



# "ARTS AND MUSIC STUDENTS IN BUSINESS" COURSE MODULE



*Opening More Employment Gates for Arts  
& Music Students*

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## **OMEGA (Opening More Employment Gates for Arts and Music) COURSE MODULE**

### **The Omega Project**

*The* context for this project lies in the discrepancy between the skill sets required by the greater music/arts industry and the traditional education available at music/arts departments of European Conservatories and Music/Arts departments of European Universities. The traditional education of these Institutions does not offer basic skill sets such as team building, business establishment, marketing, web site design and event design which are amongst the most important facets of Project Management. It is precisely these elements that are most often pre requisite to the enhancement of employability in the greater music/arts industries as well as the achievement of an independent and entrepreneurial career. The objectives of our project are therefore directly derived from this present circumstance and are the following:

- 1)** To impart to students of set fields the basic skill sets mentioned above
- 2)** The transformation of this knowledge into real world applications
- 3)** The employment of students in small apprenticeships within the frame work of the project.
- 4)** The placement of students in real work situation through post project termination placement in existing arts and music event (festivals, museums, small business, summer schools) internships.
- 5)** The development of practical abilities to allow the students to become self-employed and to travel the path of entrepreneurship.

Our methodology consists of the creation and implementation of a project management twelve week course and curricula that addresses all the above mentioned skill sets. Besides this, the theoretical portion of the course, the small apprenticeships in various subjects such as poster design or web site design will supplement as the applied portion of the course. The synthesis of these two facets, the theoretical and applied will result in the real world experience of the internship.

### **Our Project partners are:**

- Cork Institute of Technology (Ireland)
- Ionian University (Greece)
- Institute of Education and Youth Studies Association (Turkey)
- Be Artive (Greece)
- Conservatorio Statale di Musica “ E.F. Dall’ Abaco” (Italy)
- Fundaco Privada Universitat Abat Oliba Ceu (Spain)



**OMEGA (Opening More Employment Gates for Arts and Music)  
COURSE MODULE**

Course Title	Course Code	Semester	Course Hour/Week		Institutional Credits	ECTS
			Theory	Practice		
<b>OMEGA</b> (Opening More Employment Gates for Arts and Music)			<b>2</b>			<b>5</b>
<b>Course Type</b>						
<b>1. Compulsory Courses</b>						
1.1. Program Compulsory Courses						
1.2. University Compulsory Courses (UFND)						
1.3. (Higher Education Council) Compulsory Courses						
<b>2. Elective Courses</b>						
2.1. Program Elective Courses						
2.2. University Elective Courses						
<b>3. Prerequisites Courses</b>						
3.1. Compulsory Prerequisites Courses						
3.2. Elective Prerequisites Courses						

<b>Language of Instruction</b>	English
<b>Level of Course</b>	Undergraduate
<b>Prerequisites Course(s) (compulsory)</b>	None
<b>Special Pre-Conditions of the Course (recommended)</b>	To be specified by the individual institution

<b>Course Coordinator</b>	Paolo Susanni	Mail: paolo.susanni@yasar.edu.tr
<b>Course Instructor(s)</b>	Paolo Susanni Hugh Ward Perkins Antonia D. Chantzi Michael Joyce Carmen Parra Rodríguez Olga Lasaga Dimitra Trypani M. Emin Bakay Güldan Kalem Katherine Ann Koralek Arratia	
<b>Course Assistant(s)/Tutor (s)</b>	Payam Susanni	Mail: payam.susanni@yasar.edu.tr
<b>Aim(s) of the Course</b>	1) To offer art and music students knowledge of fundamental skill sets that will allow them to succeed in the new careers generated by the arts and music industries. 2) To show students how to transform theoretical knowledge into applied projects. 3) To develop practical abilities that allow students to become self-employed and to travel the path of entrepreneurship.	

