

3/8/71

M E M O

To: Staff
From: Mike
Re: Organizational development and what to do next.

I have received the following letter from Dave Serlew. In it you can read his suggestions on further interviews, the retreat and what we can accomplish in the meantime. I am accepting his recommendations and urge you to fill out the accompanying forms as soon as possible. Please note the information that must accompany the forms (underlined) and that they should be turned in by Friday.

If you have other questions we can take some time to answer them at the regular Staff Meeting on Wednesday.

* * * * *

"This is to confirm our understanding with you on the current state of affairs with regard to the Museum's organization development project and to lay out plans for the next steps to be taken.

First, with regard to interviews, we feel that we have gained a fairly good grasp of the major issues confronting the Museum through the interviews which Steve conducted last week. We would like to interview a few key Board members and one or two other staff members at the Museum but do not feel that the cost involved in interviewing all the staff members would provide an incremental benefit in terms of additional information which makes the investment worthwhile. Instead we are sending a data collection packet for all staff members and co-ops which we hope will supply us with the additional information which we consider essential to our discussions with you during the next few weeks concerning the future direction of the Museum.

Second, our experience during the last week with interviews and the Visitor Center meeting has convinced us that we should postpone any more meetings of that kind as well as the retreat itself until we have had more time to analyze the information we now have and will be collecting during the next week or so, and to work with you to explore its implications for the future of the Museum. We have become firmly convinced that the staff will be able to apply itself much more effectively both in meetings and elsewhere once the general direction and organizational design of the Museum have been established.

(Letter from Dave Berlew continued)

"We would propose the weekend of May 1 to 2 for the retreat. By that time we are confident that the general goals of the Museum will have been clarified and we can concentrate on helping staff members to define their roles and responsibilities as well as the most effective ways of working together to achieve the organization's objectives.

"We have enclosed enough copies of two data collection instruments so that every member of the Museum staff (including Co-ops) can be given them to fill out. One instrument, "The Projection to 1975" will provide us with information on how various staff members see the future of the organization as well as its present strengths and weaknesses. The second instrument, "Climate (or Work Environment) Survey Questionnaire" will tell us something about the way staff members perceive the climate or working environment at the Museum, as well as information about what they think the climate should be.

"We recognize that some staff members may be reluctant to fill out "another form." Individuals whom we interviewed may feel that they have already provided us with some of the information requested. We are hopeful nonetheless that most, if not all the staff, will fill out the forms. Time and money will not allow us to interview as many people as we would like (we have already had to cancel some interviews) and we would like to have everyone's input. The climate data will give us information that can be quantified and compared with similar data from many other organizations. It will also be extremely helpful in trying to create a more desirable climate.

"We are not asking individuals to sign their names to the two data collection instruments but it will be extremely helpful if they would note their department and whether they are part-time or full time coops, etc. on each of the two forms so that we can use it in our analysis. I would suggest that you ask them to complete the forms and drop them off at some central point, perhaps in a sealed envelope, so they can then be passed on to us. If possible we would like to have all the data back by March 12th or shortly thereafter so we can begin to analyze it.

"We hope these suggestions are in agreement with your present perspective. We look forward to continued work with you, Phyl, and the rest of the staff. If you have any specific reactions to our proposals, please do not hesitate to contact us."

David E. Berlew

M E M O

To: Staff

From: Mike

Re: Preliminary distillation of Steve Rhinesmith's interviews

The following are a very rough summary of the things Steve Rhinesmith heard in his interviews with some members of the staff. They do not necessarily represent his diagnosis of the Museum's problems, but simply reflect back to you what he heard you saying.

Goals/Planning

- long range purposes are examined, but little concentration on short and intermediate range goal-orientation
- no organizational emphasis on goals, individuals "do their own thing" - many times without guidelines
- only systematic planning done by Mike for development purposes.

Leadership

- Mike is seen as charismatic
- leadership might be reinterpreted as structuring learning for subordinates while achieving goals of the Museum
- Mike is seen as a visionary
- no leadership is provided on day-to-day issues

Management

- a blurred relationship exists between Mike and Phyl
- there is little delegation of authority with the possible exception of Phyl and the WOT
- no systematic allocation of roles and responsibilities for most of the staff
- no middle management

Feedback/Rewards

- no performance appraisal system
- difficult for staff to get feedback from Mike and Phyl
- organizational priorities also do not provide feedback
- no clear definition of criteria for rewards or a reward system; since there is no middle management, promotion is not really possible.

Decision-making

- distrust of decision-making that Mike does; belief that he may reverse himself
- pseudo-democratic decision-making process seen as unnecessary by many
- Mike is unclear on what kinds of decisions require the participation of the staff
- Mike has not accepted the responsibility of formulating alternatives against which the staff could react, but has most times asked the staff to start from the beginning with him.

Meetings/Communications

- kids (staff) can't confront their father (Mike)
- mother (Phyl) will never disagree with father publicly; kids doubt she ever really confronts him
- meetings have become a joke due to their lack of resolution on almost any issue undertaken
- raises question of the purpose of meetings: to share information, make decisions or involve participative planning - three options which many times are unclear
- there is a feeling that Mike has ideas that he can't or won't communicate which are many times discovered by staff when they contradict him unknowingly - leads to paranoia.

Personnel

- considerable hostility exists toward people perceived as un-needed in the organization
- at same time, difficult to dismiss people because of unclear job definitions, which make it hard to know when a person has outlived his/her usefulness
- many incongruencies perceived in hiring and firing procedures
- Mike is seen as "moving through people" and considering them to be expendable for his visions.

Accountability

- preparation of staff to assume accountability has not adequately been done prior to current reorganization proposal
- unstructured time of many of the staff is not used productively
- when given, accountability many times is not accompanied by the authority necessary to make it real
- there are no clearly defined criteria for determining success
- to what degree will Mike be accountable for things in the future?

Programs/Prioritization

- which programs are most important to the future of the organization: Outreach, Visitor Center, Workshop of Things, Loan/Circulation?

Funding/Other Sources of Income

- selling vs. grantsmanship
- fund raising for specific projects from \$5.00 - \$500,000
- HBS Report as a source of ideas on marketing
- role of Board in fund raising
- role of each individual in organization.

Structure and Organization

- administrative vs. creative responsibilities (personalities)
- home office allocation (40%) - why support losers?
- new proposal fragments Museum
- new proposal does not meet staff where they are, but attempts to move them to where Mike is.

Use of Volunteers

- Use of Co-ops and CWS students a problem
- question of training vs. service
- "Piece of action" is needed; they need to feel commitment to exhibits in the Visitor Center or have their role restructured

Personnel Practices

- contracts are unclear
- many perceive the salary policy to be inequitable
- many also perceive vacation policy to be inequitable
- SAC (Staff Advisory Committee) members feel usefulness (unclear) because Mike and Phyl have circumvented policies and re-commendations on numerous occasions
- unlimited sick leave policy is questionable
- 2/5ths time people and over are given fringe benefits; a questionable policy
- no delineation of the organization and administrative practices is given.

Cohesion/Loyalty

- people (staff) committed to ? and freedom, rather than one another, even though many times they describe themselves as a "family"
- staff feels a sense of uniqueness and pride in working for the Children's Museum
- staff feels almost universal loyalty to Mike as visionary.

Investment Policies

- staff feels that a 4.75% rate of return on investments (which some perceive as last year's level) indicates that policies should be reviewed.

Board of Trustees

- staff sees them as lacking in knowledge about the Museum
- seen as not providing counsel or assistance
- seen as a self-serving "clubby" group
- nobody knows Trustees (with a few notable exceptions)
- corporation members seen as a way to ease the Trustees out
- Trustees seen as having no accountability, goals or performance targets for themselves.

Outsiders

- Drew Hyde is a center of great attention, suspicion, fear and gossip (one person claims that they had heard from a friend of their's at ICA that the staff there was looking forward to moving to the Children's Museum next year)
- the new organization structure raises great questions in this area.

Clientele

- the local neighborhood?
- public at large?
- educational institutions?
- outreach to disadvantaged?

Notes on a Meeting with Mike Spock, Phyllis O'Connell, Steve Rhinesmith and David Berlew on March 16, 1971 1:00-6:00 p.m.

The agenda of the meeting was as follows:

1:30-4:30 Discussion of decision matrix filled out by Mike; a discussion of the personal assessment results on Mike, and the exploration of alternative directions for the Museum generally and for Mike specifically.

4:30-6:00 We discussed four specific items on which decisions would have to be made. Namely: 1. Fred Kresse, 2. Follow-up with regard to the Visitors Center staff meeting, 3. Other Children's Museum staff members who should be included in the planning, and 4. The Budget for McBer.

The results of ~~the~~ Mike Spock's matrix decision exercise^{are} included as an Appendix. His personal test results are also attached as an Appendix.

Our discussion of alternative directions began with two competing assumptions: 1. The Children's Museum as a viable concept/institution in something like its present form and 2. The Children's Museum as presently constituted is not a viable concept or institution. We agreed that the Children's Museum was no longer a viable concept or institution and went on from there to consider four alternatives: (1) To dissolve the Museum, (2) To use the Museum as a nucleus for building a new form of institution, (3) To merge the Children's Museum with another institution such as a University and (4) To allow the Children's Museum to be absorbed by a much larger umbrella organization as a minor part or section.

We eliminated the first and fourth alternatives, namely dissolving the Museum or allowing it to be absorbed into an umbrella organization. Our reason for eliminating the fourth alternative was that there is currently no such organization existing nor any active movement to

establish such an institution.

We decided to focus on the second and third alternatives, that is using the Children's Museum as a nucleus for building a more viable type of institution or secondly, merging it with one or more institutions currently existing in the community.

In order to accomplish either one ~~for~~ these, we felt that priority ~~ex~~ objectives in the ~~xx xixx~~ short run should be to: (1) Build the Children's Museum as a strong, but flexible organization which could serve as a dynamic nucleus or a critical element of a new institution and (2) To insure that the Children's Museum provided leadership in the community to design and develop the new type of institution which would serve the needs of the urban community.

To achieve this end, we began to discuss ~~xxx~~ quite generally a Children's Museum with perhaps three operating units: (1) A division which specialized in the design and presentation of new experiences, or initial educational experiences, or "turn-on" experiences. This division would include such things as the Visitors Center, Exhibitions, Design and Production and other short term experience programs focussed primarily at children.

(2) The second major division might be an educational resources and programs unit emphasizing the design and conduct of more sustained ^(over time) educational programs. This might include the current Resources Center, the Circulation Department, Teacher Training programs, Parent Training programs and the like. The dynamic notion here is that the initial objective would be to awaken children and perhaps parent ^{and} teachers as well with short term "turn-on" kinds of experiences. Once turned on, the target population then would be led into more sustained educational programs or experiences which might call on the total resources of a

community, such as museums, schools, libraries and the like.

(3) A third major division in the Children's Museum might be the support services which would include administrative, maintenance, public relations, fund raising, etc.

The notion was that each of these major divisions would be headed by a strong management type who was committed to the overall goals of the Children's Museum and the development of a broader focus rather than to the specific goals of a subsection within the division. The department heads would comprise a management team, ~~via~~ either under the direction of a strong managing director or deputy director of the Museum, or conceivably under Mike Spock's management if it did not demand too much of his time and energy. To accomplish the second objective noted above, we felt it was important to free Mike to spend a large proportion of his time in providing leadership in the community to develop the new broader focus ~~in~~ and institution that would allow groups like the Childrens Museum to fulfill a significant role during the next decade or two.

With regard to the action decisions, it was decided that Dave or Steve would spend up to one man day with Fred Kresse consulting with him on his personal goals and if appropriate, helping him conceptualize the management sections of his proposal to the National Science Foundation. Berlew called Kresse on March 17 and sent him the BLI to complete. Following that, one or more interviews will be scheduled.

Two, it was decided to follow through as originally planned on the Visitors Center task force project. Phyllis O'Connell will take responsibility for this.

Three, it was decided to have Dave and Steve feedback to the total staff at a regularly scheduled staff meeting on March 31.

At that time, we should be able to present a tentative series of objectives for the Museum as well as an organization design. WE would use this as an opportunity to obtain reactions prior to the staff retreat scheduled for May 1 and 2.

Four, McBer Budget: Mike Spöck indicated that he had \$10,000 available to ~~tk~~ carry the project through the retreat on May 1 and 2. Our initial invoice was for approximately \$1,800. The following tasks and plan estimates were recorded adding up to a total of approximately \$6,500. With the \$1,800 already billed, this left the cushion of nearly \$2,000. Task 1: Spend one day with Fred Kresse--Dave Berlew. Task 2: Staff interviews--Cynthia Cole and Phyllis Morrison. One man-day--Steve Rhinesmith. Task 3: Board member interviews--in order of importance, Jep Wade, VP, Bob Lloyd, President, Hank Wheeler, Secretary, Joanne Lincoln, (now Mrs. Edwin F. Cave), Hamilton Coolidge, Gus Soule. We assumed that no more than four of these Board members would have to be interviewed. ^{2 man-days--SR/PB} Task 4: Data analysis and review--1 man-day--Steve Rhinesmith, 1 man-day--David Berlew, 1 man-day administrative assistant. Task 5: Meeting with Mike and Phyllis on March 25--1 man-day divided between Berlew and Rhinesmith. Task 6: Preparation for and feedback to Museum staff on March 31--one man-day divided between Berlew and Rhinesmith. Task 7: Five man-days in April so far unspecified. Task 8: Retreat on May 1 and 2--three man-days each for Berlew and Rhinesmith.

