

SEATTLE UNIVERSITY - INSTITUTE OF PUBLIC SERVICE

ARTL538-01 – Leading Staff in Arts Organizations

“Leadership is a matter of coaching greatness out of people.” Brad Bird

Phillip Bradley "Brad" Bird, an American director, voice actor, animator and screenwriter. His works include The Incredibles (2004), which he wrote and directed, and Ratatouille (2007).

# of classes	Day	Dates	Times
7			6:00 PM to 8:30 PM – Admin 321
2			6:00 PM to 8:30 PM – Admin 306
1			9:00 AM to 1:00 – Pigott 305
1			9:00 AM to 1:00 – Pigott 305
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Final Project			5:30 PM to 9:00 PM – Admin 321

COURSE DESCRIPTION

High-performance management of public and nonprofit organizations requires the ability to think and listen strategically, maintain system awareness, be results and impact focused, and to engage, direct and manage staff effectively. This course teaches essential management and team skills through a combination of readings, self-reflective techniques, group problem solving, discussion, and simulation exercises. Our learning objectives are:

1. To develop and strengthen a leadership “mindset” – building on both self-awareness and clarity about systems and patterns that influence behavior and results within organizations and the ability to understand and manage staff and volunteers.
2. To develop and strengthen specific areas of leadership skills, such as problem solving, conflict resolution, interpersonal communication, employee motivation, and team leadership.
3. To explore the significance of the above topics in relation to the working reality of a manager in the non-profit sector, through a process of interviewing them, analyzing their experience, and engaging in robust reflection with colleagues.

COURSE REQUIREMENTS

You are responsible to:

Participant Responsibilities

- Co-create a challenging and useful learning experience for yourself, your team, and the class as a whole. Encourage and support the learning of each member of the class.
- Come to class prepared and ready to participate. Engage fully in discussions as well as team and/or class activities.
- Attend all class sessions and complete all assigned work on time or make prior arrangements if an absence or late submission is unavoidable.

Other Important Issues

Disability Services:

If you have, or think you may have, a disability that interferes with your ability to complete the assigned work in this class, you are encouraged to arrange support services and accommodations through Disability Services in the Learning Center, Loyola 100, (206) 296-5740.

Classroom Etiquette:

Leaders get the norms they tolerate. As each of you will be in many leadership positions, you will be asked in this class to consider the norms you would like to have in a work place, and to support them within the class environment. This includes being respectful and courteous to your classmates and instructor. Arrive on time to class and return from breaks on time. Turn off cell phones. There will be times when you are requested to not utilize laptops – and when you are using them to take notes, please refrain from using the computer for non-course related activities.

Academic Honesty:

Ethical professional behavior as public administrators extends to honesty in our academic work. Academic dishonesty will be addressed per SU policy 2004-01: “Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the rights and privileges of others is prohibited.”

Late Work

If you are unable to meet assignment deadlines, please make prior arrangements with the instructor. Extensions will be granted on a case by case basis. Otherwise, turning in late work will result in a 5 pt. reduction per day.

Required Texts

1. **The Nonprofit’s Guide to Human Resources:** Managing Your Employees & Volunteers, Jan Masaoka, NOLO, 1st Edition
2. **Chapter 8:** *Careers and Internships in Arts Management*, Meg Brindle – excerpt from *The Arts Management Handbook: New Directions for Students and Practitioners* (copy provided)
3. (A) Materials available for download on Angel or distributed by instructor

GRADING

		Points	% of Grade
1	Class preparation and participation	150pts.	30%
2	Chapter participation and presentation(s)	50 pts.	10%
3	Human Resources Problem Solving Assignment	75 pts	15%
5	Manager in action term paper	125 pts.	25%
6	Final Group presentation	100 pts	20%

Point Equivalency

480-500 points	A	400-419 points	B-
460-479 points	A-	370-399 points	C
440-459 points	B+	369 or less	C- (no credit)
420-439 points	B		

DESCRIPTION OF COURSE ASSIGNMENTS

Class Preparation and Participation

Leading staff requires the capacity to engage with others and direct action. We will work on many aspects of leadership mindset and skill set in the class. This experience is integral to the learning objectives of this course, and each student's presence and participation enriches the learning for all. Therefore, students should attend all class sessions or communicate with the instructor if an absence is unavoidable. While extraordinary circumstances may arise, a minimum attendance (80% of class hours) is required to receive credit for the course. *Please inform me via e-mail or voicemail if you need to miss or be late to class.

