



MEJO 424 Media Management and Policy

Lee Meredith

Monday/Wednesday, 11:00 a.m.-12:15 p.m.

Carroll Hall 33

Sakai site <https://sakai.unc.edu/portal/site/ecaf19ed-8360-48ab-bc8b-5a3e71fdcf8>

Zoom site <https://unc.zoom.us/j/92556554010?pwd=dExsamVGWjZlRmlYnVlJlV3VjVjhEQT09>

(Meeting ID: 925 5655 4010, Passcode: 523034)

Spring 2022

Instructor Contact Information

225-400-7711

lm Meredith@unc.edu

Office hours by Zoom (<https://unc.zoom.us/my/leemeredith>)

Tuesday and Thursday, 2:30-4:00 p.m. or by appointment

PRE-REQUISITES: N/A

COURSE DESCRIPTION:

An introduction to media management, generally, and the supervision and motivation of team members, specifically. The course also delves into policy and legal issues impacting modern media operations. It explores the special skills associated with management of media properties in the context of constant change.

WELCOME:

It's hard to imagine a more exciting time to be studying media management and policy. Technological changes and other societal shifts are giving people a fabulous array of choices in the ways they are able to consume news, information and entertainment. Business leaders have many new marketing techniques added to the proven tools they can use to reach their customers and prospects. An expanded challenge for marketers is how to effectively track the results of their campaigns. For managers of media companies and media-related enterprises, the changes have created significant opportunities, but also some intimidating threats. In this course, we will work together to equip you to deal with the challenges of being a manager in a media business, whether you find yourself in the position of energizing a legacy operation or pioneering a new entrepreneurial opportunity.

OBJECTIVES:

- You will achieve a basic understanding of what is required to be a manager in a media business.
- You will gain insight into your own potential strengths and weaknesses as a future manager (or as a team member supporting a manager).
- You will learn fundamentals of management theory including contemporary approaches by current thought leaders.
- You will be exposed to information about operating a business including financial management, marketing, human resources and diversity.
- You will hear how managers handle the business issues that are unique to media companies.
- You will study how government regulation impacts media businesses.
- Throughout the learning process, we will keep ethical considerations front and center so that you will have a better framework for dealing with these issues as a leader.

ATTENDANCE POLICY:

Spring 2022 Course Delivery:

As long as it is possible to do so safely, we will meet in person this semester. I understand the ongoing COVID-19 pandemic may require changes to this plan and will be monitoring the situation closely. If I need to change the format of the course temporarily due to outbreaks of illness, I will announce this via email and the course Sakai site.

University Policy:

Here's the relevant excerpt from the [University policy on attendance](#):

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Class Policy:

This is a class about learning to be a leader. The first requirement of leadership is actually showing up. If you cannot attend a class due to illness, notify me by phone or email **prior** to class. Otherwise, your absence will be unexcused. If you believe you will need to miss a class for a reason that falls within the policy above on University Approved Absences, please communicate with me in writing as soon as

practical. More than three unexcused absences will affect your participation grade for this course. Regular tardiness (more than 10 minutes late on three occasions) will also be treated as an absence.

The instruction mode for this course is **in-person**. Zoom livestreams and recordings will be made available, but they will **not** count toward your attendance unless your absence is excused. To be clear, **if you are experiencing symptoms of an illness that could be COVID-19, you should not attend class and your absence will be excused if you communicate with me prior to start of class.**

REQUIRED MATERIALS:

Geisler, J. (2012). *Work Happy: What Great Bosses Know*. United States: Center Street.