This adds up to a rough total of 8 man-days, ^{for Berlew,} 11 for Rhinesmith, 2 for an administrative assestant, and 2 clerical days. We have also purchased and not yet billed, 50 Climate Surveys from MRG, approximately 25 of which have been returned for scoring.

sc. Review
O. Council
Spaul

The Children's Museum
Staff Meeting - 3/31/71

Problem swapping
Organized tours for specific interest groups
Research on when learning easy - times of day and time of life
Eating - food
Sleep learning
Making film
Exhibit garden - child planned and executed as a learning program
Parades and parties
Festivals
Saturday schools (run by high school kids - as at Newton South High School)

World Study Tour -
 pilotship - living-learning
Visiting factories
Professional visitor-teachers sharing actual work
Why brainstorm great ideas when we are not making small ideas effective
 or using to good advantage?
Choose few problems and solve before taking on new ones
Public built exhibits
Testing place for innovative educational experiments
Apprentice learning - drive-a-truck
Learn by teaching -
Learn by Doing
Providing "Grandfather" for children to talk with
Age to Age teachers
Younger teach older
Travel - and student and museum exchange

Street festivals that unload out of a van
picnics, parties, family things
finding something
Jamaica Pond
Roving storytellers, illustrators, game leaders
animal shows
fire trucks, balloons, etc.
making something
trips to airports, city places
Summer trips
BIG water thing
Trees, planting
T. Crusoe, "Making Cities Grow"
Everyday things made interesting (going to work)
Service that matches learner to be → teacher
 (possibly computer) " with object
 " with place
 " with learning
lawyers, translators, statesmen
community people

2. Strengths

Big city of people to draw on
Lots of people not knowing what to do
Lots of people wanting to share know-how and services
Quick and easy identity for kids or non-English speaking people
Profit oriented and political people/places want good PR
Bandwagon towards learning about and from environment - \$ available:
Environmental Ed. Act.
TCM sponsorship capitalizes on existing following and good image
Opportunity for TCM to serve more people with less staff and money
Money available for organization and development through fees.
Multiplier effect
Ongoing
Could work with Summerthing
Meets learner-directed, life-long criteria
Encourages learning
An outlet for neighborhood frustration with local schools
City would be less alienating if people could find out what's going
on behind doors.
Unity behind one purpose
Things families could do together
Publishing a big industry and resource in Boston (in dissemination and
enlightenment business)
College and high school student groups are a source of personnel guides,
information, projects
Boston a big hobby place eager to come on with the public
Boston a big museum and college town
Colleges hunting for ways to relate to community
Idea will appeal to lots of people interested in alternatives to
public schools
Logo an easier thing to raise money for
Senior citizens
Unemployed
Kids
Lots of cultures and cultural organizations
Church Sunday schools are desperate for group activities that will hold kids
Teachers are looking for things to do with kids close by and at low cost
Would open schools to communities

3. Weaknesses

At best a good housekeeping seal, at worst a powerful, exclusive monopoly
Could be unwieldy
Evaluation and criteria tough
Quality controle tough
Public could be exploited (especially kids) by propaganda, etc.
Dominance of life by educational establishment (like church in past)
Whole environment could be overexplained
Would need:

- places to get away from explainers
- kick the dope habit
- earmuffs
- non-listener buttons

Lots of know-it-alls around
Kids and others as pests
Too serious - not fun
May not reach those most isolated
We can't possibly do it!!

7. Getting Started

Send out letters to or call conference of people and org. people
Work out insignia
Get started on criteria
Hunt up free services
Suggestion box for names of good Learning Places (Done in Staff Lounge)
Tie to Chessler's telephone service proposal
Get in touch with Big Rock Candy Market people
Set up clearing house run by volunteers (weekends, evenings, holidays)
Consider relationship to existing TCM and other services
Get TCM straightened out so it can take this on next
Get questionnaires to or newspaper ads to collect ideas and volunteers from communi
Work up presentation for TV
Write a proposal and get money to start
Start with our Workshop teacher's list
Contact METCO/EDC/MeCA/EDC
Contact educational toy companies

8. Questions

How do people know that it serves a critical need and not take it casually - what we say about learning - how to explain entire program and goals?

Proclamation - all life dedicated to learning -- in addition to or instead of existing services?

Could it be done realistically by us alone - or better as group effort with us and others?

Should it be explained to public - why? where from? what's it all about?

What about criteria and quality control?

Will it be just for kids?

Will it compete with schools?

Can you teach basic skills this way?

What do schools have to do to be licensed?

Free Access Coupon Book
Kids Vouchers
Culture Bank

"Pin the Tail" on the Map

Ocean in a Museum

Kids dive into it
Eat what you kill
Sniff a Flower
Smells

Teach a kid - Kid teach a kid

Weekend Museum experiences for the whole family

*Visit a Factory

Weekend under the city streets

"Put a bolt in

Get a Job

Make a Job

Start a Company

Museum "Trail"

Child Guides

Tree House Museums

Tree House Theatres

Evening-School Museums

(use at night for museum)

Museumobile units

Circulating materials

Kid Drop-Off Center

Circus coming to Town

Kids in Circus

Charge-cards for kids! (wow!)

Museum Houseboat on Jamaica Pond

Get-out-of-School free "Monopoly" card

The old West

Boss a big guy

Instant Theatre

Me on Television

Make a Book

Cement "Arborway" - in midst of city

Be by yourself to do what you want

Money to spend

Be smarter than your parents

School-bus learning

Pick-a-teacher

"Grandparent's" Bank (not money!)

Boxed "Take Home" Museum

Museum Restaurant

"Child" size portions in adult restaurants

Old Age classes

Story-telling

Grandpa/grandma/children

"Teacher Hot Line" - immed. suggestions
for an activity

"Dial-a-Fact"

Dial Museum

Bird Sanctuary in the city

Farm at the Museum

"Computer bank of activities

Trip with an astronaut

Free movies for old folks

Environmental chambers

Fly-a-Flag

Participatory TV

Kids running the Museum

Instant Museums

Collecting things (rocks, leaves, shells)

Lunch-table learning

Bed learning

Gigantic helicopter (goes to Museum and
to other parts of the city)

Museum Summer Camp

Museum Houseboat on Jamaica Pond

Museum Vacation Tour

Museum "Baby" Zoo

Museum periodical and movies
(Museum sponsored)

Mass. Transit Museums

Bringing foreign kids to the Museum
(get out of the city)

Clean up Charles River

Hike

Taking advantage of travel

on back of station wagons/trains/planes
backs of animals

Movies

Commercials/Advertisements

Television

Shopping Centers

Children's Clinics

Pamphlets - specific data - coordinating
Programmed Toys

Tagged brokers to dispense anything
Teacher in a new classroom
loanable classroom
Communications media, T.V.
Bernice Chesler
People from industry - foremen
Apprenticeships
Trout fishing in Am.
What politicians and other functionaries do
Kid run travel service
Learning environments in subways
Fishing fleet
Summer trips (whole) stowaway
Travel agents
tools
Self Study
Family Life
Jamaica Plain high school in trouble
War
Time to get to know our community
Time to get to know our city
Time -- change -- growth
Ecology
Building a community around education
Live in M. staff
Doctors -- divorce
Family problems
Cut-away sections of city streets
disaster and crisis
construction jobs, people
building on wastelands
garbage
machines in our culture
airplanes - see
little places in the city
elevators
vantage points in the city
autos
birthdays, weddings and celebrations
death
mock burials
people who know how to apply pressure
People to run for office
giant ed. displays in the city (pollution gages, etc.)
food co-ops

Police - crime
Material co-ops
Things labraries
Borrow a brother, mother or aunt
What there is catalog
How to get places in the city
 (travel guides)
What to do with what you got
T.V.
Manipulable enviorns - sound, color, light, text., temp.
kid operated hospital
Real role play
Being in a hurry
Kids are different
Drive a car, plane, MTA
Have a pet (library)
House exchange
Job exchange

Learning someone else's vocabulary
playing games
school exchange (one month a year)
mapping
dressing up
Learning voucher to anyone
Need bank with nice people
Scrounge warehouse
Opportunity to throw out things in stores
Dance to smash a wall
Taste vouchers
Store where you can use things
Store where you use and then return
What's under water
Place to record what you don't understand
People to talk to
A place to yell.

REACTIONS 3/30/71

ZIGZAG - DON'T FORGET ABOUT POLITICAL FUNCTION

Reactions to meeting —

Mary - progress has good

Ruth - admiring sticking to time limits

Jim - Understands, process, data,
Goal
Don't know how they
link up to each other

Carolyn - like it being done by
us & being brought in

Pat - didn't to have it done
& have feedback
would like to see staff
stuff integrated into it.

Steve - if you confident in
you - then I can relax
my grip

Pat what about "C" in TC?
if we really mean life-long

Content analysis of staff in the time

4/1/71

RECORD of a Sandwich Seminar to explore the idea of Learning Places

Our tasks were to:

1. elaborate on the idea and then ask:
2. what are its strengths?
3. what are its weaknesses?
4. what are the probabilities that it could be made to happen?
5. what are forces that might help it to become a reality?
6. what are negative forces?
how strong? which can we effect?
7. what are some things that might be done in next 6 months
to get it started?

We met from 12:30 - 2:00 in the Staff Lounge and made headway on tasks 1, 2, 3, and 7 plus 8. we generated some questions to answer. The following is the idea as presented by Mike:

Learning Places

A wide variety of community educational resources (identified, encouraged, licenced, developed by TCM) who announce their availability as a Learning Place by hanging out a standardized shingle and being listed in a TCM sponsored catalogue.

Shingle would state:

This is a Learning Place

Service Offered

Audience sought

Available hours

Fees, if any

Person to ask for

(hand-out sheet would be available where a large number of resources were available at one place - or different shingle hung outside each person's work station within the institution.)

Shingle would be given out by TCM based on series of criteria on payment of sliding fee scale to support program.

Renewal would be based on careful review with users as to their satisfaction with responsiveness and quality of services.

Museum would keep an up-to-date, cross-indexed catalogue of Learning Places. Anyone could call for information and members would receive a quarterly catalogue of Learning Places.

4/7/

FRIDAY EVENING DISCUSSION GROUPS

TASKS:

1. Discuss the following questions:
 - a. In reviewing Mike's presentation of the "new" Children's Museum, what questions do you have or potential problems do you see at this point in time?
 - b. What is missing from the model that Mike presented? What has been overlooked? Where are the holes that must be filled for the picture to be complete to you?
2. Summarize the results of your discussion on flip chart paper and be prepared to report to the total group later in the evening.

RESOURCE INVENTORY - GROUP EXERCISE

TASKS:

1. Divide into small groups of from two to four persons each (three is optimal). Choose as group partners persons whom you know fairly well and with whom you would be willing to discuss your skills, resources and interests as they relate to the museum.*
2. Share (to the extent you are willing) your responses to questions 1 and 2 in the Resource Inventory - Individual Exercise and help each other reality test, (e.g., do others agree with you about your most important skills and resources? Do others recognize potential contributions you can make that you are not aware of? Do others agree with you regarding where and how you can contribute most?)
3. Discuss your responses to questions 3, 4 and 5 in the Resource Inventory - Individual Exercise. What statements can you make, based on your group discussion, regarding the willingness of the staff to commit themselves to the "new" Children's Museum? What steps might be taken to increase individual and staff commitment? What pitfalls should be avoided? Summarize the results of your discussion on flip chart paper and be prepared to report to the total group.

*

It will probably be most productive if one group is made up of the management group plus Steve Rhinesmith, and another of any trustees who are present plus Mike and Dave Berlew.

RESOURCE INVENTORY - INDIVIDUAL EXERCISE

PART I: Please think carefully about your responses to the following questions before you begin to write. Be as objective and candid as you can. At this point, the information is solely for your own use. Later in the day you will have a chance to share and test your perceptions if you wish to do so. This evening we will ask you to provide us with whatever information about yourself you believe will help us in reviewing and *eventually* finalizing staff assignments.

1. What skills and resources do you feel you have to contribute to the new Children's Museum? List and describe briefly.

2. In which part of the organization and in what capacity do you feel you can work most effectively and contribute most? Why?

PART II: Please be frank and open in responding to the questions in Part II. You will have a chance to share and discuss your responses in small groups, but you need share only as much as you wish.

3. What is your level of commitment to the Children's Museum as presently envisioned?

Very	/	----	/	----	/	----	/	----	/	----	/	----	/	----	/	----	/	Very
Low	0		1		2		3		4		5		6		7		8	High

4. What could increase your commitment to the museum?

5. What could decrease your level of commitment?

Please bring this with you to all meetings and discussions. It is your property and no one will collect or see it, but you may want to refer to it periodically.

JOB ASSIGNMENT INFORMATION

Name: _____

Date: _____

1. List and briefly describe your resources and skills which you believe are most relevant to the work of the museum.

Individual

2. Where do you believe you can contribute most to the Children's Museum? In what functional area? In what capacity? Why?

3. If you had your druthers, what would you most like to do? Why?

PROGRAM FUNCTIONS

The management of intensive, stimulating, one-shot program experiences (exhibits, group programs, discoveries, lectures, demonstrations, concerts, paintings, poems, plays, films, recordings, articles, television programs, parades, contests, games, happenings, fairs, trips, dances, parties, festivals) carefully controlled to change the audience in some more or less predictable way.

Day-to-day operational tasks include advertising, information offering, orientation; program booking, admissions, reservations and scheduling; crowd control, security and accident prevention; staff training, scheduling and supervision; and program support (lighting, projection, sound, props and scenery, expendable materials and equipment maintenance); but most important of all keeping the audience reasonably "happy." (think of a better term)

The skills of a theatrical or public attractions or public accommodations manager.

Long-range developmental tasks include tuning in to audience, community and world concerns; researching and selecting topic; writing, designing and conducting initial tryouts and revisions; making final selection and coordinating design, construction, installation, rehearsal, training; conducting final evaluation and writing up results and sources. The general talents of someone like an architect, or exhibition, film or theatrical producer managing the more specific skills of writers, editors, directors, actors, musicians, and exhibit, scenery, costume and lighting designers and technicians.

TCM people, places and things include: Maury Sagoff, Visitor Center Manager; Nat Faldasz, Visitor Center Assistant Manager; Marion Carey, School Program Coordinator and Leader; Candy Williams, School Program Leader and Developer; Chris Hobbs, School Program Leader; various Co-ops, CWS, part-time employees and volunteers acting as Program Leaders and Exhibit Manners; Ann Wiseman, Theme Exhibit & Program Developer; Mary Eisenberg, Discovery Developer; Steve Caney, Neighborhood Exhibit Project Director; Allan Conrad, Director of Design & Production; John Spalvins, Maintenance Technician; Ron Langevin, Technician; Steve Logowitz, Apprentice Designer.

The Visitor Center, Sit-Around, Tea House, Algonquin Wigwam, WOT Classroom.

