

## Liverpool John Moores University

Title: THE CONTEXT 3: CONTEMPORARY ISSUES IN ARTS  
MANAGEMENT  
Status: Definitive  
Code: 6512MTE (118572)  
Version Start Date: 01-08-2019  
Owning School/Faculty: Liverpool Screen School  
Teaching School/Faculty: Liverpool Institute for Performing Arts

Team	Leader
Mike McCormack	Y

**Academic Level:** FHEQ6  
**Credit Value:** 24  
**Total Delivered Hours:** 77  
**Total Learning Hours:** 240  
**Private Study:** 163

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Practical	30
Tutorial	2
Workshop	45

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	PRESENT	A presentation addressing a contemporary issue in management and its implications or applicability to the music, theatre and entertainment economies will be delivered to peers, other learners and industry guests. The presentation will be between 20 and 30 minutes in length, and must allow for questions.	80	
Practice	CONTINUAL	Continuous assessment. (See Module Notes for further	15	

Category	Short Description	Description	Weighting (%)	Exam Duration
		information regarding continuous assessment)		
Report	ABSTRACT	A succinct abstract submitted for use in the conference brochure. (250 words)	5	

## Aims

*To further develop learner's critical and evaluative skills of a range of contemporary managerial issues including, but not limited to, business innovation, e-commerce, creativity and enterprise, sustainability, globalisation, business ethics, and industry futures, particularly the way these issues impinge upon the music, theatre and entertainment economies.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Critically review, consolidate and extend a systematic and coherent body of knowledge pertinent to management in the arts, music and entertainment industries
- 2 Utilise specialised research skills synthesising areas of study relevant to music, theatre and entertainment economies
- 3 Critically evaluate new information, concepts and evidence from a range of sources
- 4 Utilise appropriate communication methods to collect, share and test information and ideas with particular reference to appropriate technology (e.g. Web 2.0)
- 5 Interact professionally with industry leaders
- 6 Produce a succinct abstract summarising the range, depth and perspective of their chosen topic
- 7 Deliver a paper to their peers in a professional manner within a conference environment

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

PRESENTATION	1	2	3	7
CONTINUAL ASSESSMENT	4	5		
ABSTRACT	6			

## Outline Syllabus

- *Introduction to the module; choosing and researching a topic.*
- *Using Web 2.0 – forums, social media*

- *Core skills: presentations, writing abstracts.*
- *The remainder of classes will be on discursive topics led by a guest following guidance from the Module Leader. Topics may draw on a range of contemporary managerial issues in accordance with the module aims.*

### *Sample Syllabus:*

- 1: Introduction to the Module*
- 2: Using Web 2.0 – forums, social media*
- 3: Refining your topic/writing your abstract*
- 4. New Technology and the Performing Arts Mindmap*
- 5. The corporate matrix & the transfer price mechanism*
- 6. New business models for music*
- 7. The New Journalism*
- 8. Current issues in theatre producing*
- 9. Challenges and Future directions for Commercial Music*
- 10. How to do PR*
- 11. Presentation skills*
- 12. Conference presentations*

### **Learning Activities**

The module will be delivered utilising a range of teaching and learning strategies to include:

Seminars incorporating lectures and discussions; tutorial; engagement with an industry leader. The remainder will be independent and self-directed study, including the preparation for class participation. Classes will be led by Guest Lecturers from industry either delivering lectures or introducing discussions. In addition, there will be several skills lectures delivered by the Module Leader. There is also an expectation that students will participate in a range of forums in order to research and share their research (see 'notes'). Prior reading is essential, and students will be responsible for identifying and disseminating core papers and articles, together with references to appropriate wider reading.

### **Notes**

It is acknowledged that Continuous Assessment is unusual at this level. This was initially recommended by the Validating Panel for the original Contemporary Issues in Management module from which this module has evolved. This was to ensure that the module was more than an auditing experience for students, but rather one in which they had to fully engage. This has been invaluable not only in doing this but, alongside the use of Web 2.0, in extending the engagement of learners beyond the

classroom, both physically and temporally. As well as speaker engagement, it has increased peer engagement and cooperation to a very large extent. It has also had the unforeseen benefit of guiding visiting lecturers in allowing space for learners to interact. This has had a range of very positive effects.

To ameliorate any negative effects, guidance is given on what is looked for in Continuous Assessment and learners can select what to be assessed on from a range of given strategies all of which meet the Learning Outcomes. In addition, learners can negotiate their own strategy/ies. This encourages a high level of self-responsibility for learners' own learning, as well as ensuring those learners who communicate less effectively in one forum are not disadvantaged.

Groups of learners are also allocated a particular speaker who they are responsible for engaging with before, during and after the speaker's visit. Beforehand, this may include discussion of lecture content, identification and dissemination of learning materials, production of a biography and abstract and so on. During the class this may involve leading or chairing discussions. This ensures a deeper level of engagement and has the added value of providing an effective networking opportunity with an industry leader.

Indicative references:

As learners will select their own topic and area of study it is not appropriate to suggest a particular key text. The contemporary management issues are more likely to be available and discussed in business and academic journals as well as at conferences. Learners are therefore encouraged to consult appropriate journals as necessary, e.g. Arts Journal, Arts Professional, Cultural Trends, Harvard Business Review, Journal of Arts Marketing etc, as well as conference proceedings, e.g. Shift Happens. In addition, websites of think-tanks such as Demos and NESTA will be useful, as will government/QUANGO reports, e.g. from ACE or DCMS. It is also inevitable that most up to date information may be available via YouTube or SlideShare, by reading blogs or by following specialists or lists on Friendfeed or Twitter. It must be emphasised that these sources, while valuable, have to be treated with care. Guidance will be given via lectures and tutorial.