

READINGS & RESOURCES:

“Learning to Lead:

Where and how do arts professionals extend their knowledge and advance their craft?”

Association of Performing Arts Presenters National Conference

Sunday, January 13, 2008, 9:30 – 11:30 am

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University of Wisconsin-Madison, School of Business

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Referenced Publications

- *How People Learn: Brain, Mind, Experience, and School*, by John D. Bransford, Ann L. Brown & Rodney R. Cocking. Online text available at <http://www.nap.edu/html/howpeople1/>.
- “Exploring the Relationship between Learning and Leadership,” by Lilas M. Brown and Barry Z. Posner. *The Leadership and Organizational Development Journal*, November 2001.
- *Valuable Disconnects in Organizational Learning Systems: Integrating Bold Visions and Harsh Realities*, by Joel Cutcher-Gershenfeld and J. Kevin Ford. Oxford University Press, New York, 2005.
- *Never Eat Alone: and other secrets to success one relationship at a time*, Keith Ferrazzi. Doubleday, New York, 2005
- *Evaluative Inquiry for Learning in Organization*, Hallie Preskill & Rosalie T. Torress
- *The Fifth Discipline: The Art and Practice of the Learning Organization*, Peter Senge. Doubleday, New York, 1990.
- *The Fifth Discipline Fieldbook*, Peter Senge, Art Kleiner, Richard Ross, Charlotte Roberts, Bryan Smith. Currency Double Day, New York, 1994.
- “Executive Education: The Leading Edge,” by Albert A. Vicere. *Organizational Dynamics*, Autumn 1996.

Web Resources

Top five online resources reported by survey respondents

- Google
- ArtsJournal: www.artsjournal.com
- Pollstar: www.pollstar.com
- Americans for the Arts: www.americansforthearts.org
- Association of Performing Arts Presenters: www.artspresenters.org

Terms to Explore

Learning theories: behaviorism, constructivism, cognitive learning, transformational learning, humanism

Barriers to Learning: I am my job; Fixation on events; Boiled Frog Parable; Delusion of Learning from Experience; Myth of the Management Team

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Dawson Project Home Page: <http://www.bolzcenter.org/dawson/>

**CHARACTERISTICS OF A LEARNING ORGANIZATION
AND ASSOCIATED BEST PRACTICES**

Characteristic	Definition	Associated Best Practices	Positive Byproducts
Self Mastery (Individual)	The ability to honestly and openly see reality as it exists; to clarify one's personal vision	1.Positive reinforcement from role models/managers 2.Sharing experiences 3.More interaction time between supervisory levels 4.Emphasis on feedback 5.Balance work/non-work life	Greater commitment to the organization and to work; less rationalization of negative events; ability to face limitations and areas for improvement; ability to deal with change
Mental Models (Individual)	The ability to compare reality or personal vision with perceptions; reconciling both into a coherent understanding	1.Time for learning 2.Reflective openness 3.Habit of inquiry 4.Forgiveness of oneself 5.Flexibility/adaptability	Less use of defensive routines in work; less reflexivity that leads to dysfunctional patterns of behavior; less avoidance of difficult situations
Shared Vision (Group)	The ability of a group of individuals to hold a shared picture of a mutually desirable future	1.Participative openness 2.Trust 3.Empathy towards others 4.Habit of dissemination 5.Emphasis on cooperation 6.A common language	Commitment over compliance, faster change, greater within group trust; less time spent on aligning interests; more effective communication flows
Team Learning (Group)	The ability of a group of individuals to suspend personal assumptions about each other and engage in "dialogue" rather than "discussion"	1.Participative openness 2.Consensus building 3.Top-down and bottom-up communication flows; 4.Support over blame; 5.Creative thinking	Group self-awareness; heightened collective learning; learning "up and down" the hierarchy; greater cohesiveness; enhanced creativity
Systems Thinking (Group)	The ability to see interrelationships rather than linear cause-effect; the ability to think in context and appreciate the consequences of actions on other parts of the system	1.Practicing self mastery 2.Possessing consistent mental models 3.Possessing a shared vision 4.Emphasis on team learning	Long-term improvement or change; decreased organizational conflict; continuous learning among group members; Revolutionary over evolutionary change

Adapted from Senge (1990), Argyris and Schon (1996), Argyris (1991), and Schon (1983).

From "Creating A Learning Environment For Residents Around Patient Safety And Mistakes," a collaborative research project of the School of Public Health, University at Albany, and Albany Medical College. http://www.albany.edu/sph/Hoff_learning/hpm_tim_learnorg.htm