization's leadership.
- Articulate a personal career vision as it relates to Governance and Leadership
- Demonstrate strategies for successful interactions with Board members

READINGS

Required:

1. Shaefer, Susan and Bob Wittig. *Nonprofit Board Service for the Genius*. For the GENIUS press, Nashville, TN, 2015
2. deBono, Edward. *Six Thinking Hats*. Little Brown and Company, New York, New York, 1985
3. Drucker, Peter. *The Effective Executive*. HarperCollins, New York, NY
4. Bolton, Robert and Bolton Dorothy, *Social Style Management Style: Developing Productive Work Relationships*. American Management Association, New York, NY. 1984

Books 2, 3, and 4 can be purchased used on Amazon

Recommended but NOT Required (often available used on Amazon)

1. Hardy, James M. *Developing Dynamic Boards*. Essex Press, Erwin Tennessee. 1990
2. Hardy, James M. *Managing for Impact in Nonprofit Organizations*. Essex Press, Erwin Tennessee. 1984
3. O'Connell, Brian. *The Board Member's Book*; The Foundation Center 1990
4. Blanchard, Ken and William Oncken. *The One-Minute Manager Meets the Monkey*. William Morrow and Company, New York, New York, 1989.
5. Blanchard, Ken and Spencer Johnson. *The New One-Minute Manager*. HarperCollins, New York, New York, 2015

COURSE OUTLINE

Reading assignments are listed in the weeks they will be discussed. Please read **in advance** of class.

August 26

- Introduction to the course and a review of text-books and other reading materials
 - Schaefer; Drucker; Social Styles; Time Management;
 - Hardy Board Material; Community School Exercise
- Discussion of Grading: Participation “standards;” Exams; Written Paper
- Discussion of a personal career strategy and its relationship to Governance and Leadership
- Techniques for setting a long term vision and personal mission
- Social Styles – General Introduction; Hand out 5 Pages

September 2 - NO CLASS

September 9

- Read and be prepared to discuss **Ch. 1 thru 2** in *Nonprofit Board Service for the Genius*; Hand out Quiz Questions Ch. 1-2
- Student Career Goals Presentations
- Social Styles Assign 4 teams for presentations: Driver, Analytical, Amiable and Expressive

September 16

- **Quiz: Ch. 1-2.**
- Read and be prepared to discuss **Ch. 3 thru 4** in *Nonprofit Board Service for the Genius*; **Hand out Quiz Ch. 3 and 4**
- Continued presentation of Career Goals
- 4 Social Styles Presentations and Exercise Assignment

September 23

- **Quiz: Ch. 3 thru 4**
- Read and be prepared to discuss **Ch. 5 thru 6** in *Nonprofit Board Service for the Genius*; **Hand out Quiz Ch. 5 and 6**
- **4 Social Styles Review and Exercise Practice**

September 30

- **Quiz: Ch. 5 thru 6**
- Read and be prepared to discuss **Ch. 7 thru 8** in *Nonprofit Board Service for the Genius*;
- **Hand Out Community Arts School Exercise and Assign 4 Teams to Recruit Using Social Styles**

October 7

- **Quiz: Ch. 7 thru 8**
- Read and be prepared to discuss **Ch. 9 thru 10** in *Nonprofit Board Service for the Genius*;
- Read and discuss Peter Drucker *The Effective Executive*
Chapter 1 Effectiveness can be Learned
- 4 Team Recruitment Exercises

October 14

- **Quiz: Ch. 9 thru 10**
- Read and be prepared to discuss **Ch. 11 thru 12** in *Nonprofit Board Service for the Genius*;
- Read and discuss Peter Drucker *The Effective Executive*
Chapter 2 Know thy Time
- **Time Management Items Handout Review**

October 21

- **Quiz: Ch. 11 thru 12**
- Read and be prepared to discuss **Ch. 13 thru 14** in *Nonprofit Board Service for the Genius*;
- Read and discuss Peter Drucker *The Effective Executive*
Chapter 3 What Can I Contribute
- **William Oncken Presentation**

October 28

- **Quiz: Ch. 13 thru 14**
- Read and be prepared to discuss **Ch. 14 thru 15** in *Nonprofit Board Service for the Genius*;
- Read and discuss Peter Drucker *The Effective Executive*
Chapter 4 Making Strength Productive
- **William Oncken Presentation Continued and “6 Thinking Hats”**

November 4

- **Quiz: Ch. 14 thru 15**
- Read and be prepared to discuss **Ch. 16 thru 18** in *Nonprofit Board Service for the Genius*;
- Discuss Hardy Board Recruitment
- **Community Arts School Exercise on Strategic Planning**
- Read and discuss Peter Drucker *The Effective Executive*
Chapter 5 First Things First