Preparation will be measured on the basis of demonstrated knowledge of readings, completed assessments, other in-class assignments, and group work. Participation includes raising questions and making comments that contribute to the overall understanding of the topics at hand and general contribution to a spirit of inquiry, challenge and support within the classroom.

The readings assigned for the week will complement the class discussions, or will provide advance preparation for coming weeks. You are responsible for all the material in the assigned readings even if the topic is not raised in class. Every class will begin with a quiz on the assigned readings.

Effective participation includes: a) comments and questions that facilitate course learning objectives; b) thoughtful responses to others' questions and comments; d) task leadership in class activities; and. e) integrating content from previous classes into deepening your understanding as the class progresses. f) Bringing texts and completed diagnostic survey scores to class, g) thoughtful and thorough evaluations for your team chapter presentation and final project work.

Team Participation and Presentation

Team grades will reflect the quality of in-class and, on occasion, virtual problem-solving processes and reports. An "A" grade will be given when the team excels in its **process** and produces exceptional **output** for the assigned task. Teams will be expected to rotate leadership, speaking, and recording tasks among all members over the course of the quarter.

Early in the quarter, teams will be assigned one chapter from the main text – The NP Guide to HR. As a team, you will prepare a short presentation highlighting the most relevant and practical concept(s) in the chapter. **DECIDE ON A CONCEPT/TOPIC EARLY** (as this is often the most difficult part of the assignment). Devise a creative way to engage the class with your topic. Your goal will be to make sure that the class emerges from your presentation/experience with insight, awareness and/or experiences that will remain with them and be useful in their journey as leaders. Groups will have 20 minutes. Plan to spend **LESS THAN 5** minutes giving an overview of your topic and 15 minutes leading the class in an interactive or engaging discussion/exercise that illustrates your concept or demonstrates the real world relevance of your topic. **BE CREATIVE!** In addition, create a 1 page handout (can be single or double sided) summarizing the key points of your topic. Bring copies of your handout for the class on your presentation day. Remember, this is a team project. While some individual preparation may be appropriate, the expectation is that teams work **collaboratively**. Be sure to practice, so you maximize your presentation time!

Each team member will turn in the attached team evaluation and synopsis of team member's contributions. (Evaluations are due via e-mail).

Human Resources Problem Solving Assignment – A Three Step Process – Due 5/11

- Individual Work: Defining a Real Problem in the Arena of Managing Humans, doing some research, reflection and writing on it from the perspective of a leader/manager, as described below.
- Responsive Individual Work: Responding thoughtfully to your partner's paper, and putting yourself in the role of "their manager". Reflecting on models/issues discussed in class and bringing them into this issue as appropriate. Giving advice, direction, guidance as you would if you were in the role of your partner's manager in this sort of situation.
- Collective Conversation: Following the exercise, finding the time to meet face to face with your partner and discuss the issues, your comments, and specifically giving each other feedback about what it would have felt like to be the person getting their advice.

More Information about this Project: During the course of the quarter, you will choose a partner whose skill, experience and/or working style differ from yours. The intention of your partnership choice will be to have an opportunity to gain insight from someone whose perspective will be different, and thus may provide insights for you that you would otherwise miss. Each partner will choose a different challenge facing leaders about managing human beings in the arts universe. Your individual assignment is to think through an area that you yourself are likely to encounter, (or have encountered), find some information or references to this challenge or solutions to this sort of challenge online or in books/journals, and then produce a 3 page paper. This includes a brief synopsis of the issue you've chosen, an overview of the material you found to illuminate the issue – listing the main points in bullet format, and mentioning what you personally found valuable or enlightening in the resources you found. Then you will describe a real or potential problem that you as a manager in an arts organization might encounter in this area that the information you found does **not** fully help you solve. Following that, please list 3-5 other places, sources or strategies you would employ as a manager faced with that problem to find information or guidance about how to move forward. (Not "what" you would do, but where you would look for information to inform your decision).

Example of Individual Component Work...

