

Jim Hart
Director of Arts Entrepreneurship Program
Southern Methodist University

Submission for:
Special Recognition in Entrepreneurship Education Innovation Awards: Pedagogy
Submitting Nomination: Jim Hart



Students in the Arts Entrepreneurship class *Attracting Capital* raised \$5,645 in Hart's "The Marble Game".

Problem and Description of Innovation:

Arts education in America traditionally trains artists in “all arts technique” and no real business skill--or entrepreneurial training. This leads to the starving artist stereotype. More and more colleges and universities in America are recognizing the importance (even need) for entrepreneurship becoming part of curricular training in the arts. However, traditionally, artists typically do not want to study business, as evidenced by business skills lacking many artists. So, how do we, as educators, who have been in the market, who understand the realities and rigors our students will face upon graduation, how do we entice artists to want to study entrepreneurship in the arts? How do we attract them into arts entrepreneurship classes so that they gain the necessary skills that will enable them an increased opportunity to make a living from their creativity?

Jim Hart, Director of Arts Entrepreneurship at Southern Methodist University, Meadows School of the Arts, believes that artists love to play. Musicians “play instruments” and theatre artists “perform plays.” Creatively minded people are commonly known to engage in the creative act--out of joy. They love to play. Consequently, Hart opines, “If we appeal to their sensibilities, the students’, as opposed to ‘offering them their good medicine of entrepreneurial training’, we educators may help them understand the value of entrepreneurial training in the arts.” To accomplish this, Hart teaches students entrepreneurial skills (both hard and soft) through play, through games and exercises that are designed with experiential learning and fun in mind.

This approach to teaching Arts Entrepreneurship is innovative in several ways:

Purpose of Innovation:

1. Hart’s approach appeals to artists’ sensibilities.

Outcomes of Innovation:

2. The games played cover a wide range of skills and topics pertaining to entrepreneurship including multiple ideation techniques, primary market research and feedback, gathering resources and attracting capital. Other games teach arts entrepreneurs how vast their networks are, if they are willing to seek out help. They teach how to understand what resources students currently possess and how those resources might be leveraged and profited from. Students learn to set goals and gain perspective on milestones accomplished. They are taught to define their core values and mission statement/s (together with their unique personal stories) in order to entice others to want to support their endeavors. There are games that teach multiple ways to create a niche--one approach is an “outside-in” technique and the other an “inside-out” one. Hart has also devised an ideation technique that routinely has a 90% success rate. Success, in this instance, is defined by how many of the concepts are “liked” or “passionately liked” by those they are created for.

Primary Objectives of the Innovation:

3. Hart seeks to offer a means of educating arts entrepreneurs in a way that teaches hard and soft skills, appeals to artists’ sensibilities. The games Hart has developed can easily be adopted and adapted by other programs--without programs having to significantly revise their classes or curricula.

Hart's original games for teaching arts entrepreneurship has been played in numerous colleges and universities, including: North Carolina State University, University of Wisconsin Whitewater, Millikin University, Ohio State University, Columbus College of Art and Design in Chicago, Cox School of Business (SMU), Texas Tech University, Texas State University and others. His games have appeared in the book *Embracing Entrepreneurship Across Disciplines*, authored by Satish Nambisan. Northampton, MA: Edward Elgar Publishing Ltd., 2015), the double-blind peer-reviewed journal "Experiential Entrepreneurship Exercises Journal" (three times), as well as a popular blog post through Theatre Communications Group's website. Thirty-three of Hart's original games now appear on the USASBE-sponsored website <http://www.trepedhelp.com/> (offered to assist those seeking to teach experiential exercises in entrepreneurship) and Hart offers games for others to adapt and adopt through his website www.artsentrepreneurshipgames.com. Hart has been asked to contribute to the book *Vol. 2 of the USASBE Annals* to the section of the book "Part III: Innovations in the Classroom, Experiential Learning, and Outreach." Hart's games/exercises have been selected for workshop presentation, having gone through a double blind peer-reviewed process, for both the Society for Arts Entrepreneurship Education (two years in a row) and USASBE. In 2015, Hart won the USASBE Spark! Prize, a contest for impactful entrepreneurial exercises and served as co-recipient for the Best Workshop award at USASBE that same year, together with Julianne Shields of Millikin University and Megan Carpenter of Texas A&M.

Whom the Innovation Serves:

4. The games and exercises Hart has created have multiple audiences in mind:
 - A. Students benefit from a playful and fun way of learning that teaches real-world entrepreneurial skills. The students also benefit from such training, as they are able to engage in experiential learning--as they are "doing" when playing the games. One of Hart's published games, The Marble Game, led to a student couple raising over \$5,000 cash by trading up from a single glass marble (pictured on the cover).
 - B. Faculty teaching with the games/exercises benefit from their use for the same reasons listed above in A.
 - C. Institutions benefit, as games appeal to artists' sensibilities, thus aiding in attracting artists to study arts entrepreneurship.

