**JOMC 552.01**

**JOMC 752.01**

**LEADERSHIP IN A TIME OF CHANGE**

**Spring 2014**

**Thursdays, 2:00 – 4:30 p.m.**

**Room 268**

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**Course Description:** During a time of fast-paced innovation and “creative destruction” in the media industry, Leadership in a Time of Change examines in depth the critical strategic choices facing executives in both start-up and established news and technology companies.

This course introduces applied concepts in strategic decision-making, organizational behavior and operational management. Through weekly readings and discussion of recent scholarly and professional research, students will gain an appreciation for both the quantitative and qualitative aspects of leadership.

An essential component of this course is hands-on field work, currently funded by both the McCormick Foundation and the Knight News Challenge grant. For the past eight semesters, almost 150 students in this course have worked with three prize-winning community newspapers in rural North Carolina and a dozen ethnic newspapers in Chicago, helping them develop new business models for the 21st century. Students have:

* conducted reader, advertiser and economic research on the news organization and the community it serves,
* assisted in either the formulation or implementation of a strategy and business plan, and
* produced a case study or research report on that effort.

Those case studies and research reports have been presented to news organizations from Chicago to West Virginia, New York and North Carolina and have become the basis of a book that will be published in Spring 2014 by UNC Press, entitled, *Saving Community Journalism: How Newspapers Can Make Money Again.*

Students taking the course this spring will have the opportunity to continue this work, or focus on several related projects that are being launched.

These in-field consulting projects will offer students the opportunity to evaluate their own styles of management and leadership and compare them with the styles of others in the media and technology industries who are leading a change process or corporate transformation. In addition to gaining a better understanding of the challenges facing media companies during a period of immense disruption, students should gain valuable insights into the critical leadership skills they themselves will need to succeed in the 21st century.

Recent research by the Center for Creative Leadership has found that high performing leaders say that they “learned” how to be a leader by having challenging assignments, receiving coaching and mentoring, and by taking formal leadership courses. All three elements were necessary if individuals were to move from merely being a “top performer” in an organization to being a “high-performing leader.” Therefore, this course attempts to incorporate all three elements into the experience you will have as a student this semester.

The in-field project will give you numerous opportunities to lead and excel at producing a final project for a “real” client. I will serve as a coach – as will your classmates. And you will have ample opportunity to discuss and apply the required readings.

**Course Objectives:** This course is designed for future journalists, who aspire to cover either business or politics, as well as for business and marketing majors who will be working in media or technology companies and aspire to someday lead that enterprise.

Because this is a capstone course, many of you will have objectives specific to your long-term career aspirations. In general, I select readings and design field work in this course so that you emerge with:

* **An historical appreciation for leadership and strategy development in the political, military and business arenas, and a nuanced understanding of the strengths and weaknesses of historical and contemporary leaders in each of those fields,**
* **A personalized framework for assessing your own leadership strengths and weaknesses and coming up with a “game plan” for lifelong learning and improvement.**
* **Familiarity with recent research on strategic and organizational concepts, including high performance teams, creative destruction, confirmatory bias, and diversity issues.**
* **In-depth knowledge of the strategic and organizational challenges facing 21st-century executives in media and technology organizations.**
* ***And last, but not least,* hands-on experience analyzing the business strategy of a media company, presenting research and analysis to management, and then assisting with the implementation and management of change.**

**Course Requirements and Grading**:

Leadership in a Time of Change builds on the skills acquired in other courses. Therefore, undergraduate JOMC students should have completed at least one of the following -- Digital Media Economics and Behavior (JOMC 551), Concepts of Marketing (JOMC 475), Business Reporting (JOMC 452), Digital Advertising (JOMC 490) or Marketing Intelligence (JOMC 490) – and should be comfortable analyzing basic financial statements and market research. Graduate JOMC students should have completed at least one of these courses, or have relevant professional experience**.** Business majors or MBA candidates should have completed basic core courses.

**Grading:**

This is an upper-level seminar course. Therefore, grading is based equally on two components:

* your participation in and contribution to class discussions built around the assigned readings, case studies, leadership presentations and book reports,
* a case study, research report or other finished product, based on your field assignment.

Class Participation:

Assigned Readings, Case Studies 30%

Presentation of a Leadership Profile 10%

Historical Book Report 10%

Research Report or Case Study, based on Field Work 50%

*There will be an additional weekly one-hour research requirement for graduate students, related to the field work.*

**Please Note:** Given the heavy emphasis on class participation, you must do the assigned readings, if you hope to achieve a good grade in this class.

**IMPORTANT: Students who wish to receive an “A” for the semester’s work – or the graduate equivalent of “Honors” – should deliver to the professor in the second class (January 16) a sealed one-page letter explaining how they will earn that grade.** This letter is the first leadership exercise and is designed to help you clarify your own personal and professional goals for this course. I will open and read it AT THE END of the semester, after the final project is submitted. If I disagree with your goals or anticipated “performance” in this class, I will contact you directly to discuss at semester’s end – much as your supervisor will in annual performance reviews. If, at any time, you are having trouble meeting the goals you have set for yourself at the beginning of the semester, feel free to contact me to discuss. Please read Chapter 3, “Giving an A” in *The Art of Possibility* (see below, required reading) before composing the letter. Consider this assignment a personal contract with yourself and the beginning of a lifelong commitment to periodic self-assessment and goal-setting.