The Algonquin & Turtle Programs, Tea Ceremony, Discoveries, Films, all regular exhibits, theme exhibits and programs, occasional outside demonstrators or programs.

Agenda 4/7/71 9:30 - 1:00

- o. Catching up--Agenda setting
1. Fred Kresse & (Process Review)
2. Museum Budget
3. OD Budget
4. Retreat
5. Anne Wiseman
6. Focus/model

Thursday

1. Organization/functions
 - Present
 - Future
2. Mike/Fred 4-6 DB/SR

Retreat Objectives

1. Present clear definition of Mission, Objectives, Focus and outline/design of organization optimal for reaching those objectives (accomplishing mission).
2. Provide ample opportunity for expressions of feelings and to work through feelings. Build commitment.
3. Staffing:
 - . Get staff thinking about their potential contribution to "New organization"
 - . Obtain thoughtful data which will be helpful in making job assignments
 - . Again, build excitement and commitment

4. Clarify next steps

- . Interviews and assignments (start with Department Head)
 - . Final organization chart, responsibilities, assign pattern
 - . Department/division planning/organization meetings
 - . Dates/schedule
-

Points to make in letter/memo to Retreat Participants

1. Present a final definition/statement of Mission, Focus, Objectives for our organization, plus an organization design to accomplish above for your reactions and hopefully approve
2. To begin to explore and collect information on how each one of us fits into and can contribute most to the "new organization"
3. Layout implementation plan which will begin immediately after Board approval (hopefully early in May)

Retreat Participants

1. Staff with long term interest in/commitment to TM (29 possible
24 probable)
2. Board members:
Mike will meet and brief and recruit 2 or 3 to attend.
B. Lloyd
Hank Wheeler
Jep Wade
Kitty Dukakis
Jim Baird
3. Corporation members:
Tally Forbes

Bob Lloyd?
Xerox 5 copies
Looks like Bob Lloyd's handwriting

Dear Mike.

I guess this has been one of those times when there have been considerable pressures on me from various sides which tended to make me say "ok prove it" or "show me" or "so what's new about that" etc.

Tonight after supper Barbara and I were talking about different life styles or personality traits and I realized that my style is to always look for the best side. Maybe last week-end I had the itch and wasn't doing well at seeing what the "good side" was. As you know I clearly feel that there are "good sides" id not "great sides" to ~~at~~ you and 'and' what you are trying to accomplish.

What I feel badly about is that after

a couple of months and 10 6's Dave and Steve haven't found (in my view) an organizational structure or modus operandi that fits a very particular guy and situation.

If I felt more comfortable with the foundation or even with the first floor I think I could feel better about McDer building the second floor and framing out the roof. This weekend has made me feel that they don't even know what "the lay of the land is".

I hope that they have given you a special insight into your strengths and weaknesses which will help you bring the Museum ~~back~~ on to the great things that all of the staff and Trustees feel confident is possible.

There are probably a lot of things that we should do before next Monday (executive committee meeting). As you know we will have to present a budget (or if we're not ready postpone it), show them the new organization (I don't think there will be any problems). I think that if we're going to recommend McBer doing more I should interview him and also I think I should interview Drew. Wednesday afternoon I have to fly to Wilmington to see DuPont on Thursday and then on Friday afternoon will be off to New Hampshire for the weekends.

All this, knowing your schedule, and the others, sound very tight, maybe we can't do it all but I want to make sure we're together on any policy meeting situations.

Phase I

McBer

brief

brief

hired

V.C.
w/ staff

2/5, 2/17, 2/22, 3/1

Bob Lloyd

3 - prep.

3/2, 3/4, 3/16, 3/25

8 - 4 hr sessions

staff mtg.

Freel/2 hrs

1 - Lloyd

2 - staff

3/31, 4/7, 4/8, 4/13

3 - Freel

Retreat

4/23, 4/27, 4/29, 4/29-30

plus 2 sessions with Freel

+ 2 days interviewing staff

Project Com.

4/13

II 5603.40 } INVOICES
I 1855.00 }

7,458.40 - TOTALS

McBER

4/7/71

BOB LLOYD

Broad staff is small no

1. PROGRESS ON O.D. How much Board Call Bob

a. REPORT MEETING NEXT THURSDAY

b. RETREAT

c. CURRENT EXPENDITURES FOR PLANNING

d. FUTURE BUDGET FOR IMPLEMENTATION

e. MAY TRUSTEE MEETING

2. PROGRESS ON '72 BUDGET

a. NEW INCOME

b. SETTING UPSET LIMIT

c. WHEN EXEC COM MTG.?

d. WHEN BOARD MTG?

HVANS LETTER

Approach to contact

3. WHAT TO DO ON ALBANY PROPERTY?
Faulkner's? — (have recommendations for how to handle)

✓ 4. WHAT TO DO ON MORTGAGE PAYMENT?

✓ 5. WHAT TO DO ON COLLECTIONS?

STEVE THRU NEXT THURSDAY
IN SMALL CHURCHES
GHANA
AM ON 23RD STEVE
IN FOR A FEW HOURS
SYRACUSE (PHONE)
RETURNS JUST PRIOR TO RETREAT

DAVE WACO + HUSTON + WESTPORT
BACK MONDAY THRU RETREAT

HOMEWORK

WORK WITH STEVE + FRED

WORK WITH PHYL + STEVE

FLESH OUT STAFFING
PUT INTO MATRIX — 8 PROTOTYPES

BUDGET TO SEE WHERE WE'VE GOT ROOM
WITH DAVID BURNHAM (AWAY NEXT WEEK)

LOOK FOR + TRY TO SOLVE INCONGRUITIES

RESOLVE RETREAT WITH LLOYD

PREPARE FOR PROJECT COMMITTEE

* PREPARE ROUGH DRAFT OF IMPLEMENTATION
PLAN

BIG QUESTIONS

WHAT TYPE OF JOB MIGHT I BE IN?

IS THERE A JOB LIKE THAT AVAILABLE
WITHIN THE MUSEUM? WHAT
DOES MUSEUM NEED NOW?

~~IS THE MUSEUM AS A SEPARATE
ENTITY VIABLE?~~

CAN WE FIND, AFFORD, ABSORB THE
SORTS OF PEOPLE WE NEED
TO FILL THE GAPS?

IF I WERE TO GO ON TO THE
UMBRELLA, COULD I COUNT
ON THE MUSEUM TO JOIN IN
LATER? WHAT WOULD BE MY OPERATING BASE?

IS FRAGMENTATION OR COHESION
A BETTER CHOICE NOW?

CHILDREN'S
CAN THE MUSEUM REALLY BECOME
A COHERENT ENTITY?

WOULD MUSEUM OF MAN / CULTURE
BANK BE A VIABLE
COHERENT FORM?

WOULD CITY AS A MUSEUM / CITY
LEARNING GROUP BE A
COHERENT FORM?

DOES THE SMORGASBORD MAKE ANY SENSE
AS A NEW EDUCATIONAL
ORGANIZATION

Homework

SPEC OUT FUNCTIONAL ELEMENTS
MORE THOROUGH - ESPECIALLY
IN UNDEREXPLORED AREAS (EG BROKER)

~~ANALYZE ALTERNATIVES TO THIS~~

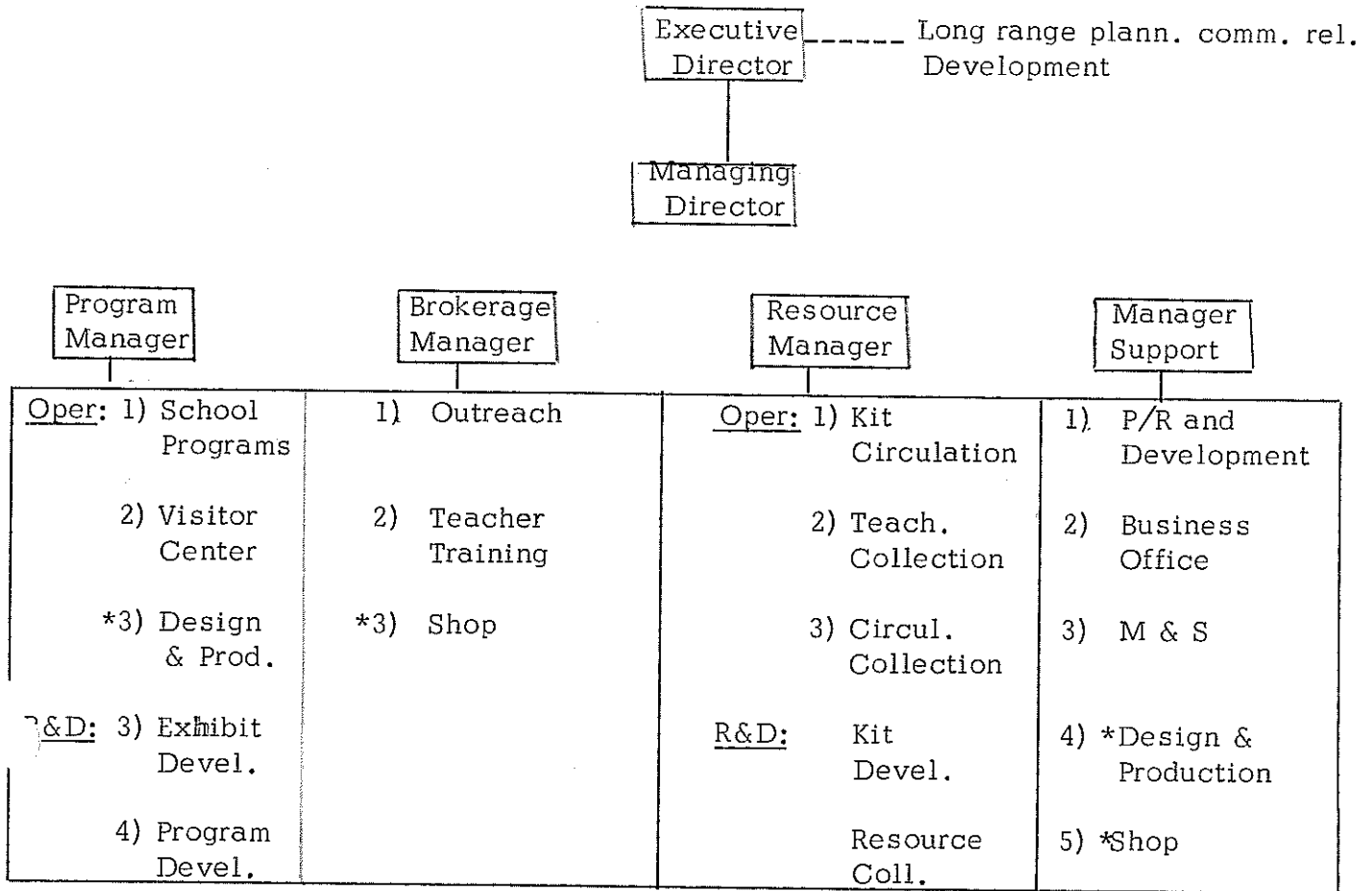
PREPARE PRESENTATION FOR STAFF MEETING
ON ~~CHANGE~~ OBJECTIVE
~~GO TO~~ + FUNCTIONAL MODEL

✓ READ STAFF FUTURES STUFF (BACK
TO DAVE ON MONDAY)

3 subgroups brainstorm
out the parts of the model
eg "How do you get the
brokerage function performed?"
A. Get Peace Corps returns to live
in neighborhoods, etc.

GENERATE CRITERIA FOR LOOKING AT
BRAINSTORMED ALTERNATIVES

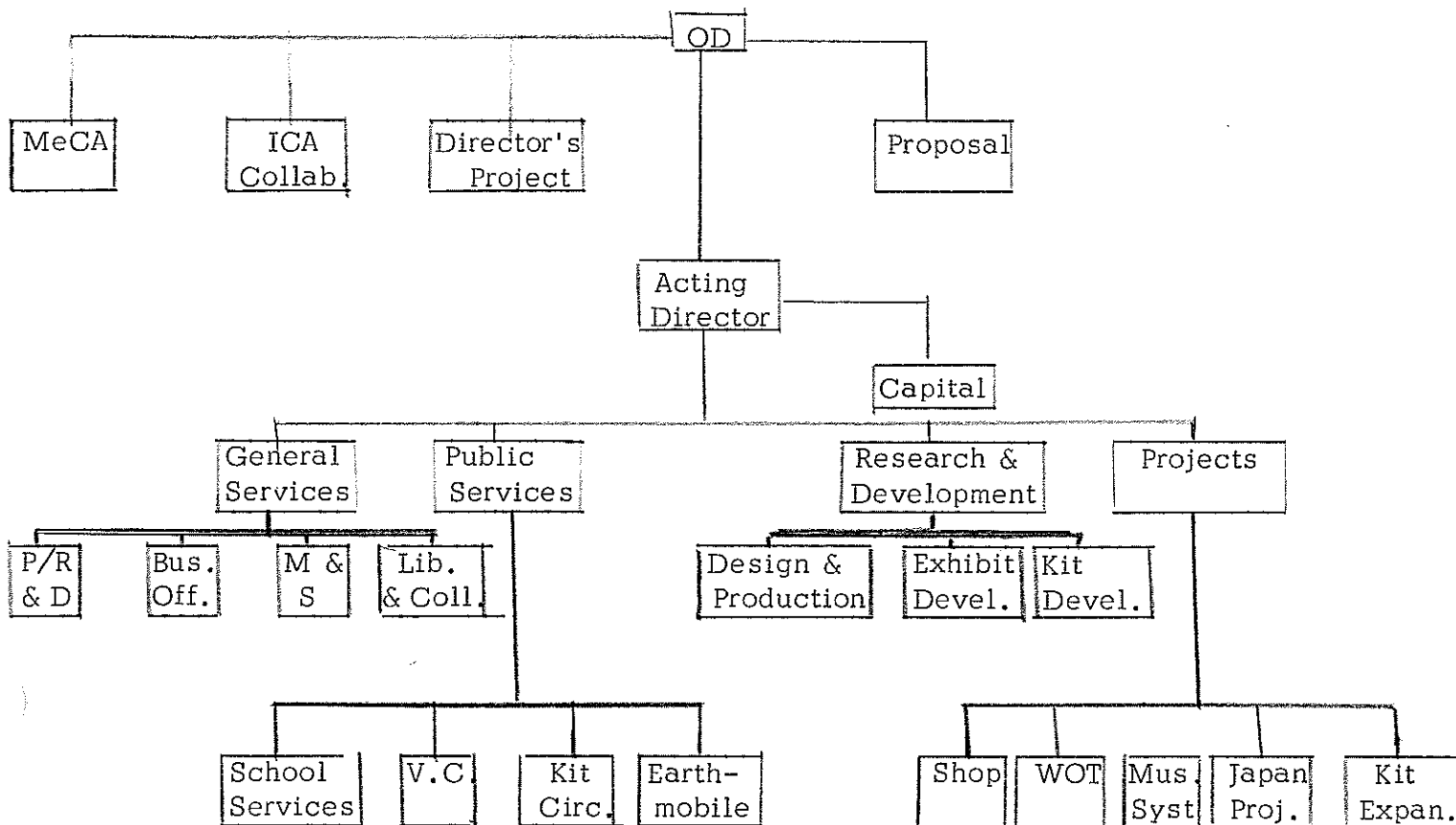
LOOK AT WAYS OF PLANNING ~~TEAM~~
+ PRIORITIZING IMPORTANT
ISSUES



Project

- A. Project Director (anyone - Mike to janitor) - reports to appropriate Manager.
- B. Resource people from Program, Brokerage, Resource, as required.
- C. Representative from Business Office.
- D. Design & Production specialist.
- E. Shop.

