

MEJO 653.2 Leadership in a Time of Change

Mark Sutter

Spring 2022

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Tuesday/Thursday – 12:30 – 1:45 p.m.

Room 58, Carroll Hall

Sakai site: <https://sakai.unc.edu/portal/site/0ab8af2e-848c-490a-b742-578450b2c5b4>

Zoom site: <https://unc.zoom.us/j/91576025323>

**Instructor Contact Information:**

336-202-6396 mksutter@live.unc.edu

**Office hours**: I will make myself available as much as possible. You are welcome to ask me to meet in person before or after class on Tuesdays and Thursdays, or by Zoom any day of the week by appointment.

**PRE-REQUISITES**: For Seniors only. This is a capstone course for media and journalism students.

**COURSE DESCRIPTION**:

It’s hard to imagine a more significant and fluid era of change for the leaders of media businesses.

The most obvious way relates to technology, where advances and innovation are dramatically changing the way people live and communicate with each other.

The newspaper industry —as just one an example - has been totally disrupted by the Internet and the ubiquity of cell phones. People get their information – including both news and product advertising - from sources and means that did not even exist even a few years ago. Local newspapers — long a bedrock of the media industry — have been forced to dramatically cut staff, find new business models and/or go out of business entirely.

Meanwhile, entrepreneurs have seized on the opportunities left in the wake of such disruptions. Facebook, Twitter, TikTok and Instagram are now household names and among the fastest-growing businesses in existence for both news, entertainment and advertising. On local levels, new models for sharing news, advertising and public relations information can increasingly be found.

Of course, technology alone does not fully encompass all the changes facing leaders of media organizations. Social and economic issues, demographic trends and myriad other forces are also playing a role – from a once-in-a-century pandemic to demands for reckonings of long-simmering racial and gender issues.

Our course, “Leadership in a Time of Change,” examines the critical strategic choices facing leaders as they interact and cope with these rapid changes.

“Leadership in a Time of Change” is designed for future leaders, seeking to incorporate the best principles of strategy and leadership into their daily routine and into the vision and management of the organizations they will inherit or create. This includes:

* Business, strategic communication, advertising and marketing entrepreneurs who plan to work for or establish a for-profit enterprise.
* Future leaders in information-heavy sectors such as intelligence and government.
* Journalists who aspire to cover business, politics and policy, or to manage news operations.
* Future executives of nonprofit or mission-driven organizations.

**OBJECTIVES**:

The overarching goals in this class are two-fold: 1) to become familiar with past and present thinking and research regarding the art of leadership; and 2) to consider how you, as future leaders in media and communications, might apply these concepts and approaches to help your industries meet the unique challenges and opportunities they now face.

In regard to the first objective, we will use our text — The Arts of Leadership by George Manning and Kent Curtis — as a guide for studying and discussing strategic and organizational concepts, including high performance teams, innovation, organizational structure, creative destruction, ethical decision-making, confirmatory bias and diversity issues. We’ll also strive to give you a context for assessing your own leadership strengths and weaknesses, and learn how you might improve upon them.

In regards to the second objective, throughout the semester you will be researching and writing a thorough and thoughtful assessment (your Capstone) tailored to your area of industry focus. Your goal: to describe how you – as a leader – might guide your organization and team members to effectively address a specific problem area or take advantage of a specific opportunity in your field of choice.

**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](https://uaao.unc.edu/):

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](https://ars.unc.edu/) and/or the [Equal Opportunity and Compliance Office](https://eoc.unc.edu/what-we-do/accommodations/) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](https://odos.unc.edu/), [Gender Violence Service Coordinators,](https://womenscenter.unc.edu/resources/gender-violence-services/) and/or the [Equal Opportunity and Compliance Office](https://eoc.unc.edu/what-we-do/accommodations/) (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.

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**:

*The Art of Leadership* (Seventh Edition); George Manning and Kent Curtis, McGraw-Hill. (Not positive what the final cost will be, but I believe it is no more than $60 for e-book access).

Simulation -- [*Leadership and Team Simulation: Everest V3*](https://hbsp.harvard.edu/product/8867-HTM-ENG) (This will require registration and a fee of $15).

**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 other periodicals is encouraged. Many publications are available through the UNC library system and at discounted rates to students. In addition, you should sign up to receive updates from at least one of the following websites:

* <http://hbswk.hbs.edu/>(Harvard)
* [www.gsb.columbia.edu/ideasatwork](http://www.gsb.columbia.edu/ideasatwork) (Columbia)
* [knowledge.wharton.upenn.edu](http://knowledge.wharton.upenn.edu/)  (University of Pennsylvania)
* [www.mckinsey.com/insights](http://www.mckinsey.com/insights) (McKinsey & Co.)
* [www.strat](http://www.strate/)[egy-business.com](http://www.strategy-business.com/)  (Strategy&, formerly Booz & Company)

Stories and issues explored within these publications and websites will be discussed from time to time and could be your source for current event topics.

