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BMGT 402.01: Principles of Entertainment Management I

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BMGT 402: Principles of Entertainment Management I (Spring 2016)

Course Syllabus

Instructor:	Mike Morelli	Tom Webster
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Email:	mike.morelli@mso.umt.edu	Thomas.Webster@umontana.edu
Office Hours:	Tues. / Thur. 1 -2 PM	Call to setup an appointment
Class Time:	Tues. / Thur. 2:10 PM – 3:30 PM	
Classroom:	GBB L09 GBB123	GBB 108
Credits:	3 hours	

Please Note: Most classes will meet in GBB 123 unless otherwise noted. This syllabus and this schedule are subject to change depending on additional events and other extenuating circumstances. We will use Moodle for a portion of the course, but you are required to submit physical assignments as well as actively participate.

Course Overview

Welcome to Principles of Entertainment I. This course is designed to provide you with first-hand experience in applied event management. The course will allow you to better understand the processes involved in the conceptualization, development and production of live events.

Throughout the course we will maintain an emphasis on applying our knowledge to realistic and relevant problems faced by entertainment professionals. It is only when you have experienced applying your knowledge to actual problems that you can readily see your strengths and weaknesses, and perhaps more importantly recognize that no single approach is appropriate for all situations. The course is highly interactive. It will challenge your ability to communicate effectively.

The purpose of this course is to synthesize real world situations with classroom learning. Students will be responsible for planning, promoting, executing, and otherwise managing the events which constitute Spring Thaw. Although we have a model in place for the events of Spring Thaw, we want the class to pick events you would like to create. We will talk more about this the first couple of weeks of class. We would like this to be an educational, hands-on, and most importantly, a fun and great experience for the students. We are scheduled for May 6.

In addition, students will work on 1 of 3 event specific assignments. These assignments are smaller in scope than Spring Thaw, and should help students gain a greater understanding of a specific element of entertainment management.

Finally, we will work with singer/songwriter Tim Ryan to help develop his proposed symphony project.

School of Business Administration Mission Statement and Assurance of Learning

The University of Montana's School of Business Administration is a collegial learning community dedicated to the teaching, exploration, and application of the knowledge and skills necessary to succeed in a competitive marketplace.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals and objectives for our undergraduate students:

Learning Goal 1: SoBA graduates will possess fundamental business knowledge.

Objectives:

- Students will demonstrate fundamental business knowledge on a nationally normed test or a locally prepared test.
- Students will demonstrate fundamental business knowledge of business concepts while working in an internship.

Learning Goal 2: SoBA graduates will be able to integrate business knowledge.

Objectives:

- In a business plan and/or business simulation game, students will integrate concepts from several of the functional areas of business.

Learning Goal 3: SoBA graduates will be effective communicators.

Objectives:

- Students will demonstrate the ability to write effectively.
- Students will deliver professional quality oral presentations.
- Students will demonstrate writing skills in internships.

Learning Goal 4: SoBA graduates will possess problem solving skills.

Objectives:

- Students will use appropriate tools to identify the root cause of a business problem.
- Students will use brainstorming tools to identify relevant alternatives for solving a business problem.
- Students will effectively analyze alternatives using quantitative tools.
- Students will effectively analyze alternatives using qualitative tools.
- Students will use appropriate tools to select a solution from competing alternatives.
- Students will identify metrics that will indicate the success or failure of the implemented solution.
- Students will demonstrate problem solving skills in internships.

Learning Goal 5: SoBA graduates will have an ethical awareness.

Objectives:

- Students will demonstrate moral reasoning on a nationally normed test.
- In a case, students will recognize potential ethical dilemmas in a business situation.
- In a case, students will identify the consequences of different ethical perspectives when applied to an ethical dilemma in a business situation.
- Students will recognize potential ethical dilemmas in internship situations.

Learning Goal 6: SoBA graduates will be proficient users of technology.

