



Course: ARTL 501: EXECUTIVE LEADERSHIP IN THE ARTS (FALL 2021)

Instructor: Snehal Desai

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Office Hours: By appointment only

Meeting Dates and Times: Wednesday, 6:30 to 8:20 p.m.

Classroom: KDC 236

COURSE DESCRIPTION:

For Artistic Leaders, their personal identity and that of the organization they lead, are often inextricably linked. The exemplary pairing of an artistic leader and organization occurs when there is alignment of mission, vision, and core values. This alignment requires leaders to first clearly know themselves and then to articulate their story and that of the organization they lead.

Execution of an aligned vision comes from a genuine connection with the stakeholders with whom you will be running an arts organization, which include, but are not limited to, artists, funders, board members, staff, and patrons. Navigating these various constituencies is challenging and the demands, in our dramatically shifting and changing landscape, are even greater today.

This course investigates varying approaches of leadership style and management for those who aspire to be arts leaders and integrates this with the practical skills (public speaking, writing, strategic planning) necessary for effective leadership. The course moves between theory and practice in an effort to connect the personal to the organizational. You are the ultimate case-study for this course. We hope through the course you are able to leave with a better understanding of who you are, what your core values are, what leadership styles appeal to you, and an understanding of effective ways of working and communicating with the different constituencies you will serve and work with as an Executive Leader in the Arts.

REQUIRED RESOURCES:

Bordas, Juana. Salsa, Soul, and Spirit: Leadership for a Multicultural Age. Berrett-Koehler Publishers, Inc. 2012. (Second Edition)

Pickens, Beth. Your Art Will Save Your Life. Feminist Press. 2018.

Additional Recommended Resources:

Suchy, Sherene. Leading with Passion: Change Management in the 21st Century Museum. Rowman and Littlefield Publishers, Inc. 2004.

Stein, Tobie. Leadership In the Performing Arts. Allworth. 2016.

ARTICLES

These readings and additional readings that emerge during the semester will be available on Blackboard.

Adler, N. (2008). *The Arts & Leadership: Now That We Can Do Anything, What Will We Do?* Academy of Management Learning & Education , 486-499.

Agbor, E. (2008). *Creativity and Innovation: The Leadership Dynamics*. Journal of Strategic Leadership , 39-45.

Australia Council for the Arts. *Defining Artistic Vibrancy; A Discussion Paper for the Performing Arts Sector*. 2009

Foster, Kenneth. (2009) *Thriving in an Uncertain World; Arts Presenting and the New Realities*.

Groysberg, B. and Slind, M. (2012) *Leadership is a Conversation*. Harvard Business Review

Hayashi, A. (2001) *When to Trust Your Gut*. Harvard Business Review , pp. 1-9.

Terry, Robert W. Authentic Leadership; Courage in Action. Jossey-Bass Publishers. 1993. Chapters 12 and 13.

Stein, Tobie and Jessica Bathurst. Performing Arts Management. Allworth. 2008.

Pfeffer, Jeffrey. *Seven Practices of Successful Organizations*.

Pfeffer, Jeffrey. *Acting and Speaking with Power*.

Borwick, Doug. Building Communities, Not Audiences. Arts Engaged. 2012. (Select chapters)

COURSE OUTLINE

1. Wednesday, AUGUST 25, 2021

ORIENTATION

Overview of the course, introductions, ground rules, expectations, and ongoing and long term assignments.

Take the online Myers-Briggs assessment provided below.

ONLINE MBTI ASSESSMENT INSTRUCTIONS

Each of you will need to complete a relatively short online assessment instrument and you need to do this **NO LATER THAN FRIDAY, SEPTEMBER 3, 2021**. If you don't do it by then, your results will not be included and you will miss an important learning experience. You will receive information in your email and on blackboard as to how to take the test.

Assignments for next class:

- 1.) Identify 3 Arts Leaders you are interested in learning more about and why. (At least one must be local) and one leader who you know who you admire/aspire towards.
- 2.) Bordas, Juana. Salsa, Soul, and Spirit. Intro and Principle 1

Additional recommended reading:

Stein, Tobie. Leadership in the Performing Arts. Chapters 1 & 2

2. Wednesday, SEPTEMBER 1, 2021

CORE VALUES and WHO YOU ARE.

Assignments for next week:

- 1.) Identify what you think your top 3 core values are personally.
- 2.) Bordas, Juana. Salsa, Soul, and Spirit. Principle 2 & 3
- 3.) Pickens, Beth. Your Art Will Save Your Life. Part one.

Additional recommended reading:

Suchy, Sherene. Leading with Passion. Chapter 7.