Bright, David S., & Cortes, Anastasia H. (2019). *Principles of Management*. Retrieved from <https://openstax.org/books/principles-management/pages/1-introduction> ("Rice")

Principles of Management. (2015). Retrieved from <https://open.lib.umn.edu/principlesmanagement/> ("Minnesota")

You will also need to read **one** of the following books on business and leadership:

- Good to Great, Jim Collins
- The Seven Habits of Highly Effective People, Stephen R. Covey
- Lean In for Graduates, Sheryl Sandberg
- Radical Candor: Fully Revised & Updated Edition, Kim Scott
- The Making of a Manager: What to Do When Everyone Looks to You, Julie Zhuo
- The Memo: What Women of Color Need to Know to Secure a Seat at the Table, Minda Harts
- Dare to Lead: Brave Work. Tough Conversations. Whole Hearts, Brené Brown
- The Leadership Challenge, James M. Kouzes and Barry Z. Posner

The books will be assigned during the first week of class. You may not choose a book you have already read. I'll try to match everyone with one of their top choices. If too many people sign up for the same book, you may get your second or third choice.

Other readings: A few supplementary readings will be assigned to cover material not in the text. The reading of the New York Times, the Wall Street Journal and media trade periodicals is encouraged. Stories and issues explored within these publications and websites will be discussed from time to time and will be your source for current event topics.

IN-CLASS PARTICIPATION:

You will need to actively participate in class. Participation will include discussion of the text material and the leadership books, presentation of current events, questions for our guest speakers, and playing active roles in group activities. The participation requirement can also be partially fulfilled by taking part in online discussions in the class forum in Sakai.

MYERS-BRIGGS ASSESSMENT:

You will need to complete the Myers-Briggs Type Indicator (MBTI) assessment, or one of the similar assessment tools that is available for free online. If you have already completed this assessment, you don't have to do it again, but you will need your MBTI report to complete the following assignment. If you use one of the free tools online, it needs to conform to the language of Myers-Briggs (Extraversion-introversion, etc.)

LEADERSHIP BOOK REPORTS:

As mentioned above, you will be reading a business book on how to be a better leader, manager and person. After reading the book, you will be asked to write two reports, both 750-1,250 words in length. The first report will be an analysis of how the material in the book helped you in light of your personal results in the Myers-Briggs assessment. The second report will be your evaluation of the book written in the style of a New York Times book review.

RESEARCH PAPER:

You will write a research paper on a topic of your choice that relates to one of the following topics:

- A media public policy issue
- A legacy media company or industry that is striving to remain relevant
- A new entrepreneurial media effort springing up in the wake of the demise of legacy media companies

Topics must be approved by me in advance. The paper must be an argument for **your** point of view, but it also must be backed up with what you can prove through your research. You are required to use the resources of the Park Library here at the School in the research process. Evidence of this will be communicated by Park Library personnel. The paper will be 1,750 -2,250 words in length. The APA citation system should be used. Papers and work from other classes are not accepted for this class.

EXAMS:

The mid-term will cover the first half of the class. The final will focus more on the second half, but it will also include questions that are cumulative. Questions will be primarily multiple choice or short essay responses. The material covered in the exam will come primarily from the texts but may also include concepts covered by the instructor in class, guest speakers or other assigned reading material.

GRADING:

A numerical grade scale will be used on the exams and a letter grade on the paper. Here are the letter equivalents that will be used:

- A = 95-100
- A- = 90-94
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 77-79
- C = 73-76
- C- = 70-72
- D = 65-69
- F = below 65

Grading rubric

| | |
|-------------------------------------|-----|
| Class participation/attendance/etc. | 15% |
| Book reports (5% each) | 10% |
| Research paper | 25% |
| Exams (25% midterm/25% final) | 50% |

HONOR CODE:

I expect that all students will conduct themselves within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean C. A. Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

ACCESSIBILITY:

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

COUNSELING AND PSYCHOLOGICAL SERVICES:

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

TITLE IX:

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

POLICY ON NON-DISCRIMINATION:

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

DIVERSITY STATEMENT:

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](#) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination](#). In summary, UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender

expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University’s nondiscrimination policies.

MASK USE:

All enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me – as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/community-standards/>.