**The following are not required in this class, but they do constitute an excellent list of Leadership books you may want to read, either for additional insight during the semester or afterward as you progress in your career.**

* *Leading Change,* John Kotter
* *Forged in Crisis: The Power of Courageous Leadership in Turbulent Times,* Nancy Koehn
* *The Five Dysfunctions of a Team*, Patrick Lencioni
* *Leaders Eat Last*, Simon Sinek
* *Seven Strategy Questions*, Robert Simons
* *Good to Great,* Jim Collins
* *No Filter: The Inside Story of Instagram*, Sarah Frier
* *Influence: The Psychology of Persuasion*, Robert B. Cialdini
* *Leadership on the Line,* Ronald Heifetz and Marty Linsky, Harvard Business School Press
* *Discover Your True North*, Bill George

**IN-CLASS PARTICIPATION:**

You will need to actively participate in class. Participation will include discussion of the text material, other assigned reading (including handouts or online links), in-class exercises and presentations related to current events and industry overviews.

**MYERS-BRIGGS ASSESSMENT or ENNEAGRAM:**

You may be asked to complete the Myers-Briggs Type Indicator (MBTI) assessment or the ENNEAGRAM personality test, which are available for free online. I will indicate to you later in the term which one (or both). If you have already completed these assessments, you don’t have to do them again, but you will need your results.

**LEADERSHIP PROFILE:**

You will write a brief (750-1,000 words) report on an inspirational leader and how that person dealt with a specific challenging situation. Your leadership profile will focus on a difficult decision made by the leader, the ethical and strategic framework used to determine the best option, and the outcome of his or her decision.

**INDUSTRY/ISSUE OVERVIEW**

You will research and write a brief overview (750-1,000 words) of your chosen career field with an eye toward the unique challenges it faces. The topics may include (but not be limited to): a historical context of the business model(s) in your field; the current impact of technological and social trends upon it; and an examination of problems and opportunities now and in the future.

An example would be to expand on the description of what is happening in the newspaper industry that I provided under “Course Description.”

In this paper, you don’t have to offer solutions - but readers should come away with a solid understanding of where your chosen field has been, how it has changed (particularly in the digital era) and what further trends may affect it in the years to come.

If you wish, you can also focus on one particular area of interest within your field. Examples: progress or lack of it in diversity hiring or opportunities to reach new audiences.

Your research should include talking to knowledgeable people in the field.

This paper will serve as a jumping off point for your Research Paper/Case study project. As follows:

**RESEARCH PAPER/CASE STUDY:**

Now the rubber hits the road (pardon the cliché). Based on the findings in your industry overview, you will write a paper detailing how you would recommend leading a team to address an issue (or issues) and/or take advantage of opportunities in your chosen field. For the purposes of this exercise, you may consider your “team” to be a company operating in the field (a PR firm, a local newspaper, etc.) or an entrepreneurial effort that you may lead.

You might be describing a way to fix existing issues, transform operations or both.

As examples, you might be suggesting ways to reach new audiences, adopt new technologies, increase diversity in hiring or create new revenue streams. While you can build on approaches that you may learn about in your research, I’m looking for you not to just repeat what someone else is doing. Bring some of your own thinking to the effort.

Your research should include talking to knowledgeable people in the field.

As part of the assignment, you should also include how you would propose to lead employees in a way to achieve buy-in and maximize results. You should reference specific theories, lessons and insights drawn from our readings and discussions.

This can be individually tailored to your aspirations. 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 industry research or scholarly writing on leadership. Always attribute where appropriate. Topics should be approved by me in advance. The length of the paper is TBD. Papers and work from other classes are not accepted for this class.

**FORMAT** – Single space between sentences; double space between paragraphs. Remember: you are communication experts! Proper style, grammar and spelling are expected.

**QUIZZES:**

The mid-term will cover the first half of the class. The final will focus primarily on the second half, but it may also include questions that are cumulative. Questions will be primarily multiple choice or short answer responses. The material covered in the quizzes will come primarily from the text and lecture.