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Students' Responses:

Please see the past quotes from students about their experiences of playing some of Hart's original exercises/games. Please note that students were not prompted in what to say in any way. Rather, they were asked to give an honest assessment of what they experienced (good or bad) in the playing of Hart's games/exercises.

Samuel Lankford
SMU Student
9/4/15

I had never thought about doing something like this until I met Professor Jim Hart in my attracting capital course. A game that encourages you to get to know a person's interests and then use your own creativity and experience to build a concept for them all within the course of 5 minutes. This honestly was one of the most helpful exercises I have ever done. Playing this game encourages you to think outside the box and allows you to explore interests, other than your own, and from that form an idea that could be completely foreign to you. The other brilliant thing I found out from playing this game is that sometimes the other persons' interests might be (more) fascinating to you than your own and from that one can become very inspired by another's interests. I think the most valuable thing to take away from this game however is its ability to foster creativity. People think of business as a cut and dry world where people go through an automated routine and it just happens to turn out money, this couldn't be farther from the truth. If we take a look at the people who have shaped the world we live in today like Steve Jobs, Mark Zuckerberg, Bill Gates, and many others like them they all have one thing in common. That one thing is creativity. This is why I believe that creativity is a gift that should be fostered and not suppressed and that is exactly what Professor Jim Hart does in his classroom, encourage creativity and allow it to flourish into brilliance.

Sterling Gavinski
SMU Student
September 6, 2015

The "Taking Stock" game is perhaps one of the most useful Arts Entrepreneurship games I've played in class with Jim Hart. This game in particular I have applied in real life situations more than any other. "Taking Stock" requires students to look back on past accomplishments and evaluate their progress in order to plan the future of their current endeavors. Students are required to look back at their accomplishments over the past week, month, and even year in order to assess their milestones and the direction they are taking in attempting to achieve their goals. "Taking Stock" gave me a clear, healthy view of my approach to life and a better way to balance my goals. This game made it easier to critique my own progress and develop ways to improve and eventually succeed. By evaluating my own efforts, I was able to determine alternative methods for observing and eventually achieving my goals, both small and big.

The "Finding Meaning" game allows students to prioritize and have a clear vision of what really matters. Students are required to come up with 5 things that they could not "live without" and

then slowly pick the ones that they would give up first. They repeat this process, giving up one thing at a time, until the 5 things are inevitably ranked in order of importance. This game both surprised and enlightened me. By prioritizing my values, I was able to have a clear vision of what is important to me and therefore, how my time could be better spent. This game is easily one of the most difficult arts entrepreneurship games taught by Professor Hart. I had to prioritize everything that matters to me in something like ten minutes, which really puts things into perspective. This process is eye-opening and incredibly efficient in kick-starting or refreshing the ideation process.

Mandy Milliot
SMU student
Sept. 7, 2015

One game that was particularly helpful for me personally was the defending of our business plan. We pitched our business plans to the class, and the class had the task of trying to poke holes in our business plans. This seems innocent, but I am usually afraid to talk in front of the whole class for any extended period of time, and I am also afraid of looking unprepared or unintelligent in front of my peers. The idea of being proven wrong or seeming like I didn't know what I was talking about terrified me! That is why it was so valuable for me. In the business world, you can't always hide behind a computer or telephone and always have the help of a professor to check your work. This game taught me the valuable lesson of standing up for my ideas and knowing them so well, inside and out, that I would be able to defend absolutely every aspect of it. It also taught me that receiving criticism is not always a bad thing. Everything my peers told me was very helpful for me, and revealed aspects of my business plan that were not solid that I didn't notice with my own analysis.

Angie Reisch
SMU Student
Sept., 2015

This game was an eye-opener for me. While I often prioritize my work and my creativity, the thing I discovered that I value most is my personal relationships. As an artist, I had a difficult time accepting this. Often, whether purposefully or subconsciously, I associate my identity with my work, so I felt slightly guilty that my first and foremost priority was not in fact my work. However, the more I thought about it, the more it made sense. My personal relationships ultimately affect the type of person I am, influence what I think, and shape my perspective on the world and my creative process. It was a good reminder for me that while I am my own individual, my creativity and inspiration does not solely come from within, but rather is influenced by those that I am connected to and the world that I am a part of. I think it is important not only for artists to play this game, but for all to try it out in order to reveal where one's priorities lie. Ultimately, this has the potential to help with decision making and evaluating if priorities need to be readjusted.