# MEJO 424 Media Management and Policy
## Lee Meredith

_____

**WELCOME**:

All of you will be managers of some sort during your careers, in your personal lives, or both. Many of you are currently in managerial roles now or have been previously. Our goal here will be to ensure that you will be as prepared as possible the next time you have the opportunity to be a leader. You'll hone these skills over a lifetime. I'm here to help you avoid that "deer-in-headlights" look on Day One.

Our focus in this course is media businesses and that takes in a lot. We'll be studying the work of leaders in journalism companies, advertising agencies, public relations firms, and social media platforms.

It's hard to imagine a more exciting time to be leading a media organization. Technological changes and other societal shifts are giving people a fabulous array of choices in the ways they can 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.

## Spring 2024

Monday/Wednesday, 11:00-12:15 p.m.
Carroll Hall 58
Canvas site: https://uncch.instructure.com/courses/51640
Zoom site: https://unc.zoom.us/j/95562355279?pwd=YnZBWHhqd2g5L1gxSlBsVWMybUhnZz09
 (Meeting ID:  955 6235 5279, Passcode: 783684, **UNC Zoom SSO must use login with UNC email address that ends with @email.unc.edu**)

**ABOUT ME:**

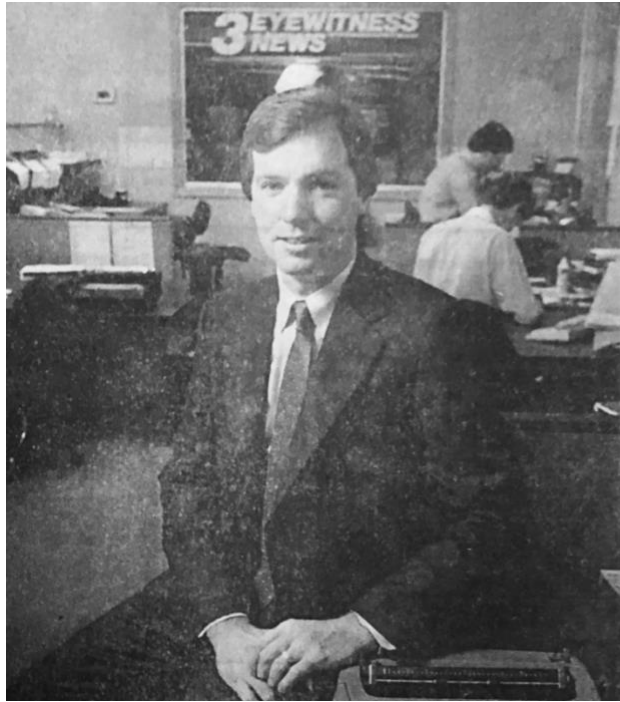My contact information
225-400-7711
lmeredith@unc.edu
Personal Zoom meeting room (https://unc.zoom.us/my/leemeredith)

Student appointments
Book time with me
Tuesday and Thursday, 2:30-4:00 p.m. (or contact me by email if you need a different time)



*Call me Lee!*



*This picture was taken shortly after I began working in my first top management job.*

I was fortunate to have a rich and varied career, working in several different media businesses. I retired from my job as a television station general manager in 2018 and began teaching here that same year. I started working in television news when I was a senior in college, and I think of myself first and foremost as a journalist. Having said that, I also worked briefly in public relations and advertising. The duties of a television station general manager include oversight of the news operation, but also marketing, ad sales, community relations, the business functions, and technical issues.

I was born in Houston and was lucky to be able to work as a reporter there at a television station that I grew up watching. I earned a few awards as a reporter and producer and then was able to move into a managerial role running a news operation as a news director. I did that for about a dozen years before I was able to secure a position as the general manager of a TV station for Raycom Media (now Gray TV). I worked for Raycom for 20 years as a VP/GM. During that time, I was named "GM of the Year" by Broadcasting & Cable, selected as "Broadcaster of the Year" by the Louisiana Association of Broadcasters and inducted into the Silver Circle by the Nashville/Midsouth chapter of the National Academy of Television Arts & Sciences.

Full disclosure here – there were plenty of bumps in the road as there are for most managers. My teams achieved successes beyond my imagination, and I couldn't be prouder of that. I made plenty of mistakes and I'm willing to share some of those with you in hopes that you won't make the same ones, or at least if you do, you'll be quicker to recognize a good path forward.

**PRE-REQUISITES**: N/A

**COURSE DESCRIPTION**:

This course is an introduction to media management, generally, and focuses on 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.

**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**:

**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, please let me know 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 (including 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: 30th Anniversary Edition, Stephen R. Covey
- When Women Lead: What They Achieve, Why They Succeed, and How We Can Learn from Them, Julia Boorstin
- 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 (7th Edition), 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. Reading 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.

## 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 encouraged to use the resources of the Park Library here at the School in the research process. 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.