November 11

- **Quiz: Ch. 16 thru 18**
- Read and be prepared to discuss **Ch. 19 thru 22** in *Nonprofit Board Service for the Genius*;
- Read and discuss Peter Drucker *The Effective Executive*
Chapter 6 The Elements of Decision-making

November 18

- **Quiz: Ch. 19 thru 22**
- Read and be prepared to discuss **Ch. 23 thru 27** in *Nonprofit Board Service for the Genius*;
- Read and discuss Peter Drucker *The Effective Executive*
Chapter 7 Effective Decisions

November 25

- **Review Exam on Non Profit Board Service; *Social Styles and Six Thinking Hats***
- The teachings of William Oncken continued
- **One Page Written Reflection on Leadership Due**

December 2

- **Final Exam on Non Profit Board Service; *Social Styles and Six Thinking Hats***

December 9

- **No Class: However I will be available for One on One coaching/job seeking counseling by appointment**

COURSE ASSIGNMENTS/GRADING – 100 points total, with 20 extra points possible

(1) In-class Discussion and Analysis: 30 points

Students are expected to engage actively in class discussions, and to ask and answer questions. I will interact with each of you regularly to reflect on participation style and substance.

(2) Weekly Quizzes: 30 points; Final Quiz 20 points

(3) Leadership and Non Profit Board Written Reflection 20 points. You will be graded on both content and writing style/clarity. The written report may be handed in early for my review and an opportunity to improve before final submission.

METHODS

A directed seminar approach will be the order for this course.

EXPECTATIONS

Students will:

- Be willing to engage in a shared learning experience.
- Read and think about assigned materials before each class.
- Attend all classes, be prompt and participate in discussions. Students that need to miss class for any reason should notify the professor as soon as possible and make arrangements for missed materials and assignments. Attendance is a key component of the student's classroom participation grade.
- Hand in assignments on time. A missed chapter quiz must be made up within **2 weeks** of the original test date.
- Be courteous and respectful of other students.

Electronic devices: Please turn your cell phone ringer off at the beginning of class. As a matter of courtesy to your professor and classmates, cell phones, text and email may only be used

during formal breaks in the class session. Class lectures and discussions may be recorded. However, these recordings are to be played only for your own personal use and may not under any circumstances be reproduced without the express written permission. Reproduction or distribution of these materials without permission will be acted upon as a violation of the honor code.

Absence: Please inform me of the reason for any absence. One absence will be excused. Each additional absence will result in one drop in grade (A to A- to B+, etc.) for the attendance/participation/discussion portion of your final grade.

UNIVERSITY POLICIES

Grades and Incompletes: Once final grades have been recorded, faculty cannot accept any work to change a grade. Grade changes can only be approved when they are due to a calculation or recording error on the part of the faculty. *As a reminder, for graduate level courses, any grade below a B- is considered to be a non-passing grade.* An incomplete grade (IN) should be 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.

In addition, faculty may assign an IN only if the student has a very limited amount of work to complete and there is a non-academic reason they can't do so within the semester and if, in their best judgment, the student actually stands a good chance of passing the course by finishing the work satisfactorily. Typical situations for giving incompletes involve a final exam (missed due to illness) or a final paper (not completed because of a family emergency). Faculty are not to assign incompletes if the student has missed a substantial portion of the work of the semester and wants extra time to do it; Faculty are not to assign incompletes to give a student time to improve on work already completed.

Privacy: Federal law (a law known as FERPA) requires us to protect the privacy of student information. Faculty should not speak about a student's record with anyone other than the student. The record includes how a student is doing in a course, whether a student has attended class, information about performance or grades, whether a paper has been turned in, etc. This prohibition includes parents, siblings, spouses, anyone. 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.

Disability: If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources at 703.993.2474. All academic accommodations must be arranged through that office. The need for accommodations should be identified at the beginning of the semester and that the specific accommodation has to be arranged through the Office of Disability Resources. Faculty may not to provide accommodations to students on their own (e.g. allowing a student extra time to complete an exam because the student reports having a disability).

The 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.*

GMU student information and resources: <http://www.gmu.edu/mlstudents/>

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.

Official Communication with Students Web: www.gmu.edu/email. Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and faculty 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.

Please sign up for the Mason Alert System by visiting the website <https://alert.gmu.edu>. An emergency poster exists in each classroom explaining what to do in the event of crises and further information about emergency procedures exists on <http://www.gmu.edu/service/cert>.