Issue: Managing a Brilliant Employee who Also can be a “Bully”

Description of why it matters (in the sector/for you personally): *Often people who are “x” can also be “y” and in the sector I’m likely to be a leader there is a lot of “z” which can lead to “q.” I personally find it challenging to confront people in situations like “r” and as a result this scenario can be difficult for me – and I imagine for other leaders as well. In my experience I encountered this in (short description) and the result was (short description).*

Online/Journal Sources on this issue: *Journal of Arts Management, Issue X1, article by Meg Peabody, How to Stand Up to Strong People; Blog on PeopleTalk.Com – January 2013, Sasha Smith – “When Stars Are Mean”; HR Guide To Performance Management, Chapter 6, “Having Difficult Conversations”. (Brief description of main points garnered by this review of material)*

What is Still Hard About It: *After reviewing the sources, I learned a bit about my previous approach in this area and think I would be able to incorporate strategy (?) and come out better than before. However, I don’t think that any of these resources really addresses how to handle this in an ongoing manner. They seem to assume it’s a “one shot deal” ... (or whatever). If I were facing this tomorrow, I would still feel unsure about “x” or want more support in “y”.*

What You Would Do if You had a Manager and Were in an Organization Facing This Issue: *Given this context in a real scenario, I would probably look for (insert), talk with (insert) or try to learn more about (insert) by doing (insert). Questions I would have for a conversation with a manager or mentor would be: (insert).*

When your individual component is done, your next step is to send your paper to your working partner. Upon receipt of your partner’s paper, you are to read/review and comment on the work, starting on Page Four – and under the Heading: Reviewer’s Comments. Please opine on the problem described in the paper, utilizing one (or more) of the models discussed in class. Please also put yourself in the role of this person’s manager. If this were a problem in your organization – what would your advice or guidance be to your partner? How would you answer or discuss their questions with them? Briefly summarize your decision and the reasoning behind it. When you have finished, please send the document back to your partner, and cc the instructor so I know that you have completed the process and I have a copy of the now-four or five-page document.

When you have finished your comments, you need to schedule a time to meet with your partner to discuss. During that meeting, please discuss with each other the impact of the comments submitted, and how that might have been received in a real organizational relationship. Over coffee, tea or some other beverage of choice, discuss together if there is anything else in the problem scenarios that you may have missed individually, what you learned from the assignment, and what challenges may be ahead for the manager who is facing the problem(s) that you all designed for them. Be prepared in class to discuss your individual and collective learning from the project, and to “defend” your action choices.

Managers In Action (MIA) Term Paper Due 6/5

This project provides students with an opportunity to interact with practicing nonprofit managers, teaching about the problems they face and the skills required to solve problems successfully.

You are required to interview one manager, you are encouraged to interview up to 3 managers to supplement your learning. In addition to interviewing at least one manager (from the public or nonprofit sector) and collecting the data requested by the questions on page 28-29, you are to select one focused skill topic (i.e., choose one chapter topic from the class or from the texts that interests you) and discuss that in detail with each of the managers you interview. To do this you will need to design 3-5 supplementary questions, which you will ask which focus on your chosen skill topic.

To prepare for these interviews and to insure that the analysis will benefit from adequate theoretical grounding, you must read the appropriate material from the text and review two or three recent **journal** articles on your focused skill topic. (This topic should be different from the one you chose in your HR partner exercise) Recent articles can be easily found using the searchable databases at the SU library, which you can access from home via the SU website. If you don't know how to use the online databases, the librarians are eager to show you.

Project Proposal Requirement--A one-page project proposal is due ahead of time **if** you would like feedback on your topic/MIA paper plan of action. The proposal should include:

- 1) Identification of your focused skill topic;
- 2) The names and organizations of the manager(s) to be interviewed;
- 3) A bibliography listing the two or three recent articles you will review for your topic;
- 4) 3-5 supplementary questions focusing on the selected skill topic.

If you do not have access to a public or non-profit sector manager, please consult me for suggested contacts. All students must individually interview at least one manager. In order to share access to managers for those who chose to interview more than one person, students are welcome to form small (three students maximum) groups for the purpose of interviewing additional managers, however student papers must be written on an individual basis. All students are expected to personally participate in interviews, draw their own conclusions from the information and interaction, and obtain sufficient information on their selected focused skill topic.