Objectives:

- Students will understand the role of technology in creating business innovations and in obtaining competitive advantage.
- Students will make appropriate use of spreadsheets (formulas, tables, and graphs).
- Students will effectively use spreadsheets and other technology in an internship situation.
- Students will design and construct a web page.

Learning Goal 7: SoBA graduates will understand the global business environment in which they operate.

Objectives:

- Students will understand how globalization impacts U.S. economic conditions and workforce dynamics (e.g., employment opportunities, etc.)
- Students will understand how different operating and cultural conditions affect the general conduct of business in different areas of the world.
- Students will demonstrate global business knowledge on a nationally normed test.

ADA Accommodation Statement

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <http://www.umt.edu/disability>.

Academic Integrity

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php. It is the student's responsibility to be familiar the Student Conduct Code.

Email

According to University policy, faculty may only communicate with students regarding academic issues via official UM email accounts. Accordingly, students must use their umontana.edu or umconnect.edu accounts. Email from non-UM accounts will likely be flagged as spam and deleted without further response. To avoid violating the Family Educational Rights and Privacy Act, confidential information (including grades and course performance) will not be discussed via phone or email.

Course Materials: You will be required to purchase a UMEM Resource Pack (blue card due Tuesday February 16, 2016.) at The Bookstore. Once you purchase this card, show original receipt and card to the UMEM office staff in GBB L02. This resource pack grants you access to all class materials and all resources necessary to complete this course successfully.

Following is a synopsis of class requirements:

Class Attendance (20%): You are required to attend all classes unless you receive prior and documented approval from the instructor. Roll will be taken each day. That said, if you are ill or have a legitimate excuse you must email so I can excuse your absence. You will also attend Adams Center training as well spend class time at the Top Hat and Big Sky Documentary Film Festival Docshops.

Class Participation (20%): You are required to actively participate in class assignments; these may be individual, group, or class assignments. Your participation will be based on the quality of your contributions, the level of professionalism you demonstrate, and the value added to each project. Additionally, although we have no official textbook, each student is required to sign up and read The Lefsetz Letter. This free email newsletter is written by Bob Lefsetz, an American music industry analyst and critic. Mr. Lefsetz covers many themes, and his passionate and provocative observations on music, media, and pop culture are highly praised. His profane and sometimes controversial newsletter is a must read among top industry executives, musicians, and soon the students in this class.

Event specific experience (15%): Students will chose from 1 of 3 tasks:

1. Researching, budgeting, planning, and submitting an offer for a(n) artist or group for 6th, 7th, or 8th grade school age students for the Missoula School district. Due by March 1. (Limit 20 students)
2. Working as physical labor for set up and tear down of a special event Oscar Party. Occurs Sunday, February 28th. (Limit 20 students)
3. Work over the course of the semester planning and 3 – 4 hours onsite over 2 days of the Business Start-up Challenge on May 4 & 5.

Tim Ryan project (15%): UM alumni, singer/songwriter Tim Ryan is currently developing a touring production of his symphony event. As a class we will work to help develop his project. We anticipate Tim joining us for a couple of classes in March. Specifics will follow in the course meetings.

Final Project (30%): Due Thursday, May 5, by class time. Students are expected to have the ability to integrate the knowledge they acquired during the course. In anticipation of this expectation, students will be placed into groups that will be responsible for the development of a comprehensive plan for producing a particular aspect of the chosen event.

General Class Dates

As a class, you will determine the dates of our events. Actual class assignments and lectures will be determined based on class progress and event dates. Class content will include, but is not limited to, budgeting, marketing, public relations, networking, relationship building, event planning, human resource management, fund raising, production, advertising and venue management. **We will met in GBB 123 for most days unless bolded below.**