Stein, Tobie. Leadership in the Performing Arts. Chapters 3

2. Wednesday, Sept. 8, 2021

Aligning Leadership to MISSION, VISION, VALUES

Assignments for next week:

1. Do a first draft of mission, vision, values for your organization.
2. Pickens, Beth. Your Art will Save your Life. page 53-95.

Additional recommended reading:

Stein, Tobie. Leadership in the Performing Arts. Chapters 5

Performing Arts Mgmt, Chapter 1 (on blackboard)

Building Communities, Chapter 8 (on blackboard)

Leading with Passion, Chapter 3

3. Wednesday, September 15, 2021

Effective leadership & self-knowledge

A deeper awareness of who you are and what you are bringing to the endeavor

Guest speaker: Esther Lanier (USC Career Services Office)
Myers Briggs results

Assignments for next week:

1. Bordas, Juana. Salsa, Soul, and Spirit. Principle 4
2. Pickens, Beth. Your art will save your life. pg. 45-53

Additional recommended reading:

Stein, Tobie. Leadership in the Performing Arts. Chapters 4
Suchy, Sherene. Leading with Passion. Chapter 2
Performing Arts Management, Chapter 2

4. Wednesday, SEPTEMBER 22, 2021 (VIRTUAL SESSION)

Communications and Brand: Crafting a narrative and fundraising

Guest Speaker: Beth Pickens (Author of *Your Art Will Save Your Life*)

Assignments for next week:

1. Salsa, Soul, Spirit. Principles 5, 6
2. Find and bring to the class discussion a blog post, brochure, something from another art organization that appealed to you to find out more about them and/or their artistic leader or bring in an example of an appeal letter, email, or something that made you donate to an organization or cause primarily based on it. Share this with the entire class on blackboard the Sunday before our next class. After Sunday, take a look at all the examples to see what sticks and what trends there seem to be.

Additional recommended reading:

Leading with Passion, Chapter 5
Leadership in the Performing Arts, Chapter 6

5. Wednesday, SEPTEMBER 29, 2021

Organizational Structures.

Guest Speaker: TBA

Assignments for next week:

1. Salsa, Soul, Spirit. Principle 7, 8
2. Craft an organizational structure for your organization and post it on Blackboard the Sunday before our next class.

Additional recommended reading:

Leading with Passion. Chapter 2

_____Leadership in the Performing Arts. Chapter 7

6. Wednesday, OCTOBER 6, 2021(VIRTUAL SESSION)

Organizational Partners: Community Partners, Artists and Audience

Speaker: Tobie Stein

Assignments for next week:

1. Salsa, Soul, Spirit. Principle 9
2. Decide on what your appeal will be for in your final presentation and create an outline for the ask?
3. Bring in an example of what you consider to be a strong program or season (depending on what interests you) from another organization. Please share this with the entire class on blackboard the Sunday before our next class. Be prepared to discuss why you consider this to be a strong program.
4. Book Project due on Friday, October 9th at 6 p.m. pst

Optional reading:

Leadership in the Performing Arts. Chapter 8 and 9

7. Wednesday, OCTOBER 13, 2021

Individual meetings week

Leadership Interview/Book Project due on Friday, October 8th at 6 p.m. pst

8. Wednesday, OCTOBER 20, 2021(VIRTUAL SESSION)

Organizational Partners: Board and other key stakeholders

Guest Speaker: Kiki Gindler (Board Chair, Center Theater Group)

Assignments for next week:

1. Decide on the grant you would apply for, for your organization and have one back up.

9. Wednesday, OCTOBER 27, 2021(VIRTUAL SESSION)

Organizational Partners: Team Building-Staff & Management

Guest Speaker: Alex Lloyd Blake, AD/Founder of Tonality

Assignments for next week:

1. Prepare a season (or program) for your organization with a written rationale for your choices.

Optional reading:

Thriving in an Uncertain World. Foster, Kenneth. Chapter 7, 8, 9

Article: Creativity and Innovation

10. Wednesday, NOVEMBER 3, 2021
ARTISTIC DIRECTION and Season Planning

Assignments for next two weeks:

1. Final Presentation and accompanying materials

Optional reading:

1. Acting and speaking with Power

11. Wednesday, NOVEMBER 10
FINAL PRESENTATION GROUP A

12. Wednesday, NOVEMBER 17-LAST CLASS
FINAL PRESENTATION GROUP B

ALL ASSIGNMENTS
DUE FRIDAY, DECEMBER 3rd at 5 p.m. PST

ASSIGNMENTS AND GRADING

Final Video Presentation-25%

Leadership Interview or Book Analysis-25%

Class Participation (which includes homework assignments)/Attendance-50%

A broad range of assignments comprise your work for the class. You must complete a pre-recorded final presentation video (25%), a leadership interview or book analysis (25%.) Additional homework assignments, class participation and attendance will account for 50% of your grade. Details of these will be provided in ample time for you to prepare and complete. There will be penalties for lateness to deadlines.