ORGANIZATIONAL CHART OF
CHILDREN'S MUSEUM NOW
4/8/71



The gathering

A meeting ground for children, young people and adults who want to do things together. A place where professional and age distinctions are ~~immunized~~ ^{minimized} in order to get the most from everyone.

UMBRELLA CORP - the gathering

Powers

Decisions about who may join it.

Decisions about how space allocated to its members.

Decisions about rents and fees charged for its services to its members.

Decisions about criteria for scholarships and sponsorships.

Decisions on commercial activities included.

Members

Institutions, projects, people working with children, youth, parents, teachers (professional and amateur) that might gain in effectiveness through collaboration

e.g. a school, a curriculum project, an educational resource center, a theatre company, a teachers college, a children's museum, a music center, an arts project, a day care center, learning environments project, a family clinic, a parent ed. program, a dance school, a ten-hour school.

Services

Space

Special facilities (e.g. for performing groups: auditorium, lighting, scenery shop, costume loft, dressing rooms, rehearsal hall, prop storage, box office).

Maintenance and Security services - but not all.

Administrative services (payroll, bill paying, bookkeeping, switchboard and box office, quarterly and annual reports, reproduction services, mailing lists and services, shipping and receiving services).

Fund raising and public relations counsel.

Tax exemption??

Corporation Members

Each neighborhood's clients elect a representative and alternate to serve.

Each neighborhood organization serving those clients and wishing to participate may designate its director or some other staff or board member to serve.

Each regional organization serving neighborhood organizations or clients and wishing to participate may designate its director or other staff or board member to serve.

Nominating Committee may nominate such other representatives of the wider community as it believes will help strengthen the Board.

Corporation meets not less than once annually to receive nominations and elect members to the corporation, to various committees, to the Board of Directors and to offices of the Corporation; to hear reports of its various committees and officers; and to conduct other business of the Corporation.

ASSUMPTIONS

Many of the things the Children's Museum is doing now are still worth doing.

It's better to convert these than give them or throw them away and start fresh.

It's better to do whatever we do in ways that bring children, youth and adults together in mutually supportive ways.

Large capital gifts (\$5M) to endow the foundation and purchase and remodel the building can be found.

Other regional institutions will see advantages to gathering under the umbrella.

Neighborhood organizations and individuals will be able to make more effective use of the gathered organizations.

Suburban clients will be able and willing to indirectly underwrite the cost of services to the neighborhood clients.

A neutral, downtown site is the only location that will be functionally accessible to all audiences.

The only way to really affect kids' lives is by working in his own neighborhood.

PROBLEMS

Many of the kids' basic needs go unmet.

Isolated institutions find it difficult to be client centered while
being subject matter or media expert at the same time.

Few organizations are responsible for teaching 10 hr. subjects.

The money pinch is not just a product of Vietnam and the recession
and will not go away when they are over.

Poor people and poor neighborhoods won't get the services they need
until they directly hold some control themselves.

Neighborhood organizations are badly understaffed and underfunded.

Neighborhood organizations lack in-depth resources.

Regional organizations have difficulty delivering their services to
neighborhoods.

Tax exempt corporations cannot make money unrelated to their
chartered purposes.

The Children's Museum is presently at least two quite separate,
but related institutions with different goals, attitudes, clientele, skills.

Services to children, parents, teachers are scattered and hard to coordinate.

Services to children, parents, teachers are often hidden from or
inaccessible to these clients.

There is no tradition for tax support of cultural organizations.

Children are powerless people.

Subcultures have difficulty surviving within the dominant culture.

Regional services relate poorly to neighborhood services.

Organizations serving the same client are poorly coordinated.

Neighborhood ^(organizations) services are unevenly distributed.

The costs of labor intensive services (medicine, education, culture)
are rising faster than our ability to fund them.

The schools are failing children, teachers, parents.

Schools are the most widespread neighborhood service.

Education is viewed as time filling, skills learning, role limiting
rather than continuous, joyous, expansive.

Urban families do not have the purchasing power of suburban families.

Regional organizations duplicate each other's services while leaving
many needs unmet.

Regional organizations are isolated from each other.

People (especially children) are isolated in neighborhoods.

Adults, young people and children are isolated from each other.

Neighborhood services are difficult to fund.

Organizations harden with age. Old organizations have trouble changing.

New organizations have problems getting started.

Many organizations need downtown space.

Small organizations can have high overhead costs.

Large organizations can be impersonal and difficult to manage.

Small organizations cannot afford the services of specialists.

Purchasing power is unevenly distributed throughout the population
will not support
Grants are not available for ongoing services.

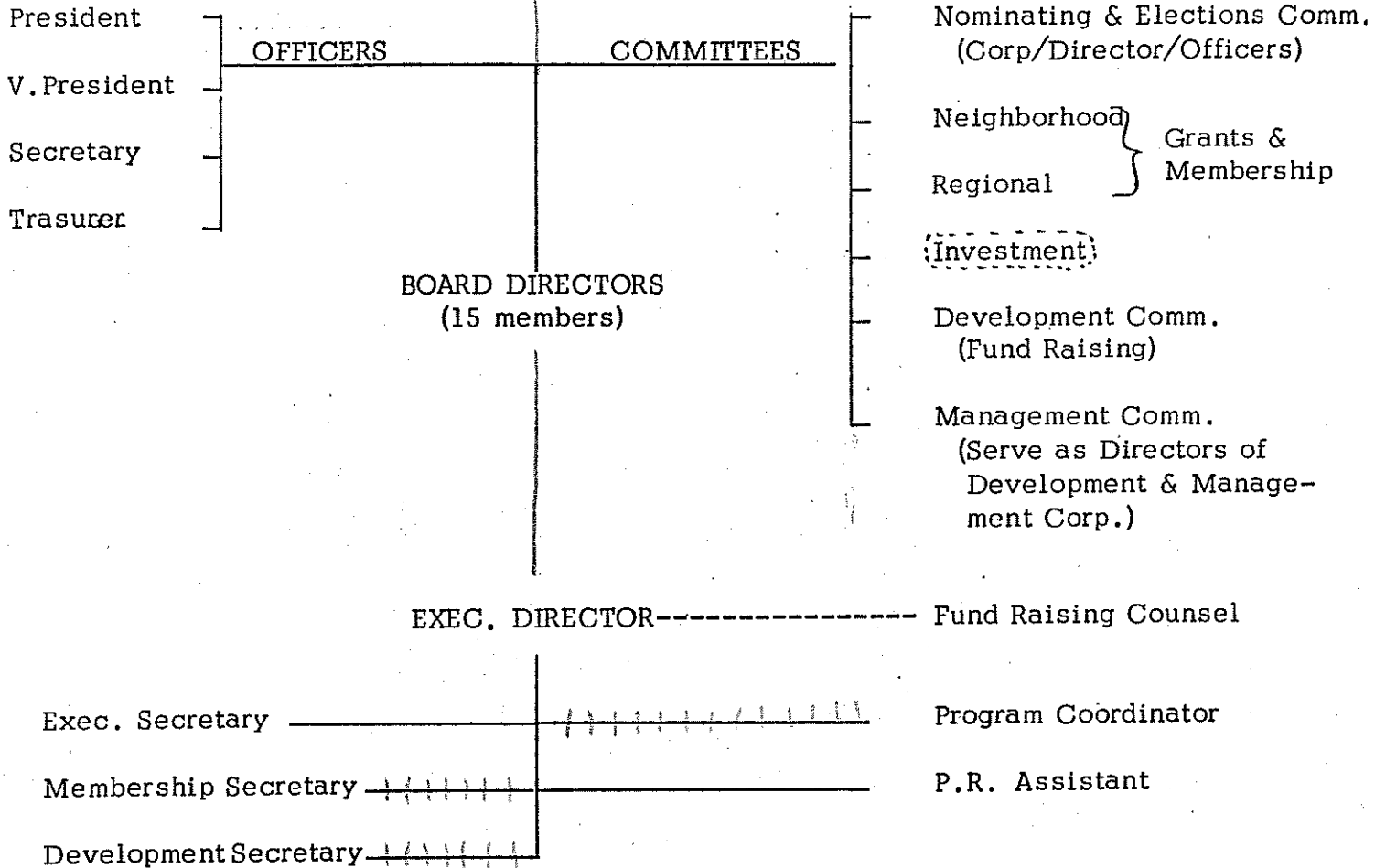
Labor intensive services are being priced out of the reach of almost
everyone.

It is increasingly difficult to fund labor intensive services (medicine,
education, culture).

Problem: Institutions harden with age. They often lose their responsiveness
and flexibility, become irrelevant to the needs of the community,
yet are unable to change or dissolve themselves.

Problem: New projects and institutions have problems getting started.
Incorporation, tax exemptions, fiscal management.....

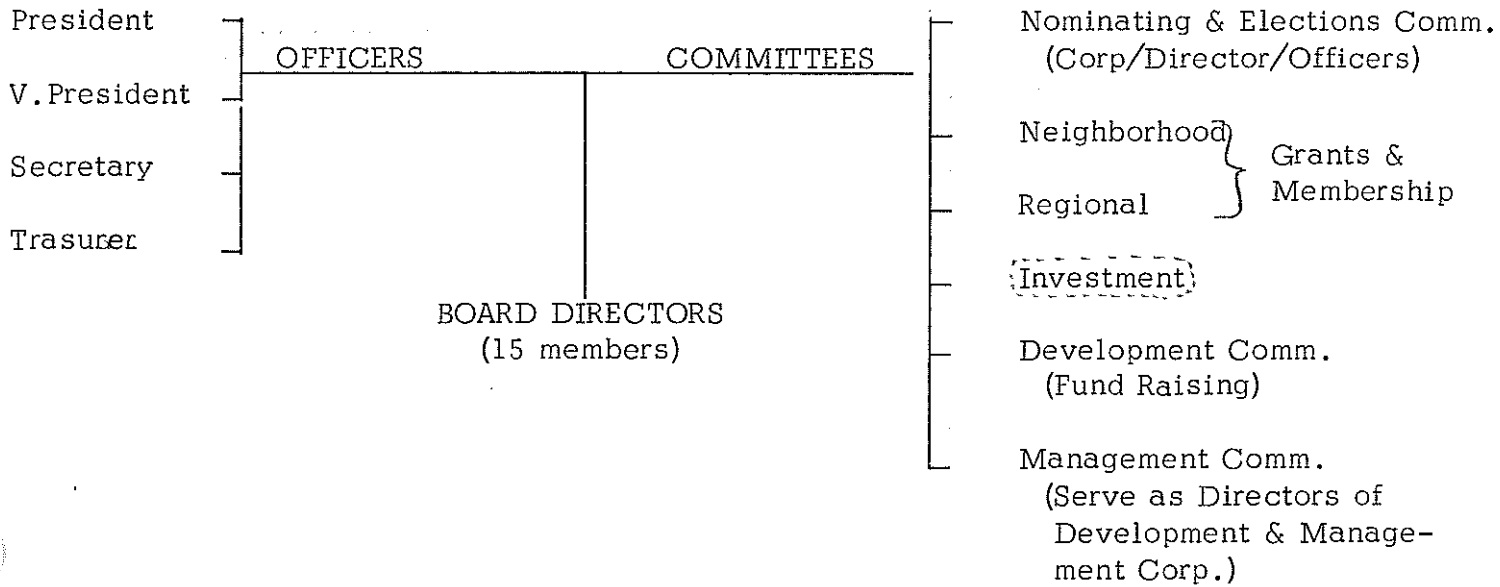
CHILDREN'S FOUNDATION, INCORPORATED
(100 members)



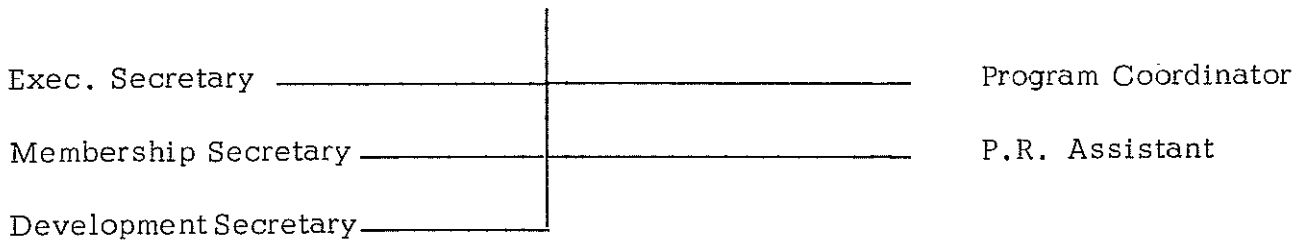
Not needed
at start

C. FOUNDATION
DETAILED ORGAN,

CHILDREN'S FOUNDATION, INCORPORATED
(100 members)