<b>Learning Outcomes of the Course</b>	<p>Students taking this course will:</p> <ol style="list-style-type: none"> <li>Gain knowledge that lies outside of their traditional arts and music education vital to their future professional careers.</li> <li>Independently evaluate alternative career options within the arts and music industries.</li> <li>Independently prepare for an array of employment opportunities.</li> <li>Entrepreneurial thinking.</li> <li>Create and develop original and or alternative career paths.</li> </ol>
<b>Course Content</b>	<p>The course consists of fourteen sessions which comprise lectures, demonstrations, group activities and exercises.</p> <p>The five main fields of study are:</p> <ol style="list-style-type: none"> <li>Document Creation</li> <li>Soft Skills</li> <li>Marketing</li> <li>Business Planning</li> <li>Entrepreneurship</li> </ol>

<b>COURSE OUTLINE/SCHEDULE (Weekly)</b>			
<b>Week</b>	<b>Topics</b>	<b>Preliminary Preparation</b>	<b>Methodology and Implementation (theory, practice, assignment)</b>
1	<p><b>Introduction:</b>            Explanation of areas of studies.            Organizing students into working groups.            Handing out and explanation of software.            Creative thinking challenge</p>		<p>Short Lecture            Demonstration            Group Activity</p>
2	<p><b>Document Creation</b>  <u>Information and Knowledge.</u>  <u>Information gathering and storage.</u>  <u>Creating the Flexible Archive.</u>            1.The Curriculum Vitae (CV)            2.The Resume            3.The cover Letter and Letter of Interest</p>	<p><b>Reading</b>            Susanni, P and Ward-Perkins, H eds.  <i>OMEGA: Opening More Employment Gates for Arts and Music.</i> Chapter I</p> <p>Sundberg, Jürgend <i>Resume and CV Writing.</i>  <a href="http://theundercoverrecruiter.com/dont-use-resume-template-if-want-land-new-job/">http://theundercoverrecruiter.com/dont-use-resume-template-if-want-land-new-job/</a></p> <p>Rockport Institute. <i>Resume Writing – How to Write a Masterpiece of a Resume</i>  <a href="http://rockportinstitute.com/resumes/">http://rockportinstitute.com/resumes/</a></p>	<p>Lecture            Workshop Activity</p>
3	<p><b>Document Creation</b>  <u>Creating the Flexible Archive (Cont.)</u>            5.The Personal Statement            6.The Personal Biography            7.The Artistic Portfolio            8.Preparation for Interviews</p>	<p><b>Reading</b>            Susanni, P and Ward-Perkins, H eds.  <i>OMEGA: Opening More Employment Gates for Arts and Music.</i> Chapter I</p> <p>Preparing for Interviews  <a href="https://careerservices.princeton.edu/undergraduate-students/interviews-offers/preparing-interviews">https://careerservices.princeton.edu/undergraduate-students/interviews-offers/preparing-interviews</a></p>	<p>Lecture            Workshop Activity</p>
4	<p><b>Soft Skills</b>  <u>Stress Management</u>  <i>Content:</i> Mindfulness exercise (Introduction - Exercise – Reflection)  <i>Teaching methods:</i> Presentation with group activity and feedback  <u>Introduction to Skills</u>  <i>Content:</i> Identifying and naming skills. Skills and the markets.</p>	<p><b>Reading</b>            Susanni, P and Ward-Perkins, H. eds.  <i>OMEGA: Opening More Employment Gates for Arts and Music.</i> Chapter II</p> <p>Duncan, A. (n.d.). Where will one’s degree in dance or drama lead?  <a href="https://www.heacademy.ac.uk/resource/your-degree-dance-drama-or-performance-making-">https://www.heacademy.ac.uk/resource/your-degree-dance-drama-or-performance-making-</a></p>	<p>Lecture            Workshop Activity</p>