CLASS PARTICIPATION:

You are expected to have read the material in advance of the class and to come to class with some thoughts about what you have read. Discussion in class will be part of every class meeting. It is a key component of your learning process.

THE FINAL PRESENTATION

You will pre-record an appeal for funds that incorporates:

- Mission, Vision and Values of your organization
(Tell us who you are? what do you do? Your role in the structure of the org)
- Make a specific fundraising appeal/pitch

Along with the presentation you will turn in and share:

- A hand out of a sample season with intro letter for the brochure explaining your rationale for your choices.
- The narrative for a grant application for a project of your organization for a Foundation of your choice. (Tell us the story of the organization)
- An organizational map and a 2-3 pages double spaced analysis about why you would structure the organization this way? Assess strengths and weaknesses? And what values for the organization this structure demonstrates and upholds.

The work of this course is both theoretical and applied; the readings and discussions help you understand the ideas; the assignments help you apply the ideas to real situations and test them out. You will need to choose one organization who you will journey with throughout the course. This can be an existing nonprofit arts organization or an organization that you hope to create. For the existing nonprofit you will need to create all original materials for it that can build on the organization's existing structures, etc. If you were the head of this organization, how would you run it? How would you improve or change it? For a new organization, you will have to make sure that you have conceived and planned it enough to be able to create items like mission, vision, values for it. As well as a sample season or the

equivalent as well as a narrative for a grant application. Be specific and write from your role as the leader of the organization.

LEADERSHIP INTERVIEW/LEADERSHIP LITERATURE SURVEY (Oct 6th-6 p.m pst)
Community, mentorship and connection to other leaders is fundamental to your own success and growth as an executive leader. One of your key assignments is to do an interview with the Artistic Leader of an arts organization. You must conduct this interview via a live conversation(it could be in person or online) and it must be at least 60 min. You must get pre-approval of whom you choose. Following your interview, submit a 3-5 page write up of the interview with your observations about the leadership style, how well it aligns with the mission of the organization, and whatever else you found salient to the discussions we have been having in class.

The leadership interview has been one of the most impactful components of this course. Should this not feel possible an alternative would be to do an assessment of a book focused on leadership. Write a 3 to 5 page review in which you: 1) summarize the content of the book, highlighting the major points that the author is making; 2) analyze its strengths and weaknesses and compare it to your leadership style 3) indicate if you would recommend it or not to your colleagues.

Potential Titles for Leadership Literature Survey:

Chait, Richard P and William P. Ryan and Barbara E. Taylor. Governance as Leadership; Reframing the Work of Nonprofit Boards 2005

Collins, Jim. Good to Great; Why Some Companies Make the Leap and Some Don't 2001

Collins, Jim and Jerry I. Porras. Built to Last; Successful Habits of Visionary Companies 1994

Collins, Jim. Good to Great and the Social Sectors 2005

DePree, Max. Leadership Jazz (Revised) 2008

DePree, Max. Leadership is an Art. 2004

Denhardt, Robert B. and Janet V. The Dance of Leadership 2006.

Heider, John. The Tao of Leadership 1985

Logan, Dave, John King and Halee Fischer-Wright. Tribal leadership; Leveraging Natural Groups to Build a Thriving Organization 2008.

Seifter, Harvey, Orpheus Chamber Orchestra and Peter Economy. Leadership Ensemble; Lessons in Collaborative Management from the World's Only Conductorless Ensemble. 2001

Wageman, Ruth, Debra A. Nunes, James A Burruss and J. Richard Hackman. Senior Leadership Teams; What it Takes to Make Them Great 2008

Additional Course Notes

This course is being offered in an in-person modality. Please be attentive to the class attendance policy found in this syllabus. Online alternatives will not be considered unless I am presented with a directive from the offices of Student Health or Student Affairs. However, if on any day you are ill or otherwise cannot complete Trojan Check to produce a valid Campus Day Pass, stay home. In that case, contact me to make up work or otherwise maintain contact with the class.

Sharing of course materials outside of the learning environment

USC has a policy that prohibits sharing of any course content outside of the learning environment. Please do not share or otherwise distribute class materials, music scores or recordings produced by me or any students in the conduct of this course without expressed permission.

SCampus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

This includes copying and pasting items from websites and applies towards all assignments including homework. Do not attribute anyone else’s writing as yours.

Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Technological Proficiency and Hardware/Software Required

[Blackboard help for students](#)

[Software available to USC Campus](#)

Ability to participate in class on Zoom using camera and mic. Ability to post and check Blackboard and Google Drive Folders.

USC technology rental program

We realize that attending classes may require access to technology that not all students possess.

If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please

[submit an application.](#)

8/25/21