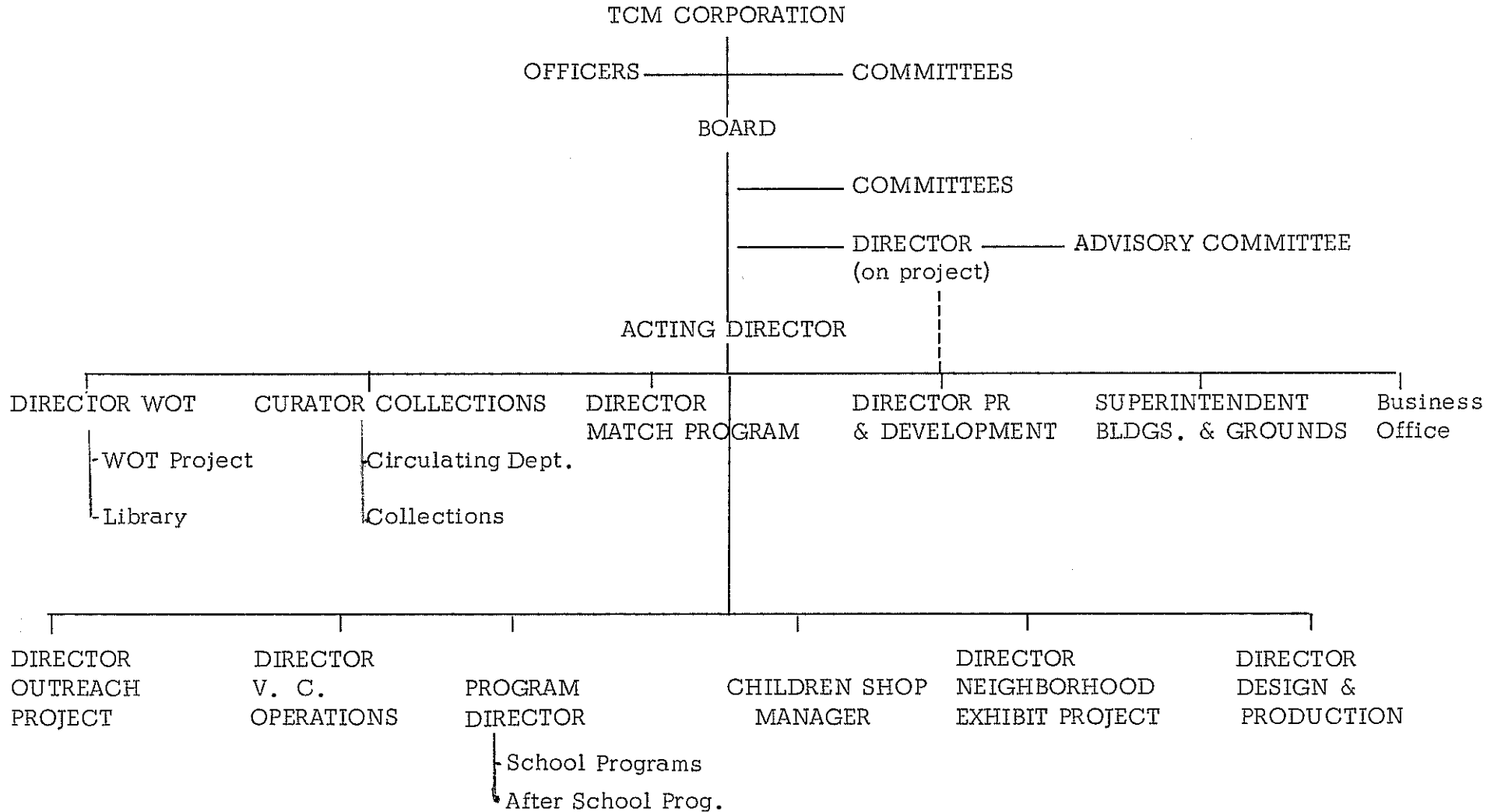


EXEC. DIRECTOR----- Fund Raising Counsel

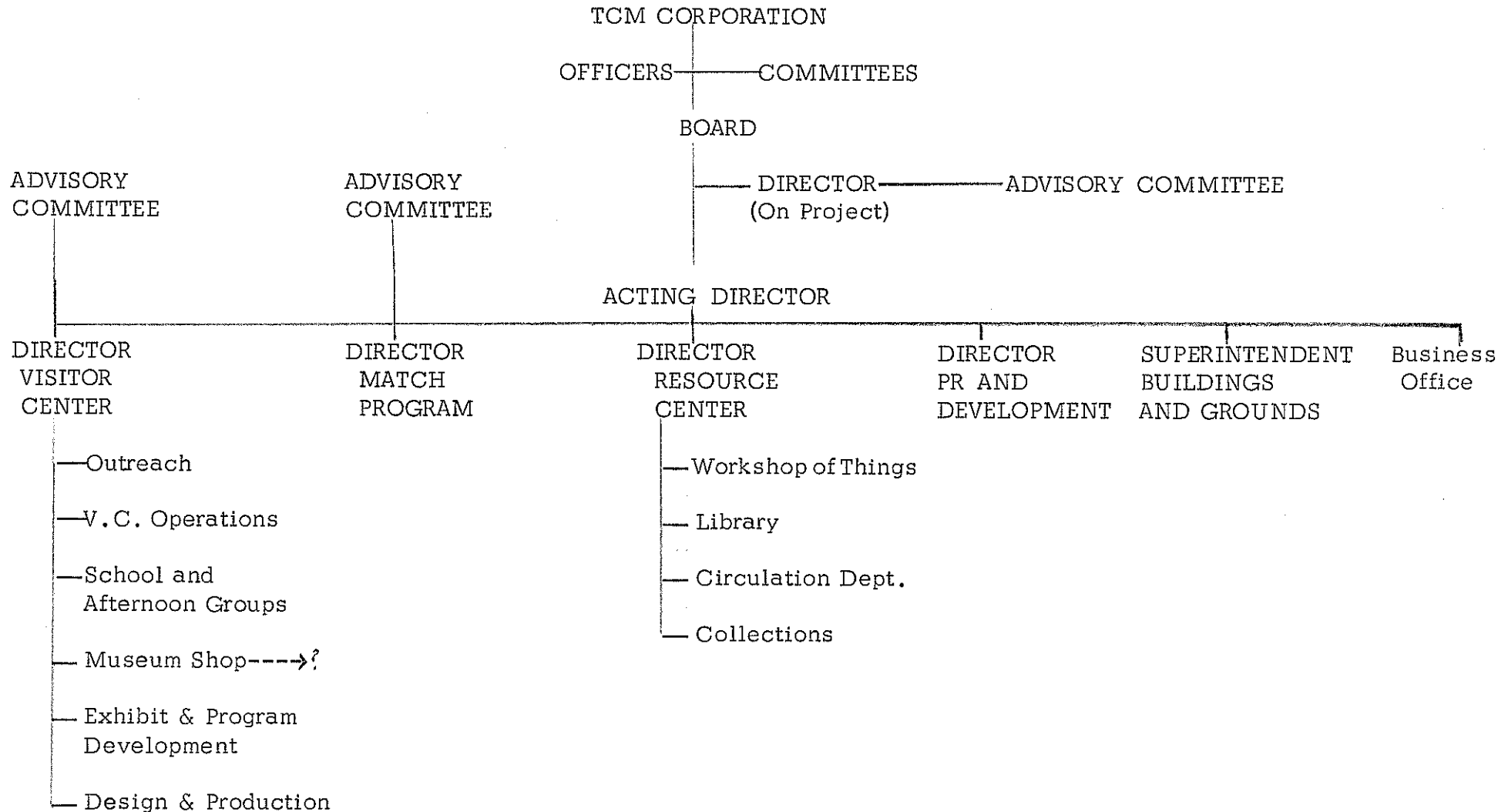


Not needed
at start

EXISTING TCM ORGANIZATION & FUNCTIONS



TCM ORGANIZATION & FUNCTIONS DURING TRANSITION



TCM INCOME DURING TRANSITION

DIRECTOR'S OFFICE
 ADMIN. & MAINTENANCE
PR. & DEVELOPMENT

VISITOR
 CENTER

MATCH
 PROGRAM

RESOURCE
 CENTER

Admissions

Royalties

Endowment

Token rents from V.C., R.C., MATCH & others

Memberships

Grants

Hyams

Token service fees from V.C., R.C., MATCH &
 others

MDC

Circulating Fees

Mostly grants (solicited as cost of transition
 to new organization)

Sales

Workshop Fees

Grants

Grants

Contracts

Contracts

POSSIBLE TCM ORGANIZATION & FUNCTIONS
AFTER TRANSITION

NEW
LEARNING
ENVIRONMENTS
CORPORATION

NEW BOARD

DIRECTOR

- Outreach
- Visitor Oper.
- School & Afternoon Programs
- Child. Shop?----->
- Exhib. & Prog. Devel.
- Design & Prod.
- Possible new functions

NEW
INSTRUCTIONAL
SYSTEMS
CORPORATION

NEW BOARD

DIRECTOR

- MATCH Prog.
- Possible new functions

EXISTING
TCM
CORPORATION

EXISTING BOARD

DIRECTOR TCM
RESOURCE CENTER

- WOT
- Library
- Circ. Dept.
- Collections
- Possible new functions

NEW
DEVELOPMENT
& MANAGEMENT
CORPORATION

NEW BOARD

PRESIDENT

- Business Office
- Bldgs. & Grnds.
- New development and service functions

NEW
CHILDREN'S
FOUNDATION

NEW BOARD

EXECUTIVE
DIRECTOR

- PR & Devel.
- New foundation & coordinating functions

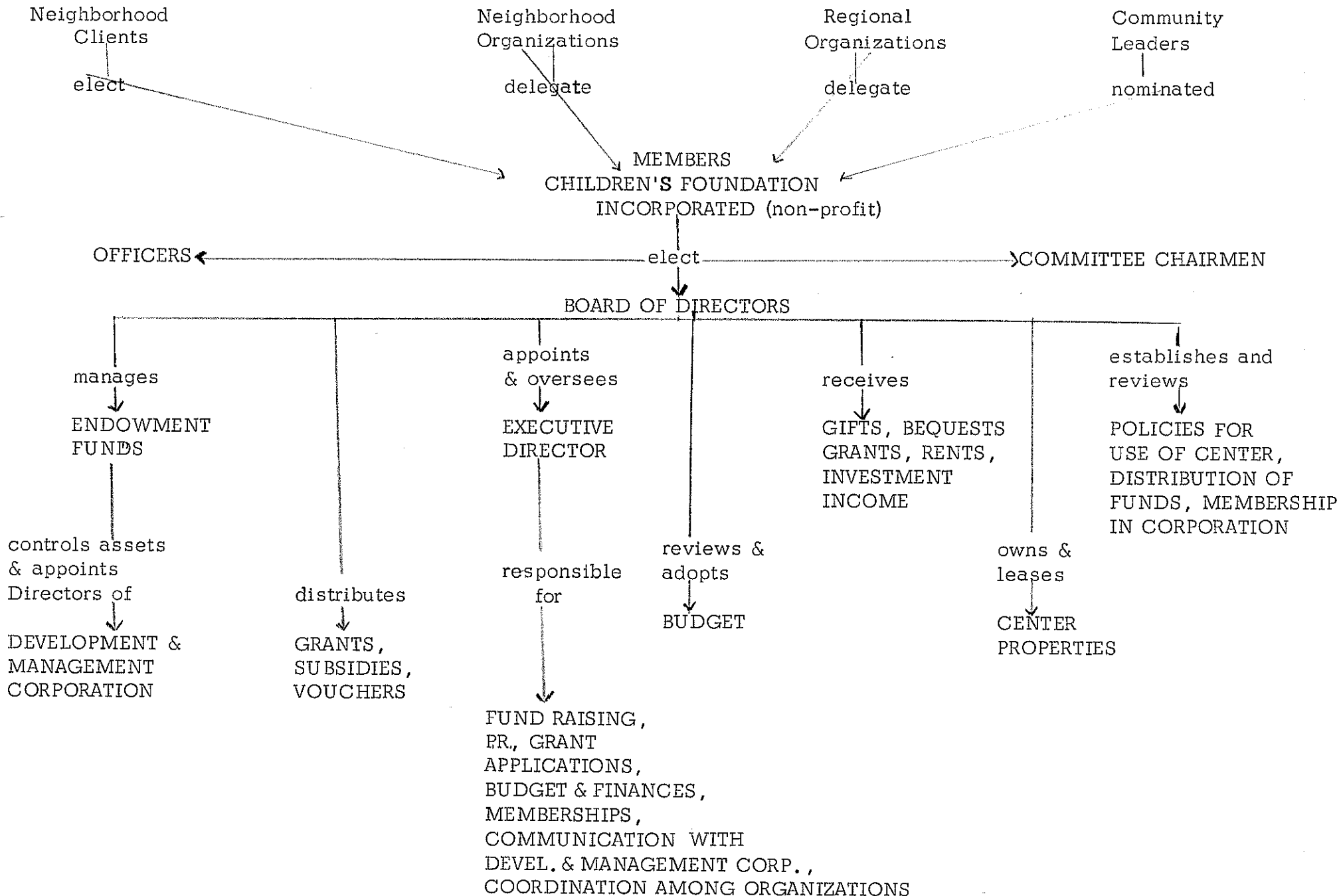
6.