Tuesday, January 26, 2016	Introduction, Syllabus, discuss course basics, start brainstorming session.
Thursday, January 28, 2016	What is success?
Tuesday February 2, 2016	Define class projects: MPSD, Oscar Party, Business Start-up, Tim Ryan – sign up
Thursday February 4, 2016	Divide groups up for Spring Thaw – assign tasks
Tuesday February 9, 2016	Adams Center for Training (at Adams Center lobby) – 2 groups Untrained, Previously trained
Thursday February 11, 2016	Independent group research day
Tuesday February 16, 2016	Class guest Kevin Head, Gant charts – Spring Thaw (Blue card due)
Thursday February 18, 2016	Class meets at Top Hat – Eli Winn group performs Galactic arrangements – live
Tuesday February 23, 2016	BSDFF – Class meets at Holiday Inn for Online Video Activism Workshop
Thursday February 25, 2016	BSDFF – Class meets at UC Theatre (Film Pitch assignment)
<i>Friday February 26, 2016</i>	<i>4:10 – 5:40 PM Ondi Timoner – “How to make a great documentary” UC Theatre (Optional but highly encouraged)</i>
<i>Sunday February 28, 2016</i>	<i><u>Oscar party event only for those signed up to work</u></i>
Tuesday March 1, 2016	Spring Thaw discussions (<u>MCPS research, budget, offer due, for those signed up</u>)
Thursday March 3, 2016	Spring Thaw discussions
Tuesday March 8, 2016	Tim Ryan?
Thursday March 10, 2016	Tim Ryan?
Tuesday March 15, 2016	Spring Thaw group progress report - Design
*Thursday March 17, 2016	Spring Thaw group progress report – Talent – L09
Tuesday March 22, 2016	Spring Thaw group progress report – Raffle/Carnival Games
Thursday March 24, 2016	Spring Thaw group progress report - Sponsorship
Tuesday March 29, 2016	Spring Thaw group progress report – Marketing/PR
Thursday March 31, 2016	Spring Thaw group progress report – Social Media
Tuesday, April 5, 2016	No Class – Spring Break
Thursday, April 7, 2016	No Class – Spring Break

Tuesday April 12, 2016	Spring Thaw discussions
Thursday April 14, 2016	Spring Thaw discussions
Tuesday April 19, 2016	Spring Thaw discussions
Thursday April 21, 2016	Spring Thaw discussions
Tuesday April 26, 2016	Spring Thaw discussions
*Thursday April 28, 2016	Spring Thaw discussions - L09
Tuesday May 3, 2016	Spring Thaw discussions – last minute details
<i>Wednesday May 4, 2016</i>	<i><u>Possible evening event for Business Start-up Challenge for those signed-up</u></i>
Thursday, May 5, 2016	Final project due by Start of Class <i><u>Day time hours for Business Start-up Challenge for those signed-up</u></i>
Friday, May 6, 2016	<u>Spring Thaw</u>

Please note: We are scheduled to supervise students in San Francisco, CA for the Pollstar Conference from Tuesday, February 9 until Sunday, February 14, 2016. Also, we may have an occasional guest lecturer if applicable.

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Proposal Outline

I will not consider spending money on any aspect of Spring Thaw unless an acceptable budget proposal has been submitted. Please follow this outline when submitting a proposal. You may email the proposal to Thomas.Webster@umontana.edu

- Contact information
- Date
- State your request: Who is asking for what, to what end?
- Describe your need (explain how spending the money on this item is necessary to the success of your activity)
- Describe how you will acquire your item
- Financial information
 - Did you get bids?
 - How much will it cost?
 - Payment details?

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Final Project Outline

Throughout the semester, you and the members of your group will develop an event plan surrounding Spring Thaw, or instruction manual, describing the activities of your group and creating the documentation necessary to recreate your group's activities.

The completed document is due in class on May 5, 2016.

It is worth 30% of your overall grade.

This is a group project. Each student assigned to a group will receive the same grade as every member of that group for this final project.

Final Project Outline:

- Cover Page (1 page)
 - Title
 - Date
 - Class information
 - Names
- Executive Summary (1 page)
- Table of Contents
- Body
 - Activity Description
 - Purpose of Activity within Spring Thaw as a whole
 - People involved (job descriptions)
 - Organizational Chart
 - Checklists
 - Timelines
 - Contacts
 - Budget (assumptions)
 - Recommendations
 - Exhibits (source materials)