	<p><b>Teaching methods:</b> Group work using real-life materials and the personal experience of the students; Power Point presentation (theoretical summary); feedback discussion</p> <p><b>Self-analysis exercise 1</b></p> <p>A short exercise done individually</p> <p><b>Team-working/building Skills</b></p> <p><b>Teaching methods:</b> Group activity and feedback.</p> <p><b>Theoretical Content:</b> Distinction between team-work and team building. Identifying and analysing key elements/components related to team-working and team building skills. The four stages of team-building.</p>	<p><b>it-work</b> [Accessed on 3.9.2015]</p> <p>Bryan C. (2012). Preparing for a Portfolio Career in Performing Arts, Researched and compiled by Cordelia Bryan. UK: The Higher Education Academy.</p> <p><b>Stress Management</b></p> <p>William, M. &amp; Penman D. (2011). Mindfulness: A practical guide to finding peace in a frantic world. London: Hachette Digital</p> <p>Kabat-Zinn, J. (2011) Mindfulness for Beginners: Reclaiming the Present Moment--and Your Life. Colorado: Sounds True</p>	
5	<p><b>Soft Skills</b></p> <p><b>Leadership Skills</b></p> <p><b>Teaching methods:</b> Group activity and feedback</p> <p><b>Theoretical Content:</b> Identifying and analysing key elements/components related to developing an effective leadership skillset. Relation of leadership skills to team-working and teambuilding skills.</p> <p><b>Developing Skills</b></p> <p><b>Content:</b> the relevant skills of the Arts and Business graduates. Developing one's soft skills. The main skills (Leadership, Teambuilding, Stress management)</p> <p><b>Teaching methods:</b> Group work using real-life materials and the personal experience of the students; Power Point presentation</p> <p><b>Self-analysis exercise 2</b></p> <p>A short exercise done individually. Discussion: comparison with first exercise.</p> <p><b>Stress Management</b></p> <p><b>Content:</b> Mindfulness exercise (Exercise – Reflection)</p> <p><b>Teaching methods:</b> group activity and feedback</p>	<p><b>Reading</b></p> <p>Susanni, P and Ward-Perkins, H. eds. <i>OMEGA: Opening More Employment Gates for Arts and Music</i>. Chapter II</p> <p><b>Teamwork, Teambuilding, Leadership</b></p> <p>Cook, S. (2009). Building a high performance team: Proven techniques for effective team working. UK: IT Governance Publishing.</p> <p>Mackin, D. (2007). The team building toolkit: Tips and effective tactics for effective workplace teams. New York: Amacom Books.</p> <p>Maddux, R., Wingfield, B. &amp; Osgood, D. (2009). Team building: Turn personal strengths into group success. USA: Akzo Press.</p>	Lecture Workshop Activity
6	<p><b>Fundraising</b></p> <p><b>Teaching methods:</b> Power Point presentation; feedback discussion</p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>-General introduction to philanthropy and fundraising</li> <li>-Identifying potential donors in various creative sectors</li> <li>-Building audiences</li> <li>-Crowdfunding</li> </ul>	<p><b>Reading</b></p> <p>Fundraising Resource Handbook by Artadmin and Live Art Development Agency, UK (and reading suggested within)</p> <p>Hand-outs: Musequality example Audience development survey report Amanda Palmer controversy</p>	Lecture
7	<p><b>Marketing</b></p> <p>Marketplace Overview Organization Structure Mission &amp; Competition Targeting Audiences &amp; Audience Engagement Social Media Branding &amp; Brand Archetypes</p>	<p><b>Reading</b></p> <p>Susanni, P and Ward-Perkins, H. eds. <i>OMEGA: Opening More Employment Gates for Arts and Music</i>. Chapter III</p> <p>Dickman, S (2001) <i>What's My Plan? A Guide to Develop Arts Marketing Plans</i>. Sydney. Australia Council</p> <p>Fitzgibbon, M and Kelly, A. (1999) <i>From Maestro to Manager: Critical Issues in Arts and Cultural Management</i>. Dublin. Oak Tree</p>	Lecture Workshop Activity