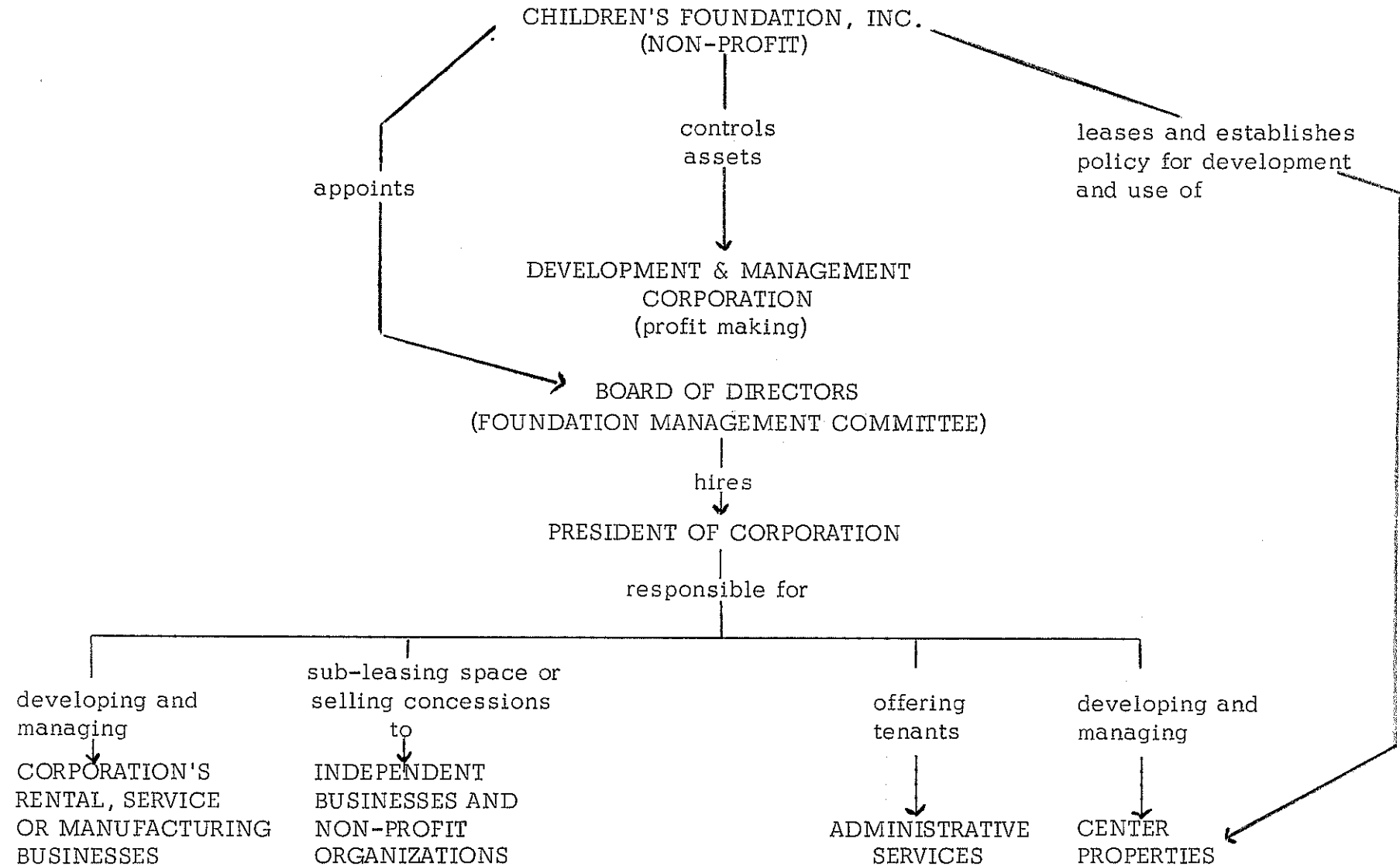
POSSIBLE TCM & OTHER'S ASSETS LATER
AFTER TRANSITION

<u>NEW LEARNING ENVIRON. CORP.</u>	<u>NEW INSTRUCTIONAL SYSTEMS CORP.</u>	<u>TCM RESOURCE CENTER</u>	<u>NEW D & M CORP.</u>	<u>NEW C. FNDD.</u>
MDC Contract	MATCH Copyrights	TCM Name & History	Building Lease	New Endowment
Admissions History	AS&E Contract	Properties (mortgage retired and then sold & transferred to Endowment)	Right to float Stocks	New Properties
Exhibits & Props			Service Contracts	Community and Professional Control
Equipment & Furnishings		Relationship to Hyams Foundation	Concessions	
Membership Lists		Endowment	Subleases	
		Collections	Own Businesses	
		Teaching Materials		
		Equipment & Furnishings		

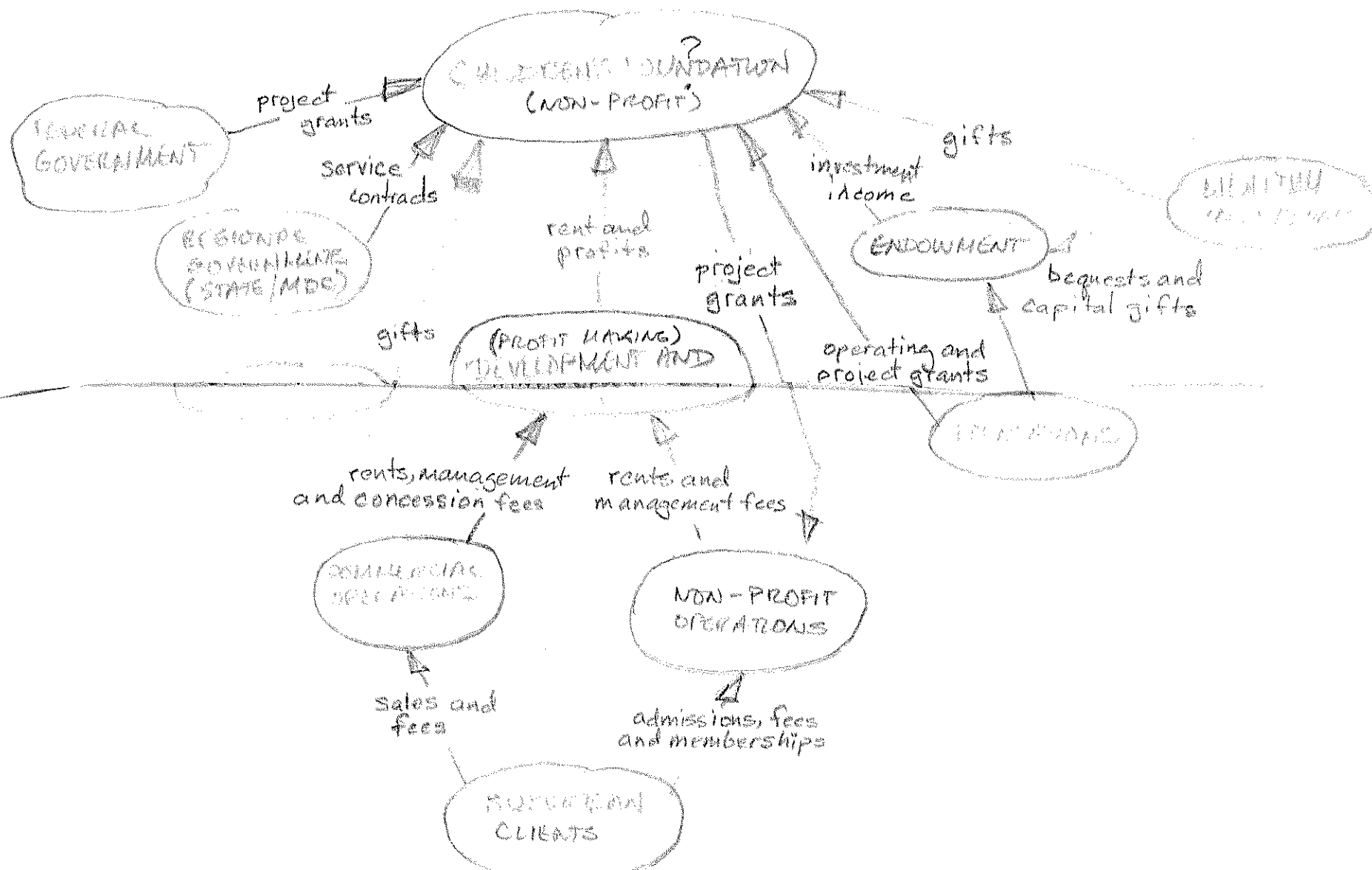
CHILDREN'S FOUNDATION ORGANIZATION AND FUNCTIONS

6.





FLOW ALL ORGAN



QUESTIONS

Should anything more than educational/cultural activities and services be included? If so, which ones and how?

What are the advantages and disadvantages to splitting the Museum's functions up into 2 1/2 segments? Are other arrangements better?

Does the redistribution of Museum income, assets and corporate identity seem reasonable? What other ways might it be done?

Does the timing of these moves seem right?

What are the advantages and disadvantages of setting the new as two entities: a foundation and a profit making corporation?

What are our alternatives? What are the management, control, and tax law advantages for each?

Is the Foundation's structure too unwieldy? How can it be simplified and still represent all the interests involved?

Will the money really get to where we want it to go? and in significant enough quantities? How can this be assured in some other way?

Who should be in charge of the physical development of the building?

Can anyone other than the D & M Corporation manage the job?

Should the foundation lease all the building to the D & M Corporation for subleasing? or only the commercial space?

Should we be paying real estate taxes on the non-profit space?

What is a reasonable role for me ^{during} both in the transition and later?

I would most enjoy working with one of the smaller subgroups, but who will lead the foundation? Can this be a collective effort of all the subgroup leaders? Is there a need for a charismatic front man?

How should the leadership of the subgroups be decided? By the staff?

By the Board? By me? By combinations of these?

Would the neighborhood organizations and individuals actually make more effective use of the gathered together regional organizations?

What should I do next? I have the last two weeks in January clear and would like to spend the time writing this up further and preparing foundation proposals to get enough money to explore the realism of these ideas.

4/8/71

MUSEUM ACTIVITIES APPL TO FUNCTIONAL MODEL

PROTOTYPES Activities/ Functions	Sagoff	Wiseman	Pagington	Lester	Carey	Zien	O'Connell Babine Jeas	Spock Caney
	PROGRAMS		RESOURCE		BROKERAGE		SUPPORT	
	Operations	R & D	Operations	R & D	Operations	R & D	Operations	R & D
Directors Office	0	3	0	2	0	0	2	5
Asst. Director	2	0	1	0	0	0	5	1
Public Relations	2	-	0	-	0	-	3	5
Fund Raising	2	-	0	-	0	-	3	5
(Proposal)	1	-	0					
Business Office	0	-	0	-	0	-	5	3
M & S	4	-	1	4	0	-	5	1
Teach. Coll.	0	0	5	1	5	3	0	0
Circulating Coll.	3	-	5	2	5	1	-	-
Resource Coll.	1	4	3	5	2	4	-	-
School Progr.	5	1	1	0	3	0	-	-
V.C. Operations	5	1	2	0	4	2	2	-
Kit Circulat.	0	0	5	0	3	0	-	-
Outreach	1	3	1	3	5	5	-	-
Design & Prod.	3	5	3	3	0	0	3	3
Exhibit Devel.	2	5	0	2	0	0	-	-
Kit Devel.	1	3	1	5	0	2	-	-

WLC B&A / M49
Spock
4/8/71

PROTOTYPES	Sagoff	Wiseman	Library Pagington	Lester	Carey	Zien	O'Connell Babine Teas	Spock Caney
Activities/ Functions	PROGRAMS Operations R & D		RESOURCE Operations R & D		BROKERAGE Operations R & D		SUPPORT Operations R & D	
Program Devel.	3	5	0	0	2	4	-	-
Shop	4	2	2	4	3	3	4	-
Teacher Training	3	3	1	1	5	5	-	-
Projects								
Super-teachers								
"What is It?"								
Japan								
Lowell								
Collections								
Building Project								
Neighborhood Ex.								
City Learning								
D Street								

32

Retreat Tally

Mrs. Veselka
1-456-3649.

6:00 Fri
Till late Saturday
(closing session)

Faldasz want
private room

23
+13
yes 26 no 19

29
2
mid 40's decades.
last meal dinner Sat
no. no. about 30 or 33
Tues pm.

Yes

Spouse

yes		Babine
yes		Belz
yes		Caney
yes	-	Carey
yes	-	Conrad
yes	-	Cornu
yes	-	Corwin
yes		Eisenberg
yes		Faldasz, Ted
yes		Faldasz, Nat
yes		Green
yes	-	Harrigan
no		Hichliffe
yes	-	Hobbs <i>reluctantly</i>
		Jeas
yes - tentatively open		Kresse
		Langevin
yes	-	Lester
yes		Logowitz
no		McCabe
no		McCauley
no		Mills
yes		O'Connell
yes	-	Pagington
no		Rogers
yes		Sagoff
no		Shepard
no		Spalvins
yes		Spock
yes		Tisdale
no		Twombly
no		Webb
yes	-	Williams
yes		Wiseman
yes	-	Zien
yes		Zubrowski
yes		Brain Faldasz
yes		Gawryn

Kitt

no Kitty, Wade, Blayd
Hane/Heal ? Tally

31

4/9/71

MEMO

To: Regular Staff and Director's Project Committee
From: Mike
Re: Plans for the month-end retreat

Steve Rhinesmith, Dave Berlew, Phyl and I discussed and firmed up plans for the coming retreat at yesterday's meeting.

Our objectives will be to:

1. Present and get your reactions to a final definition of the Museum's goals and an organizational structure to accomplish those goals.
2. Begin to explore and collect information on how each one of us fits into and can contribute most effectively to the new organization.
3. Lay out an implementation plan which will begin immediately after Board approval (hopefully, early in May).

Although we had originally set the entire weekend aside, we now feel these tasks can be accomplished in a day and a half. Therefore we have scheduled the retreat from 6:00 Friday, April 30th through the evening of Saturday, May 1st.

We also resolved that the retreat was designed primarily for staff who have a long-range investment in the Museum. We strongly urge that all of you who are going to be around to make the new organization work bry yourselves loose from your normal weekend obligations and make a commitment to participating in the retreat. (Co-ops, CWS and short-term employees will be minding the store for us on Saturday.) We are also asking that at least three members of the Director's Project Committee attend so that they can act as an informed resource when the plan is presented to the full board.

The location will be at the Friendly Crossways Conference Center, a rough hewn, but pleasant youth hostel located on Whitcomb Avenue in Harvard.

Finally, some ground rules. The Museum will pay for your room and board and our consultant costs. You will have to contribute transportation, liquor and your time. Wear comfortable, informal clothes and bring something to wear for out-of-door meetings and walks. Bringing your spouse is again discouraged, but accommodations can be arranged if you insist. Remember, no one may participate in only part of the retreat. You must arrive promptly at 6:00 p.m. on Friday and stay throughout the entire program.