WEEKLY CLASS SCHEDULE:

*Please see [UNC academic calendar](#) for the 2022 schedule.

| Class No. | Date | Topics Covered | Readings/Assignments (Readings should be complete prior to class on the days listed below) |
|-----------|---------|--|---|
| 1 | Jan. 10 | Review syllabus Outline expectations Class introductions | |
| 2 | Jan. 12 | Managing and Leadership Taking the Myers-Briggs Type Indicator (MBTI) assessment | Chapter 1, Managing and Performing, “Rice” Chapter 1.5 Planning, Organizing, Leading and Controlling, “Minnesota” |
| 3 | Jan. 19 | The Challenges and Joys of Management What Employees Never Forget and Never Forgive | Chapters 1 & 2, Geisler |
| 4 | Jan. 24 | The Media Business Environment | Chapter 2, Albarran (Course Reserves) |
| 5 | Jan. 26 | How to Tap the Power Grid of Leadership Manage Yourself, So You Can Lead Others | Chapter 3 & 4, Geisler |
| 6 | Jan. 31 | Ethics of Management | Chapter 5, Ethics, Corporate Responsibility, and Sustainability, “Rice” Your Myers-Briggs Type Indicator® assessment (or similar) should be complete. |
| 7 | Feb. 2 | You and Your Big Mouth | Chapter 5, Geisler |

| | | | |
|----|---------|--|--|
| 8 | Feb. 7 | Theories of Management | Chapter 3, The History of Management, "Rice" |
| 9 | Feb. 9 | Win the Battle for Your Time | Chapter 6, Geisler |
| 10 | Feb. 14 | Financial Management | Chapters 15.5 and 15.8, The Essentials of Control, "Minnesota" The reading of your leadership book should be completed. Book Report One is due next class. |
| 11 | Feb. 16 | You Should Not Treat Everyone the Same | Chapter 7, Geisler Book Report One is due prior to class. |
| 12 | Feb. 21 | Managing Your Team Your leadership skills— how your Myers-Briggs results intersect with your leadership book. | Chapter 11, Human Resource Management, "Rice" Book Report Two is due next class. |
| 13 | Feb. 23 | Motivation That Really Matters The Secret to Performance Management: Feedback | Chapter 8 & 9, Geisler Book Report Two is due prior to class. |
| 14 | Feb. 28 | The Importance of Diversity in Media Management Good to Great book review | Chapter 12, Diversity in Organizations, "Rice" One-paragraph proposals for research paper due next class. |
| 15 | Mar. 2 | You Can't Be Too Nice for a Tough Talk Mid-term exam review | Chapter 10, Geisler One-paragraph proposals for research paper due at the beginning of class. |
| 16 | Mar. 7 | Mid-term exam | |
| 17 | Mar. 9 | Stephanie Brown, director, Park Library, discusses resources for research paper | |
| 18 | Mar. 21 | Audiences and Research Lean In for Graduates book review | TBA |
| 19 | Mar. 23 | Stop Fixing, Start Coaching Radical Candor book review | Chapter 11, Geisler |
| 20 | Mar. 28 | Marketing The Making of a Manager book review | TBA |
| 21 | Mar. 30 | Change is the New Normal: Lead the Way The Memo book review | Chapter 12, Geisler |
| 22 | Apr. 4 | The Importance of News Dare to Lead book review. | TBA |
| 23 | Apr. 6 | What's It Really Like to Work Here, Boss? The Leadership Challenge book review | Chapter 13, Geisler |
| 24 | Apr. 11 | Leading the Agency The Seven Habits of Highly Effective People book review | TBA Research Papers due next class. |

| | | | |
|----|------------------------------|--|--|
| 25 | Apr. 13 | Management is a Team Sport | Chapter 14, Geisler Research Papers due at beginning of class. |
| 26 | Apr. 18 | Regulatory Influences on Meda Management | TBA |
| 27 | Apr. 20 | For Great Bosses, It's Always About the Values | Chapter 15, Geisler |
| 28 | Apr. 25 | Entrepreneurship Review term papers | Chapter 7, Entrepreneurship, "Rice" |
| 29 | Apr. 27 | Final Thoughts on Leadership. Review for exam. | TBA |
| | Friday, May 6, 12 noon | Final Exam | |

FINAL EXAM:

Friday, May 6, 12 noon.

SYLLABUS CHANGES:

The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.