Written Product--The final paper should be a typed, double-spaced, 8-10 page report. It should:

- 1) Briefly **describe** the manager(s) you interviewed and summarize key points from the interview(s) along with their context;
- 2) Compare and contrast, with substantive commentary, the manager(s)' responses to selected questions and what you have learned in class readings, discussion, and projects
- 3) Demonstrate your ability to **analyze** your findings on the basis of other content from this course;
- 4) Summarize what you learned from the research and how it might be applied to your own career; your own personal leadership learnings and open questions that remain for you
- 5) Be written and presented in a professional manner, and include a correctly formatted bibliography of the articles you reviewed.

Papers will be evaluated on the above five points. Intelligent discussion of points of comparison and contrast, open personal learning, and cogent analysis using course content will weigh heavily as evaluation criteria. Although you should not provide a transcript of your interviews, you should use quotes and specifics to substantiate your discussion.

SCHEDULE OF COURSE TOPICS AND ASSIGNMENTS
ARTL538-01 – Leading Staff in Arts Organizations, Spring 2013

Date	<p align="center">--Class topics--</p> <p align="center">Complete the following readings and assessments prior to class:</p> <p align="center"><i>All Chapters from NOLO text unless otherwise indicated</i></p>	Assignments Due
<p>4/3</p> <p><i>*This is a joint class with both cohorts - in room 306 Admin Bldg*</i></p>	<p>WHO ARE YOU AS A LEADER?</p> <p><i>Prior to the first class, please visit the website referenced and complete the short leadership style quiz. Please make a note of the numbers assigned to you in each category at the end of the quiz and be prepared to discuss your reactions/insights to the analysis provided.</i></p> <p>AND HOW DO YOU SET CLARITY ABOUT THE ROLES AND JOBS YOU ARE INVITING OTHERS INTO?</p> <ul style="list-style-type: none"> • Outcome-Based Hiring • Clarity about Compensation • Waterline Model – Roles and Goals <p><i>Groups (same groups as assigned in Fin Class)</i> <i>Choose Their Chapters and Dates for Presentations</i></p>	<p>Ch 1 and 2 NOLO</p> <p>Online Survey on Your Leadership Style:</p> <p>http://www.oprah.com/spirit/Who-Are-You-Meant-to-Be-Self-Assessment-Quiz</p>
<p>4/11</p>	<p>TEAM LEADERSHIP</p> <p><i>Once you have them, what do you do with them?</i></p> <ul style="list-style-type: none"> • Waterline Model – Group Norms and Inter-Personal Issues • <i>High Performing Teams – Managing Toward Results</i> • <i>Leading Staff – How is it different?</i> • <i>How is it different in Arts Organizations?</i> • <i>Delegating Work</i> 	<p>Ch. 4 - NOLO</p> <p>Team Presentations Ch 4</p> <p><i>“Hire, Inspire, Admire, Retire”</i></p> <p>http://management.about.com/od/people/a/HIRA1105.htm</p>
<p>4/18</p>	<p>THE TAO OF VOLUNTEER MANAGEMENT and DECISION-MAKING</p> <ul style="list-style-type: none"> • How do Volunteers and Staff differ? How does managing them differ? • Reflections on the role of an intern • Decision Making Styles • Transparent Decision Making Practices 	<p>Ch 6 - NOLO</p> <p>Chapter 8 excerpt – Meg Brindle handout</p> <p>Instructor will Hand Out Teleometrics conflict inventory – due 5/2</p>
<p>4/27</p> <p><i>*Sat class – Joint from 9 – 1:00</i></p>	<p>BUDGET CRISIS MANAGEMENT: <i>Combined Class with Fin Mgmt</i></p> <p>Explore via case studies and group discussion – the role of the leader and staff in confronting unexpected or significant budget issues in an organization. How do you think about your role in these situations?</p>	<p>http://artstrategies.org/downloads/DERagsdale_Holding_up_the_Arts_27Oct2012_SGS498.pdf</p>