8	<b>Marketing</b> Advertising and Promotions Communications & PR Visual Arts and Producing Large Scale Events Strategic Marketing Plan Sales Strategy & Pricing Sponsorship Marketing	<b>Reading</b> Susanni, P and Ward-Perkins, H. eds. <i>OMEGA: Opening More Employment Gates for Arts and Music.</i> Chapter III  Kolb, B.M. (2013) <i>Marketing for Culture Organizations: New Strategies for Attracting Audiences.</i> Routledge.	Lecture Workshop Activity
9	<b>Business Planning</b> Introduction to business plans & overview of content Executive summary Vision statements Mission statements	<b>Reading</b> Susanni, P and Ward-Perkins, H. eds. <i>OMEGA: Opening More Employment Gates for Arts and Music.</i> Chapter IV Financial accounting core text: <a href="http://www.accountingtechniciansireland.ie/Students/Study_Materials/Textbooks/FIN_ACC_SAMPLE_2014.pdf">http://www.accountingtechniciansireland.ie/Students/Study_Materials/Textbooks/FIN_ACC_SAMPLE_2014.pdf</a>	Lecture Workshop Activity
10	<b>Business Planning</b> Business Environment Company and Product Description	<b>Reading</b> Susanni, P and Ward-Perkins, H. eds. <i>OMEGA: Opening More Employment Gates for Arts and Music.</i> Chapter IV  Business Angels: <a href="http://www.enterprise-ireland.com/en/Invest-in-Emerging-Companies/Source-of-Private-Capital/Business-Angels-BES,-Angel-Networks-.html">http://www.enterprise-ireland.com/en/Invest-in-Emerging-Companies/Source-of-Private-Capital/Business-Angels-BES,-Angel-Networks-.html</a>  Venture Capital: <a href="http://www.enterprise-ireland.com/en/Invest-in-Emerging-Companies/Source-of-Private-Capital/Venture-Capital-Funds.html#DevelopmentCapitalFund">http://www.enterprise-ireland.com/en/Invest-in-Emerging-Companies/Source-of-Private-Capital/Venture-Capital-Funds.html#DevelopmentCapitalFund</a>	Lecture Workshop Activity
11	<b>Project Management</b> <u>What is a Project?</u> 1. Project management 2. Logical Framework Approach 3. Selection of the group members  Selection of the <i>ISSUEs</i> for case study	<b>Reading</b> Susanni, P and Ward-Perkins, H. eds. <i>OMEGA: Opening More Employment Gates for Arts and Music.</i> Chapter V  European Commission (EC) (2004) Aid Delivery Methods, Volume 1 Project Cycle Management Guidelines. <a href="https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403_en_2.pdf">https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403_en_2.pdf</a>	Lecture, group work, brainstorming, case study
12	<b>Project Management</b> <u>Analysis Phase:</u> 1. Stakeholder Analysis 2. Problem Analysis 3. Analysis of Objectives 4. Strategy Analysis	<b>Reading</b> Susanni, P and Ward-Perkins, H. eds. <i>OMEGA: Opening More Employment Gates for Arts and Music.</i> Chapter V  Bakay, E., Kalem, G. and Slavik M. (ed) (2010) Project-Based School Management Training Modules for Managers and other Managerial Staff, Can Digital Baskı Ltd. Şti., İzmir, Turkey.  Blackman, R. (2003) Project Cycle Management. Tearfund, UK. Belout A. and Gauvreau C. (2004) Factors influencing project success: the impact of human resource management, International Journal of Project Management 22 1–11.	Lecture, group work, working on the cases