**Class Participation:** Since this is a seminar course, students are expected to attend class and actively participate in discussions, which will be based on assigned readings, select case studies and field work. Students should read assigned texts and case studies in advance and come to class ready to volunteer insights and perspectives. A well-informed future media executive regularly reads *The Wall Street Journal, The New York Times* business section, and *paidcontent.org,* and scans the weekly business magazines. In addition, students should sign up to receive updates from at least one of the following websites: [www.hbswk.hbs.edu/forms/newsletter.html](http://www.hbswk.hbs.edu/forms/newsletter.html) (Harvard)

[www.gsb.columbia.edu/ideasatwork](http://www.gsb.columbia.edu/ideasatwork) (Columbia)

[www.knowledge@wharton](http://www.knowledge@wharton) (University of Pennsylvania)

mckinseyquarterly.com (McKinsey & Co.)

strategy-business.com (Booz Allen Hamilton).

By now you may be realizing that this course has a heavy reading requirement. On average, you will be reading one book a week, plus daily news and research updates. You will quickly fall behind unless you develop a plan of attack. The most successful leaders know how to prioritize competing demands *and* how to effectively manage their time so they are not working 24/7. In the first class, I will discuss how you can use the reading assignments to begin to develop and improve your own time-management skills.

Each week, I will ask one of you to take notes on the class discussion and briefly summarize the main “aha moments” (personal epiphanies). In addition, that person will be responsible for posting on the discussion board and bringing to the attention of your classmates interesting leadership “examples” culled from the headlines. Your notes should be posted on Sakai – on the discussion board by the end of Friday.

**Leadership Profile**: In previous semesters, students have chosen either a well-known executive – such as Steve Jobs, Meg Whitman, Michael Bloomberg or Ted Turner – or a lesser-known executive at a local media company who has dealt successfully with a major change initiative.

In the second half of the semester, you will be responsible for producing a 4-page paper and leading a 20-minute class discussion on the leader you choose

**Historical Book Report:** Until the latter part of the 20th century, the curriculum in most business schools focused almost exclusively on the quantitative skills needed to become a successful manager. Study and appreciation of the more qualitative leadership skills were left to the historians. So no study of leadership in the 21st century would be complete without considering the historical development and study of leadership that underpin both our cultural assumptions, as well as current scholarly debate.

You will have the opportunity to take a trip back in time by choosing to read one of these historical accounts:

*The Art of War,* by Sun Tzu. Oxford University Press.

*The Prince*, by Niccolo Machiavelli. Oxford University Press.

*1776*, by David McCullough. Simon & Schuster.

*April 1865*, by Jay Winik. Harper Collins.

*Theodore Roosevelt* (The American Presidents Series), by Louis Auchincloss and Arthur Schlesinger.

*The Defining Moment: Roosevelt’s First 100 Days*, by Jonathan Alter.

*Citizen Soldiers*, by Steven Ambrose. Simon & Schuster.

*The Best and the Brightest*, by David Halberstam. Alfred Knopf.

In the second half of the semester, you will lead a class discussion on this book (20 to 30 minutes), focusing especially on the leadership lessons applicable to politicians or business executives dealing with uncertainty.

*Selection of book is due by Jan.16. See course calendar for due date for class discussion.*

**Case Study or Research Report:** In consultation with the professor, you will produce either a case study or a research report or some other client-focused work, related to the development of the website, businessofnews.edu. This can be based on field work with the McCormick/Knight community news initiative, or can form the basis of a potential senior honors or Master’s thesis, or doctoral dissertation. There have been a number of theses and dissertations that were either started or amplified by work done in this Leadership class. Based on research conducted in this class, two cases studies written by students (one of which we’ll use) have been published by Columbia and Yale Universities, and two student papers have been presented at AEJMC.

Here is a sampling of some of the theses and dissertations that produced by former Leadership students:

*Hangings to Hurricanes: What Readers Want From Their Community Newspaper’s Websites*

*Coming Back for More: The Importance of Reader Loyalty for FayObserver.com*

*No News for Breakfast: How Millennials Consume News*

*Creative Destruction and Continuous Renewal at the Associated Press*

*The Economics of Advertising: The Principle of Relative Constancy Reconsidered*

*Leadership Development in a High Performance Public Relations Agency*

*Accurate As of the Time Stamp: Newsroom Journalism Ethics in a Time of Economic and Technological Change*

Depending on the quality of the case study or research report you produce, you may be asked to present your findings and recommendations directly to the company’s executives.

*Final project is due April 24.*

**Required Reading:**

On Sakai, under Resources, each week has a Guide page where I have posted some important quotes from the required readings, along with additional readings to supplement our class discussion. Make sure to check Sakai weekly.

This course is designed to help you begin to acquire a “library” of seminal leadership texts. While numerous books on leadership are published each year, these have been chosen because the material in the book has been researched and vetted, often in an academic setting.