<p>5/2 *Joint class on Thurs in Admin 321</p>	<p>MANAGING CONFLICT</p> <p>Come to class prepared to participate fully by having completed the teleometrics inventory distributed in class. If you miss class where this is distributed, you <u>must</u> contact the instructor and complete the inventory PRIOR to class.</p> <p>It will take you about an hour and half to fully complete and fully score this inventory. Please don't think you can do it quickly just before class.</p>	<p>TED talk, Margaret Heffernan – Dare to Disagree http://www.ted.com/talks/margaret_heffernan_dare_to_disagree.html</p> <p>Complete the teleometrics conflict inventory, break the gold seal and score it up to page 12, Box B.</p>
<p>5/9</p>	<p>PERFORMANCE MANAGEMENT AND FIRING</p> <ul style="list-style-type: none"> • Waterline Model: IntraPersonal • Defining Expectations • Motivating People for Increased Performance • Polarity Management • Firing People with Dignity 	<p>Ch 3 and 5 – NOLO</p> <p>Team Presentations for Ch 3 and 5</p>
<p>5/11</p>	<p>SEEING SYSTEMS: <i>Combined Class with Fin Mgmt</i></p> <p>A Simulation about Tops/Middles/Bottoms Seeing Systems</p>	<p>Saturday class – 9:00 – 1:00 Piggot</p> <p>HR Problem Solving Project Due</p>
<p>5/16</p>	<p>LEADERSHIP IN ACTION</p> <p>ADEPT (<i>Animating Purpose; Deep Engagement; Evaluation; Plasticity; Transparency</i>)</p> <ul style="list-style-type: none"> • How do leaders take complex issues and put them in action? • What challenges do they face in the real world of hiring and retaining staff? • Guest Speakers 	<p>http://blog.westaf.org/2012/03/question-all-assumptions-and-pass.html</p> <p>Bright Spots – Paul G. Allen Foundation Report. http://gallery.mailchimp.com/fdbd77e58e805d731d417fdf7/files/BrightSpots_FinalPrint.pdf</p>
<p>5/30</p>	<p>HR ISSUES IN THE ARTS</p> <ul style="list-style-type: none"> • The Role of HR in any organization • Guest Speakers 	<p>Ch 9-11 – NOLO</p> <p>Team Presentation Ch 9 and 10</p>
<p>6/5</p>	<p>SITUATIONAL LEADERSHIP REVISITED</p> <ul style="list-style-type: none"> • Looking at staff management issues through a Sit Lead Lens • Reviewing core learnings from class/readings/lecture • Potluck – Please bring sustenance to share 	<p>Managers in action paper due</p> <p><i>Joint class – Admin 306</i></p>

6/13	<p>Final Presentations ... Combined with Fin Mgmt Class</p> <p><i>The class is divided into working groups of 4-5 people who must define themselves in the leadership roles of an organization described by the instructors. Each person must play their roles while presenting their next year's budget for this organization to the class who will play the role of the organization's board and be responsible for approving or denying the aforementioned budget. More information will be given about this presentation mid-quarter.</i></p> <p>Deliverables include:</p> <ul style="list-style-type: none"> • <i>Create and deliver an explainable and reasonable budget based on the loose outline of information that you are given</i> • <i>Present this budget and your plans based on it to "the board" for approval</i> • <i>Include specific staffing implications, and how your leadership team will proceed to implement these cuts/adds to support the goals that the budget represents</i> • <i>Create an entertaining experience for your colleagues/instructors</i> • <i>Show up as a leader – both as a presenter and a listener</i> • <i>Think through the staffing implications and clarity about costs and communication</i> • <i>Demonstrate key questions that show your ability to manage the Waterline</i> <p><i>Each student will be required to submit an evaluation of their own efforts and those of each of their fellow group members regarding their work on this project.</i></p>	<p><i>* Starting Time for Final Presentations is 5:30. Class goes until 9:00* (Eat first or bring food.)</i></p>
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*** This class this quarter has been designed cooperatively with the Financial Management Instructors. Our collective goal was to reduce complexity of multiple working groups, to align content, and to reinforce the overall concepts of organizational leadership. We welcome your feedback.*

Team Project Evaluation

1. Overall, how effectively did your team work together on this assignment?

Poorly

Adequately

Well

Extremely Well

Comments:

2. Give one specific example of something you learned from the team that you probably wouldn't have learned working alone.

3. Give one example of something the other team members learned from you that they probably wouldn't have learned otherwise.

4. What aspect of your team project are you particularly proud of?

5. Suggest one change the team could have made to improve its performance.

6. On a separate page, please write a very brief synopsis (**one** paragraph for **each** member of your team including yourself) that highlights each individual's contribution in terms of ideas, time, leadership, effort, dependability, preparation of final project.