13	<p><b>Project Management</b></p> <p>Information Session for case studies</p> <p><u>Planning Phase:</u> Developing the Logical Framework matrix</p>	<p><b>Reading</b></p> <p>European Commission (EC) (1999) Project Cycle Management Training Handbook. ITAD Ltd. (Information Training and Agricultural Development), UK.</p> <p>European Commission (EC) (2002) Project Cycle Management Training Handbook. PARTICIP GmbH, Germany.</p> <p>European Commission (EC) (2004) Aid Delivery Methods, Volume 1 Project Cycle Management Guidelines.</p>	Lecture, group work
14	<p><b>Project Management</b></p> <p><u>Proposal Preparation:</u></p> <ul style="list-style-type: none"> <li>• Application procedure</li> <li>• Evaluation criteria</li> </ul> <p>Funding resources</p>	<p><b>Reading</b></p> <p>FAO (2001) Project Cycle Management Technical Guide, prepared by Clare Bishop in collaboration with the Socio-economic and Gender Analysis (SEAGA) Program.</p> <p>Pinto, J. K. and Kharbanda, O. P. (1996) How to Fail in Project Management (Without Really Trying), Business Horizons / July-August 1996.</p> <p>Sanghera, P. (2006) PMP in Depth: Project Management Professional Study Guide for PMP and CAPM Exams, Thomson Course Technology Incorporated, Boston, USA.</p>	Lecture, Presentation, feedback and reflections, Q&A,

<b>Required Course Material (s) /Reading(s)/Text Book (s)</b>	<p>Susanni, P and Ward-Perkins, H. eds. OMEGA: <i>Opening More Employment Gates for Arts and Music</i> Izmir. Yaşar University Press. 2016</p> <p>Omega Entrepreneur USB. Contains software programs to be used to create and develop designs and plans discussed in the lectures.</p>
<b>Recommended Course Material (s)/Reading(s)/Other</b>	Class handouts and teacher-recommended readings.

ASSESSMENT		
Semester Activities/ Studies	NUMBER	WEIGHT in %
Mid- Term		
Attendance		
Quiz		
Assignment (s)	5	50
Project	1	20
Laboratory		
Field Studies (Technical Visits)		
Presentation/ Seminar	1	30
Practice (Laboratory, Virtual Court, Studio Studies etc.)		
Other (Placement/Internship etc.)		
<b>TOTAL</b>		100
<b>Contribution of Semester Activities/Studies to the Final Grade</b>		100
<b>Contribution of Final Examination/Final Project/ Dissertation to the Final Grade</b>		-
<b>TOTAL</b>		<b>100</b>

CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAM OUTCOMES						
No	Program Outcomes	Level of Contribution (1- lowest/ 5- highest)				
		1	2	3	4	5
1	To develop independent thinking and evaluation skills.					X
2	To transform theoretical knowledge of subjects into applied projects.					X
3	To be able to make informed choices in the development of career.					X
4	To develop critical perspectives on art and design products.					X
5	To develop practices in merging different disciplines.					X
6	To use creative and critical skills in professional life					X
7	To produce scholarly and creative works in the fields of music and arts education				X	
8	To demonstrate necessary skill set in using a foreign language to communicate with foreign counterparts and follow worldwide developments in Arts and Music					X

ECTS /STUDENT WORKLOAD				
ACTIVITIES	NUMBER	UNIT	HOUR	TOTAL (WORKLOAD)
Course Teaching Hour (14 weeks* total course hours)	14	Week	2	28
Preliminary Preparation and finalizing of course notes, further self- study	14	Number	3	42
Assignment (s)	5	Number	3	15
Presentation/ Seminars	1		20	20
Quiz and Preparation for the Quiz				
Mid- Term(s)		Number		
Project (s)	1	Number	15	15
Field Studies (Technical Visits, Investigate Visit etc.)				
Practice (Laboratory, Virtual Court, Studio Studies etc.)				
Final Examination/ Final Project/ Dissertation and Preparation				
Other (Placement/Internship etc.)				
<b>Total Workload</b>				120
<b>Total Workload/ 25</b>				4.8
<b>ECTS</b>				5

ETHICAL RULES WITH REGARD TO THE COURSE (IF AVAILABLE)
To be posted by the individual institution

ASSESSMENT and EVALUATION METHODS:	
To be posted by the individual institution	
<b>PREPARED BY</b>	Asst. Prof. Paolo Susanni
<b>DATED</b>	02.01.2016
<b>APPROVAL</b>	To be approved by the individual institution