*Saving Community Journalism: The Path to Profitability. (UNC Press, Spring 2014) Manuscript.*  (Distributed in class.)

*Good to Great,* Jim Collins, Harper Business.

*Leading Change,* John Kotter, Harvard Business School Press.

*Seven Strategy Questions*, Robert Simons, Harvard Business Review Press.

*The Strategy-Focused Organization,* Robert Kaplan and David Norton, Harvard Business School Press.

*The Wisdom of Teams,* Jon Katzenbach and Douglas Smith, Harvard Business School Press.

*Creative Destruction: Why Companies That Are Built to Last Underperform the Market,* Richard Foster and Sarah Kaplan, Currency Doubleday.

*Certain Trumpets,* Garry Wills, Simon & Schuster.

*Leadership on the Line,* Ronald Heifetz and Marty Linsky, Harvard Business School Press.

*The Art of Possibility,* Rosamund Stone Zander and Benjamin Zander, Harvard Business School Press.

**Required Cases:**

In addition, you will be assigned a handful of case studies that we will discuss in class during the semester. These cases will include:

*Columbia: The Final Mission – A Simulation*

*Change Management Simulation: Power and Influence,*

or *Everest: Leadership and Team Simulation*

*The Wall Street Journal International Editions (UNC)*

*Paul Robertson and Medici String Quartet, 2007*

These cases will be purchased for you and made available on Blackboard.

In addition, you may have the opportunity to participate in a “mergers and acquisition” simulation at the Kenan-Flagler School of Business. This simulation, which will involve role-playing by both you and executives in a fictional company, was designed by KF for its MBA students and will give you the opportunity to experience very realistic and real-time decision making and leadership. If it is available, I would strongly encourage you to take advantage of this opportunity.

**Optional Supplemental Reading** (available on reserve in Park Library):

*Why Should Anyone Be Led By You?* Rob Goffe and Gareth Jones, Harvard Business School Press.

*Understanding Financial Statements,* Jay Taparia, Marion Street Press, Inc.

**Course Calendar:**

**Jan. 9: Introduction: What is leadership? What is my leadership preference?**

*In class assignments:*

*Coloring Outside the Lines*, UNC-G Honors Convocation Speech

*Timeless Lessons in Leadership,* UNC-G Commencement Speech

Myers-Briggs Type Indicator

**Jan. 16:** **Creating a Winning Strategy**

*Reading:*

*Saving Community Journalism: The Path to Profitability*

*Good to Great,* Collins, Chapters 1-6.

Chapter 3, “Giving an A”, *The Art of Possibility,* Zander and Zander

*Class Discussion:*

What Type Are You? (Results of Myers-Briggs Personality Inventory)

Strategies for Community Newspapers in the 21st century.

**Jan. 23:** **Leading in a Crisis**

*Reading:*

*Managing the Crisis You Tried to Prevent,* Norman Augustine*, Harvard Business Review, 1995.*

*Case Study:*

*Columbia’s Final Mission: A Multimedia Case, Simulation*

**Jan. 30:** **Leading Change**

*Reading:*

*Leading Change*, Kotter

*Case Study: The Wall Street Journal International Editions*

**Feb. 6:** **Staying on Track**

*Readings:*

*Seven Strategy Questions,* Simons

*The Strategy-Focused Organization*, Kaplan and Norton

*Case Study:*

*The Whiteville News Reporter*

**Feb. 13:** **Creating a Team-Based Culture**

*Reading:*

*The Wisdom of Teams*, Katzenbach and Smith

*Case Study*:

*Paul Robertson and the Medici String Quartet*, *February 2007*

**Feb. 20:** **Continual Renewal vs. Creative Destruction**

*Readings*:

*Creative Destruction: Why Companies That Are Built to Last Underperform the Market,* Foster and Kaplan

*Good to Great,* Collins, Chapts 6- Epilogue

*Case Study*: *Change Management Simulation: Power and Influence*

**Feb. 27:** **Review and Overview**

No class: *Interim report on Case Study or Research Report Due*

**Mar. 6:** **Leadership Across Disciplines**

*Readings:*

*Certain Trumpets*, Wills

Book Reports on *The Prince and The Art of War*

*Leadership Profile*

***Spring Break March 7 - 17***

**Mar. 20:** **Protecting the Leader**

*Reading:*

*Leadership on the Line*, Heifetz and Linsky

Book Report on *1776*

*Leadership Profile*

**Mar. 27:** **The Boundaries of Leadership**

*Reading:*

*The Art of Possibility*, Zander and Zander

Book Report on *April 1865*

*Leadership Profile*

**Apr. 3:** **The Unexpected Leader**

Book Reports on *Teddy Roosevelt* and *Defining Moment*

*Leadership Profile*

**Apr. 10:** **The Pitfalls**

Book Reports on *Citizen Soldiers* and *The Best and the Brightest*

*Leadership Profile*

**April 17: Review and Summation**

**April 24: Last day of class, Final Report/Project Due**

***Revised 8/2/13 CRS***