Please fill out the form below and return it to Ann Yeas before noon on Tuesday, April 13th so that final reservations can be made. We are all eager to see you there.

I (will / will not) be participating in the retreat.

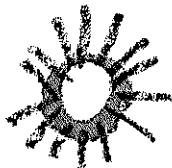
I (will / will not) be bringing my husband or wife.

Name

Department

4/9
Sent: Takakis, Lloyd, Wade, Wheeler, Baird
(Wilson can't make it)

FOR YOUR CALENDAR



DIRECTOR'S PROJECT COMMITTEE MEETING



Date: Tuesday, April 13th, 1971

Time: 12 noon

Place: Institute of Contemporary Art
33 Beacon Street, Boston

RESOURCE FUNCTIONS

The management and development of new and existing educational resources (subject matter and skills experts, museums, libraries, universities, schools, the media, governmental agencies, transportation systems, factories, retail businesses, cultural organizations, amateur groups, neighborhoods, towns, cities, vacant lots, natural areas, farms, cultural artifacts, works of art, natural history specimens, instructional kits, loan exhibits, resource files, teacher's guides, pamphlets, books, periodicals, films, photographs and recordings) to make them more accessible and useful to all adults and kids interested in open-ended, in-depth educational experiences.

Day-to-day operational tasks include advertising, answering inquiries, displaying, referencing, scheduling, circulating, checking, maintaining, inventorying, accessioning, classifying, cataloguing, cross indexing, housing, protecting. The skills and attitudes of a modern, helpful librarian.

Long-range developmental tasks include surveying existing resources, topics, needs; tentative selection, collecting and recruitment of materials, people, sites; planning and conducting initial tryouts and revisions; final selection, writing and designs; actual production, installation and training; evaluation and write up of results and sources. The talents of someone like a curriculum developer, TV or film producer, book publisher, toy designer or community developer managing the more specific skills of subject matter and teaching consultants, designers, editors and technicians.

Existing TCM people, places and things performing these functions include:
Ruth Green, Curator of Collections; Val Pagington, Circulation Supervisor;
Pete Tisdale, Circulation Clerk; Sue Rogers, Librarian; Fran Webb, Shop
Manager; Fred Kresse, MATCH and Ecology Projects Director; Joan Lester,
Algonquin and Hopi Developer; Mary Eisenberg, Discovery Developer, Jim Zien,
Educative City Project Director; Bernie Zubrowski, Outreach Materials Developer;
Allan Conrad, Director of Design & Production; Ron Langevin, Technician;
Steve Logowitz, Apprentice Designer.

The Resource Center, Annex, Warehouse, Children Shop, Circulating
Department, Library and Workshop of Things.

Grandmother's Attic, the Algonquin Wigwam and Japanese Tea House and
Collections; the Workshop of Things reference collection of teaching materials;
the Circulating Department circulation of Loan Exhibits, MATCH Units, Mini-
MATCH Boxes, Discovery Kits; the Warehouse collection of cultural artifacts
and Annex collection of natural history specimens; the Children Shop collection
of educational toys, equipment and books.

Functional Elements

Resource Functions -- the management of the sources of information for open-ended, in-depth experiences including subject matter and skills experts, cultural artifacts, works of art, natural history specimens, instructional kits, loan exhibits, resource files, books, periodicals, films, photographs and recordings to make them accessible and useful -- presently to teachers, but in the future to all interested adults and kids.

Day-to-day tasks include accessioning, classifying, cataloguing, cross indexing, housing, protecting, displaying, referencing, circulating, checking and repairing, inventorying -- the spectrum of librarian or registrar skills.

Long-range tasks (that may or may not be organized under the same management but should be closely coordinated with the day-to-day concerns described above) relate to the development of new contextual information such as teacher's guides, activities, references, supplementary A.V. materials and complete units like Loan Exhibits, MATCH units, Mini-MATCH Boxes, Discovery Kits that help explain or bring the

basic materials to life. The tasks include examining the collections and listening to teacher's concerns, topic research and selection, writing, designing and conducting initial try-outs and revisions, final selection, design and production, evaluation, write up of results and sources -- relates to the skills of curriculum developer, educational film producer, toy developer, managing the more specific skills of subject matter and teaching consultants, designers, editors and technicians. A project manager with a point of view.

Program Functions

The management of intensive, stimulating, one-shot program or exhibit experiences carefully controled to change the audience (presently mostly children, but later all ages) in some more or less predictable way (now mostly at the Visitor Center, but eventually, anywhere the audience can be found).

Day-to-day tasks include advertising, information offering, staff scheduling, coorientation, group reservations and scheduling, training and supervision, program booking, admissions, crowd control, security and accident prevention, formal program support (lighting, projection, sound, props and scenery), informal program support (Discoveries, expendable materials) exhibit support (maintenance, expendable materials), but most important of all keeping the audience reasonably "happy." (think of a better term.) The skills of a theatrical or public attraction or public accomodations manager.

Long-range tasks (that may or may not be directly organized under the same management, but must be closely coordinated with the day-to-day concerns

described above) relate to the development of new exhibits and programs including tuning in to audience, community and world concerns, topic research and selection, writing, designing and conducting initial try outs and revisions, final selection and coordination, design, construction, installation, rehearsal, training, evaluation, write up of results and sources -- relate to the general skills of an architect, or exhibition, film or theatrical producer managing the more specific talents of writers and exhibit, scenery, costume, lighting and film directors, designers, editors and technicians.

In other works, the developer is an effective manager with a strong critical point of view who knows where he is going and how to get there.

Brokerage Functions

The management of those experiences that help the client bridge the gap between the controlled short-term program and exhibit experiences to the more in-depth self-directed experiences with resource materials and people -- presently only functioning with adults in the Workshop of Things teacher training programs and with a few kids in the Outreach Program, but eventually should involve all interested children and adults at both the Museum and neighborhood levels.

All tasks are day-to-day and include detecting client needs, helping him find and use resources answering those needs, helping him learn how to explore his own needs, and gather resources on his own resources, and finally, helping him learn to become a broker to help others -- the facilitative skills used by a good open classroom teacher, teacher of teachers, community organizer, recreation worker, case worker, ombudsman, parent, older brother, friend.

Support Functions

The management of those functions that allow the other experiences to happen -- fiscal management, facilities maintenance, fund raising, public relations, product development and sales, day-to-day coordination of functions, long-range planning, capital development and trustee relations.

1. Review of Meeting with Dir's Proj. Comm.

2. Fred

3. Retreat

- . site

- . design & schedule

- . attendees & response to date

- . preparation

4. Budget and programming

- . priority setting

- . staff involvement

- . staffing

5. Functional analysis

- . Boston

- . Museum

6. Org. design

1. Project Director's Committee Meeting

- . Bob Lloyd--Mike's concept too general

Mike argued for taking ambitious posture, looking at whole education process, then finding our role

Mike has tested model with

- . staff
- . consultant group
- . evening meeting
- . Trustee group

Retreat--Bob Lloy, Kitty duKaukis, Jepp Wade, (Tally)

Discussion of consultant's role

2. Fred Kresse

Mike, Fred, Steve meeting--no resolution until discussed with Steve afterward. Then came clear.

Fred's termination

1. Wants Museum full salary plus consulting income
2. Tend to give people month's notice

Pushed out terms of termination to be included in letter to Fred on April 23 (Use letter)

3. Retreat site:

Littleton--OK

Number 24 + 3	27
Dave & Steve	<u>2</u>
+ Tally	29-30

4. Things to be done for Retreat

- a. Overview of focus, mission (done?)

- b. Organizational design (1st draft)
 - . tentative middle manager candidates
 - c. One Year (1971) goals--in detail
 - . priorities
 - . budget considerations, etc.
 - d. Second and third year goals--more general
 - e. Implementation plan to achieve year one goals--not every detail, but
 - . target dates for reorganization
 - . target dates for detailed plans
 - . training in goal setting/planning process? or consulting?
5. First cut at 12 months
- priorities, goals (attached)

Middle Management Candidates

No. 1.

Phyl
Jim Zien
Beck Corwin

No. 2

Natalie
Carolyn Harrigan
Dave McCauley

Agenda--April 27

1. List of materials needed for Retreat plus production responsibilities/schedule.

2. Retreat design

- . information transmission
- . reactions/feelings
- . personal goals
- . implementation plan

3. Implementation plan

4. Obstacle Analysis re retreat and planning

1. Mission/overall focus

2. Narrative description of functional model

3. Organization chart

*4. 1972 goal statement--with introduction and general goals and specific objectives

Mike

Focus / Mission / functional model

Org Chart

Goals / objectives 1972

will cover over schedules by caps

4/29

Hanka & Becky

What about superbroker

Resources are people not just things + places

Move teacher training

WOT Project

Museum / School ~~is~~

over to Resource Area

Brokerage / Community
Functions

Outside alternatives

Program / Visitor
Functions

Turning people on

Where is CWS
program?

What will it
be Jobs or
Internship

Resource / School
Functions

Changing institutions
from within

ALLAN MATHE

763 - Silverman Rel.

New Cannon Co

06840

PROBLEMS

1. Review of Kresse — {

Notice
Full pay
accum. vacation
(except when out working)
Lowest income to anyone
2. Retreat Site
3. Retreat Schedule
4. Budget review relative to recognition
(Shall we share w/ staff at retreat)
5. How to handle priorities issue
at retreat — can we give stuff out ahead?
how detailed should we be?
6. How much more expansion of
function hoped at Slip Tonia — should
we have ditto stuff to hand out?
7. How much more development
of Boston Functional Analysis
at this time — later
8. In other words — how hard
should we try ~~for~~ to achieve
the definition of a "major"
↓ invest in time for retreat, not now

FOR SUBGROUPS

General Goal for Function

Specific Goals - 1971 priorities should be

1. Specific
2. Measurable
3. Time phased
4. Challenging but realistic
5. Budget
6. Think ahead to next year

work back

Outcome

Goal setting

Identifying Action Steps (subgoals)

Anticipating obstacles:

Environmental

Personal

Help needed + where available

Does Reward structure support this?

~~Structure~~ - Authority & responsibility
to accomplish that?

4/30/71

NOON MEETING

Becky, Jim, Drew, Dave, Phyl, Mike

1. Why were here
2. How each of us is feeling (sharing doubts and enthusiasms)
3. Review of Retreat Schedule and Arrangements
4. Review and OK of Retreat Materials
5. Decision on how to inform Bob Lloyd about middle-management assignments.

FISCAL 1972 GOALS & OBJECTIVES

0. Introduction

The following outline is a draft of a set of general goals and more specific objectives for the Museum as a whole and for each functional division and, in some cases, departments. It covers the next fiscal period beginning July 1 and ending a year later on June 30, 1972. It is assumed that many functions (such as bill paying), are ongoing and that several projects (such as moving the collections from the warehouse) will be completed before this goes into effect. Therefore they are not listed here. Other things that are missing are the assignments of responsibility for specific objectives and how much money will be budgeted to each effort.

It also undoubtedly includes some gaps, distortions and unreasonable expectations since it is largely the product of my own work. Your job, under the direction of your functional manager (with the help of the McBer staff), will be to analyze this document thoroughly over the coming weeks, testing its assumptions, negotiating revisions, fleshing out details, developing implementation plans and taking on individual assignments so that the objectives will be successfully reached.

Finally, where this next year's work is really leading us is only hinted at here. That will have to be made explicit in the Five Year Plan to be completed this fall. However, some trends are clear. We are looking towards fiscal stability, a more effective board; a better led, clearer and more rewarding organization; a resolution of the location question; a significant increase in our services in the urban community and use of our collections; and a break out from the limitations of our old definition as a children's museum in order to become a really constructive force in the education and lives of children.

I. Museum-Wide Functions

A. General Goals

1. To develop a strong, flexible nucleus around which new and existing community resources can organize to become more responsive and effective in meeting people's real educational needs.
2. To develop a clearer sense of the specific role(s) the Museum will play in facilitating and exploring new forms of life-long, learner-directed education.

B. Specific Objectives

1. Clarify and help Mike learn to fill the director's job so that by the November and May performance reviews, Mike, Executive Committee members, "middle management" and Staff will be able to describe a) what he is doing, b) how what he does relates to other people's responsibilities and c) how well he is doing his job.
2. Define, fill and help appointees learn to successfully cope with key middle management positions so that by November and May performance reviews the middle managers, Mike and Staff will be able to a) describe what each of them does, b) how what they do relates to other people's responsibilities, and c) how well each is doing his/her job.
3. Define and help people successfully fill other staff positions so that by November and May performance reviews each staff member and his/her manager will be able to describe a) what he/she does, b) how what they do relates to other people's responsibilities, c) how well each is doing his/her job.
4. Order Corporate and Board priorities and assign present members or recruit new people so that by the Annual Meeting in October a) at least four task groups, their leaders, members and objectives can be announced; and b) so that by the June meeting successful completion or substantial progress can be reported on each task.

5. Analyze community needs and resources and Museum's strengths and weaknesses so that by September Staff and Executive Committee Meetings and the October Annual Meeting we can prepare, present, discuss and adopt a Five Year Plan defining a) Museum's role in the metropolitan and national scene, and the b) pilot and long range projects, c) organizational and staff changes; d) locations and facilities, e) money, f) time needed to successfully establish and carry out that role.
6. Clarify the role of Museum Aid relative to the Museum's needs and organization so that by the Annual Meeting in October the Aid will be brought under the President's direct authority and given the responsibility for a) organizing the Haunted House to yield a minimum of \$10,000 to the Museum in Fiscal 1973; and b) for providing and coordinating the volunteer staff for the Museum; or c) if this cannot be accomplished, that a new volunteer organization, broadly representative of the entire community, be formed to do so.
7. Decide by the October Annual Meeting a) whether to purchase the Albanian property (\$75,000-\$100,000), b) how to meet the next installment of the mortgage (\$50,000), and have money raised by April 1st.
8. Analyze options and set a goal by the Annual Meeting to a) raise an additional amount of unrestricted cash (not less than \$10,000) and b) to have the pledges in hand by May 1st so that a balanced budget may be projected for Fiscal 1973.