**GRADING**:

A numerical grade scale will be used on the exams and a letter grade on the paper. Reaction papers are graded pass/fail. 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% |
| Leadership profile and presentation | 10% |
| Industry assessment paper | 15% |
| Research paper/proposal | 30% |
| Quizzes (15% midterm/15% final) | 30% |

**HONOR CODE**:

I expect that all students will conduct themselves within the guidelines of the University honor system [(http://honor.unc.edu)](https://catalog.unc.edu/policies-procedures/honor-code/). 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](https://ars.unc.edu/) or email ars@unc.edu. (Source: [https://ars.unc.edu/faculty-staff/syllabus-statement)](https://ars.unc.edu/faculty-staff/syllabus-statement)

**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/.](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.](https://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](https://unc.policystat.com/policy/4467906/latest/) 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)](https://safe.unc.edu/) or the [Equal Opportunity and Compliance Office,](http://eoc.unc.edu/) or online to the EOC at [https://eoc.unc.edu/report-an-incident/.](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](http://hussman.unc.edu/diversity-and-inclusion) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination.](https://eoc.unc.edu/our-policies/ppdhrm/) 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.](https://cm.maxient.com/reportingform.php?UNCChapelHill&layout_id=23) 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/.](https://carolinatogether.unc.edu/community-standards/)

**WEEKLY CLASS SCHEDULE**:

Week-by-week schedule.

\*Please see [UNC academic calendar](https://registrar.unc.edu/wp-content/uploads/sites/9/2018/08/AcademicCalendar_081018_.pdf) for the Spring 2022 schedule.

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| --- | --- | --- | --- |
| Class No. | Date | Topics Covered | Readings/Assignments |
| 1 | Jan. 11 | Introduction & Syllabus |  |
| 2 | Jan. 13 | The Importance of Leadership. Are Leaders born or made? | The Art of Leadership, Chapter 1. |
| 3 | Jan. 18 | **Leadership Variables (1)**: The Leadership Equation | The Art of Leadership, Chapter 2. |
| 4 | Jan. 20 | **Leadership Variables:** Leadership Qualities | The Art of Leadership, Chapter 3.  Current event reports No. 1. |
| 5 | Jan. 25 | **Power of Vision (2):** includes vision/mission statements | The Art of Leadership, Chapter 4.  Current event reports No. 2 |
| 6 | Jan. 27 | **Power of Vision:** Organizational climate | The Art of Leadership, Chapter 5  Current event reports No. 3 |
| 7 | Feb. 1 | **Ethics (3):** Leadership Ethics | The Art of Leadership, Chapter 6  Current event reports: No. 4 |
| 8 | Feb. 3 | **Ethics:** The Role of Values and Ethics at Work | The Art of Leadership, Chapter 7  Current event reports No. 5 |
| 9 | Feb. 8 | **Empowerment (4):** Leadership Authority  **DUE: INDUSTRY REPORT** | The Art of Leadership, Chapter 8  Current events reports: No. 6 |
| 10 | Feb. 10 | **Empowerment:** The Quality Imperative | The Art of Leadership, Chapter 9 |
| 11 | Feb. 15 | **Industry report discussion** |  |
| 12 | Feb. 17 | **Mid-term test/quiz** |  |
| 13 | Feb. 22 | **Leadership Principles (5):** Effective Leadership and Human Relations | The Art of Leadership, Chapter 10 |
| 14 | Feb. 24 | **Leadership Principles**: The Team Concept | The Art of Leadership, Chapter 11 |
| 15 | March 1 | **Everest simulation?** | TBD |
| 16 | March 3 | **Everest results** | TBD |
| 17 | March 8 | **Leadership Profile Due**  **Understanding People (6):** Art of Persuasion | The Art of Leadership, Chapter 12 |
| 18 | March 10 | **Understanding People:** the Diversity Challenge | The Art of Leadership, Chapter 13 |
| 19 | March 22 | **Multiplying Effectiveness (7):**  Effective Delegation | The Art of Leadership, Chapter 14 |
| 20 | March 29 | **Multiplying Effectiveness:** The Role of Personality | The Art of Leadership, Chapter 15  **Enneagram or Myers-Briggs Test** |
| 21 | March 31 | **Developing Others(8):** Helping People Through Change | The Art of Leadership, Chapter 16 |
| 22 | April 5 | **Developing people:** Managing Performance | The Art of Leadership, Chapter 17 |
| 23 | April 7 | **Performance Management(9):** | The Art of Leadership, Chapter 18&19 |
| 24 | April 12 | **Research paper/case study due** |  |
| 25 | April 14 | **No Class - Wellness** |  |
| 26 | April 19 | Research paper/case study presentations | TBA |
| 27 | April 21 | Research paper/case study presentations | TBA |
| 28 | April 26 | Research paper/case study presentations | TBA |
| 29 | May 3 (Tuesday) | **Final exam (quiz)** |  |
|  |  |  |  |

**FINAL EXAM**:

Tuesday, May 3 at 12 noon. Classroom to be determined.

**SPRING COMMENCEMENT!**

Sunday, May 8

**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.