II. Support Functions

A. General Goals

1. To effectively manage those functions that support the work of the other Museum departments.
2. To provide that support at the lowest possible cost.

B. Specific Objectives

1. For the PR and Development Office a) arrange at least one major national magazine article and one network television appearance before May 1; b) develop plans and announce a goal by October 1, and achieve that goal by June 1, to increase the Museum's membership roles and income by some significant % (50?); c) with Mike, open the door for the submission of proposals to at least six new foundations by March 1; d) develop a regular, ongoing program of local TV and radio spot announcements and appearances; e) organize and publicize a speakers bureau of staff and corporate members who would be willing and effective at addressing community groups about the Museum and book 10 dates by June 1; f) with the President of the Board, organize tours, luncheons, and afternoon or evening events to introduce at least 12 new adult prospects for major gifts or corporate membership to the Museum.
2. For the Business Office a) redefine switchboard/receptionist job to cover more functions such as circulation reservations, reception and checking by August 1 and/or teacher sales by October 1; b) develop format, complete files and organize November and May semi-annual performance review of every employee by his/her manager; c) work with Personnel Policy Committee to prepare and present recommendations for a sick leave policy and long-term illness and disability insurance plan to the Annual Meeting of the Corporation in October.
3. For Maintenance & Security Department a) under a plan developed in collaboration with Mike, complete a major spruce-up of the Museum grounds and building exteriors by June 30; b) under a plan developed in collaboration with Mike, complete the reorganization, remodeling and painting of the Resource Center entry, bird room and circulating department by August 31; c) under a plan developed in collaboration with the Program Manager, complete annual Visitor Center spruce up by September 30; complete a thorough review of day-to-day, weekly and seasonal cleaning and maintenance procedures by December 1 to see if significant savings can be effected in the second half of the Fiscal 1973 M & S Budget.

1. For Sales & Product Development a) establish it as a new department with a clear set of objectives by September 30; b) analyze various alternatives including an expanded and/or downtown Children Shop, a Teacher Shop, the development of a product line of toys, teaching kits and/or exhibits and secure project funding for at least one of these alternatives by January 1, and begin the project so that by May 1 we will be able to project an additional \$15,000 in net income to the Museum for the Fiscal 1973 budget.

III. Visitor/Program Functions

A. General Goals

1. To effectively develop and manage those exhibits and programs that offer educational experiences to the visiting public, and that help provide programmatic experiences designed to momentarily open up new learning opportunities and educational possibilities to all children and adults.
2. To support and successfully integrate with community/brokerage and school/resource functions in order to achieve the overall goals of the Museum.

B. Specific Objectives

1. In collaboration with Mike, decide on which existing exhibits to dismantle or move, assign a developer and begin the development of at least one new major exhibit by October 1 to be completed by June 30.
2. Continue development of changing thematic exhibit/activities so that by June 30 five themes will have been successfully presented.
3. In collaboration with Mike, plan and remodel bump-your-head-area into a more functional children's workshop in time for October 1 Visitor Center reopening.
4. Secure funding for replacement of oversize telephone by June 30 in order to complete by October 1.
5. Plan and execute annual September V.C. spruce-up in collaboration with Maintenance & Security.

6. Explore ways of reducing exhibit manning needs so that by October 1 there will be a need for one less person to staff the V.C.; and by May 1 two less, and still have things run smoothly.
7. Explore possibilities and reach decision by October 1 whether to replace some college student V.C. staff by more mature paid or volunteer staff.
8. If we decide in the Five Year Plan to stay in Jamaica Plain, secure funding and assign director to Exhibit Garden Project by March 1.
9. Complete funding and begin Neighborhood Exhibit Project by July 1 so that if successful, by March 1 funds can be secured for Phase II of project.

IV. Community/Brokerage Functions

A. General Goals

1. To effectively develop and manage those services and materials that make educational resources accessible and useful to people in the community, and that help all children and adults bridge the gap between short-term programmatic and in-depth resource experiences.
2. To support and successfully integrate with the visitor/programmatic and school/resource functions in order to achieve the overall objectives of the Museum.

B. Specific Objectives

1. Analyze prospects for greatest payoff, secure funding for and begin major city-wide learning project related to either a) Department of Transportation Open City, b) Learning Places, c) Boston City Learning Group, d) Bicentennial Commission or e) Telephone Resource Center, by December 1.
2. Continue pilot projects at D-Street and in Roxbury and secure project or endowment funding for ongoing Neighborhood Outreach Task Force by June 1.

3. In collaboration with Super Teacher carry out low-key pilot experiments to see whether V.C. or other staff could effectively bring interested visiting and neighborhood children and adults over from the V.C. to explore the Workshop and cultural collections in the Resource Center; with the expectation that, if it is promising, a proposal could be developed for circulation by June 1.
4. In collaboration with Program and Resource Managers, analyze Co-op Program and V.C. staffing needs in order to reach a decision by October 1 whether to convert it into an internship program focussed primarily on community and resource functions so that internships could begin with winter co-op term.

V. School/Resource Functions

A. General Goals

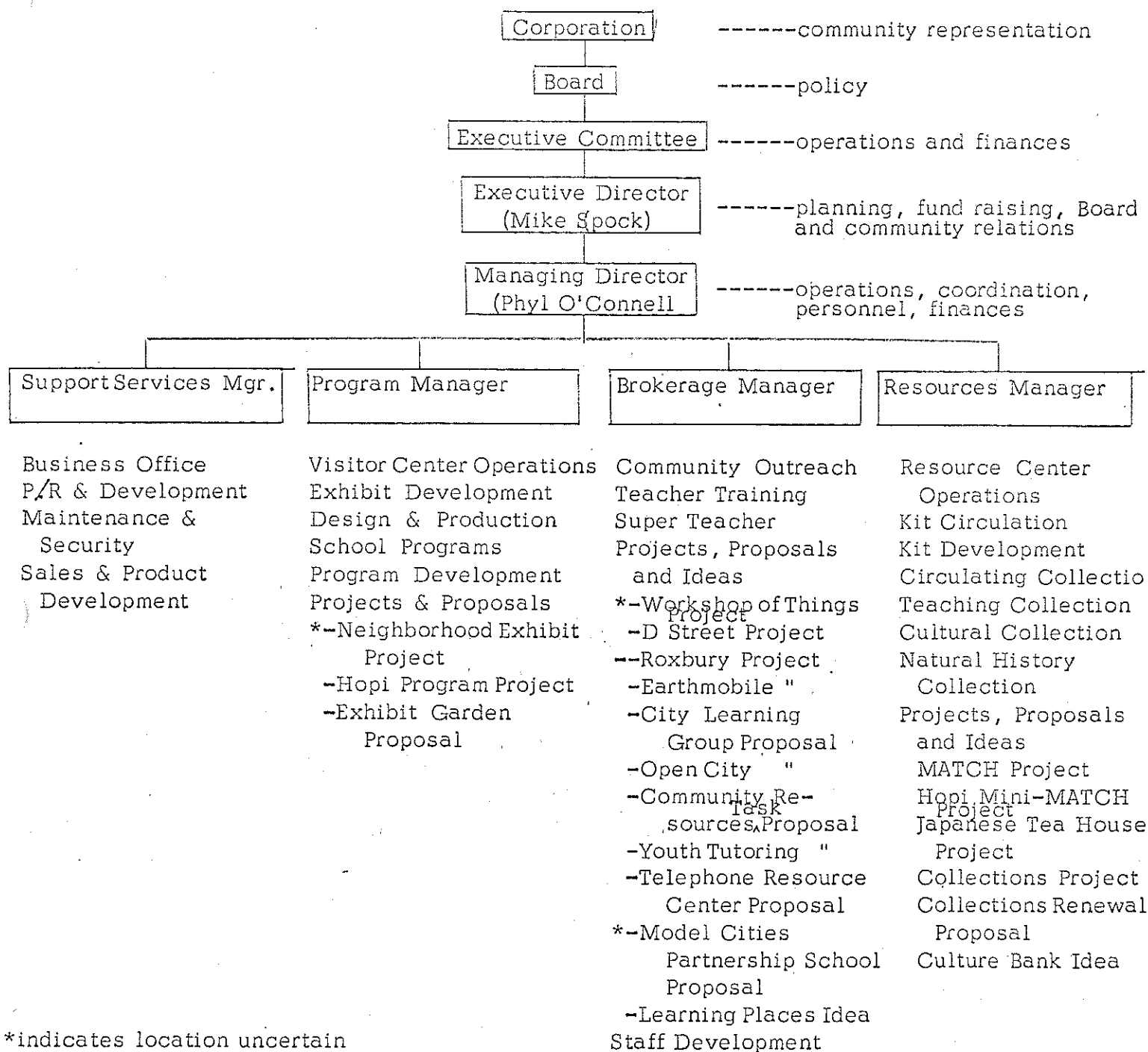
1. To effectively develop and manage those services and materials that make educational resources available to teachers and schools, and that help make open-ended, in-depth educational experiences more accessible and useful to all children and adults.
2. To support and successfully integrate with the visitor/programmatic and community/brokerage functions in order to achieve the overall objectives of the Museum.

B. Specific Objectives

1. By October 1 lay out plans and secure funding for Agassiz Project so that program can be carried out, evaluated and refunded by May 1st.
2. Conduct and evaluate Edoo Project so that refunding may be secured by May 1
3. Complete and evaluate Carnegie WOT Project, develop new plans and secure adequate replacement funding by May 1 to assure W.O.T. self sufficiency for Fiscal 1973.

4. Thoroughly analyze Circulating Department goals, materials and operations by November 1, and revise services and/or increase income so that by May 1 a more effective program and financial self sufficiency can be assured for Fiscal 1973.
5. Set up a School Advisory Board by October 1; assign and see that it completes at least two important tasks by February 1.
6. Set up a Collections Advisory Board, revise Collections Proposal and submit by November 1, so that by March 1 funding may be secured and project started.

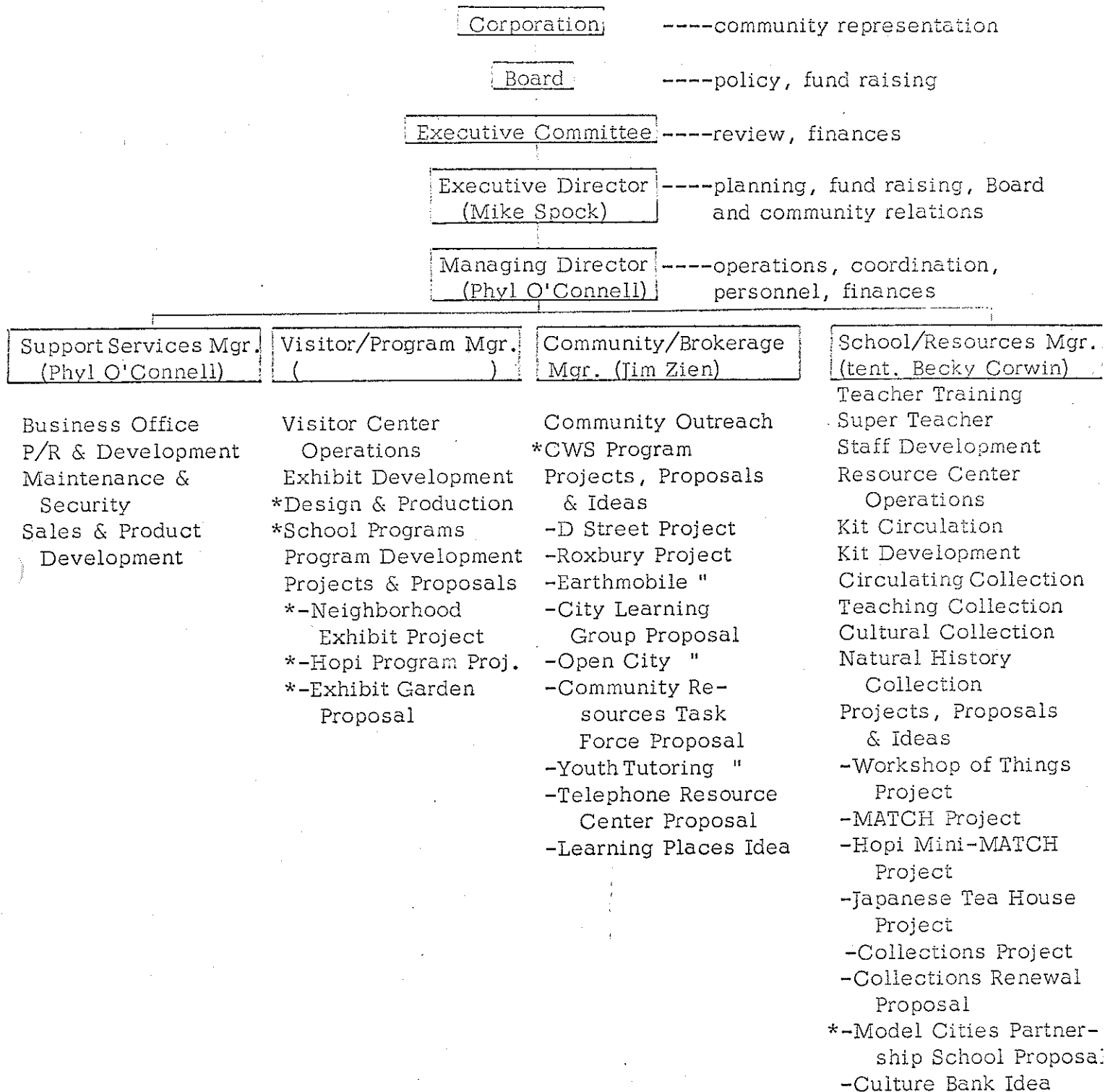
NEW ORGANIZATIONAL TABLE



Project Teams

- Project Director (anyone - Mike to janitor) reports to appropriate Manager.
- Resource people drawn from Program, Brokerage, Resource, as required
- Representative from Business Office
- Design & Production specialist.

NEW ORGANIZATIONAL TABLE



*indicates location open for discussion

Project Teams

- Project Director (anyone - Mike to janitor) reports to appropriate Manager.
- Resource people drawn from Program, Brokerage, Resource, as required.
- Representative from Business Office.
- Design & Production specialist.