**GENERATIVE AI:**

Generative AI is extremely useful; however, it has the following limitations:

- How output is arrived at is not clear as the internal processes used to produce a particular output within the generative AI cannot be determined.

- The output is based on existing data (often scraped from online sources) and may reflect biases that should be acknowledged; it may also be inaccurate or entirely fabricated, even if it appears reliable or factual.

- AI evokes a range of intellectual property concerns; sourcing and ownership of information is unclear, and the status of AI output raises numerous questions—e.g., is output equivalent to a published resource? What citational responsibilities are in place for various AI interactions?

The following sections provide the philosophy and specific guidelines for using these tools and features (increasingly, generative AI capabilities will be integrated with everyday applications). Unless I provide other guidelines for an assignment or exam, you should follow these guidelines.

**Usage Philosophy**

Use of generative AI in your coursework is based on the following principles:

1. **AI should help you think.** Not think for you.
   Use these tools to give you ideas, perform research (in compliance with point 2 below), and analyze problems. Do not use them to do your work for you, e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer.

2. **Engage with AI Responsibly and Ethically:** Engage with AI technologies responsibly, critically evaluating AI-generated outputs and considering potential biases, limitations, and ethical implications in your analysis and discussions. Utilize AI technologies ethically, respecting privacy, confidentiality, and intellectual property rights. Ensure that the data used for AI applications is obtained and shared responsibly and in compliance with relevant regulations.

3. **You are 100% responsible for your final product**.
   You are the user. If the AI makes a mistake, and you use it, it's your mistake. If you don't know whether a statement about any item in the output is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold full responsibility for AI-generated content as if you had produced the materials yourself. This means ideas must be attributed, facts are true, and sources must be verified.

4. **The use of AI must be open and documented.**
   The use of any AI in the creation of your work must be declared in your submission and explained. Details on how to source your AI usage are explained below.

5. **These guidelines are in effect unless I give you specific guidelines for an assignment or exam (see below).** It is your responsibility to ensure you are following the correct guidelines.

6. **Data that are confidential or personal should not be entered into generative AI tools.**
   Putting confidential or personal data (e.g., your One Card details) into these tools exposes you and others to the loss of important information. Therefore, do not do so.

The following sections provide the philosophy and specific guidelines for using these tools and features (increasingly, generative AI capabilities will be integrated with everyday applications). **Unless I provide other guidelines (see below) for an assignment or exam, you should follow these guidelines.**

**Guideline Specifics**

Not following these guidelines may be a reportable violation to the UNC Honor Court.

**Assignments**

- Writing and Presentation: In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include drafting an outline, preparing individual sections, combining elements, removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation. **I strongly discourage the use of AI tools for the book report written assignments. If you do use AI for either one of these reports, be sure to document carefully using the rules below.**

- Multimedia Assignments: In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include the generation of images, audio, music, video, etc. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.

- Mathematical and Statistical Analysis, Data Analysis, Data Interpretation, Coding of Data, generalizing data to a problem set or any other forms of quantification of language or concepts, etc.: Generative AI can be used for these purposes; however, the output must be verified via your own mathematical calculations and proof of work provided in your assignment.

- Readings and Discussions: Generative AI can be used to analyze readings. However, you must also do the readings. Generative AI analysis is not a substitute for reading the works themselves. Similarly, participating in online discussions of readings requires that you provide your own contributions. Unless I specifically allow it, do not generate responses to readings using AI.

- Research: If you use AI to support your research, you must account for and document your use. Possibilities include topic brainstorming, search assistance, source evaluation, and summaries and source documentation. Track your use of AI throughout these stages, and then document

this assistance as you submit the project. Any material generated through AI in your projects should also be documented in your citations.

- Simulations: In principle, you may use AI tools for advice or brainstorming. It should not, however, be used to find cheats or other unfair advantages. If a report is part of the assignment, your documentation of how you used AI in completing the simulation must make the process transparent.

- Group Work: Group work guidelines are based on the type of assignment above (e.g., a group written assignment will use the guidelines for written assignments).

- In-Class Activities: Instructions on the appropriate use of AI for in-class activities will be provided by me.

- **Written & Oral Exams: The utilization of AI tools is prohibited and could potentially constitute a reportable violation to the UNC Honor Court.**

**Sourcing Use of AI**

- Accuracy: Generative AI may invent both facts and sources for those facts. Verification is your responsibility, whether the source of the error is you or the AI makes no difference. You need to check the facts, the quotes, the arguments, and the logic, and document what you did to validate your material.

- Attribution: All ideas that are not originally your own have a source and that source must be attributed. Please be aware that generative AI tends to invent sources. You have a two-fold obligation with respect to attribution:

    o (1) If a source is identified, find and attribute the original source of the idea, identify the location of the text within the source, and provide a working link to the location (if the source is available online). If you are not able to locate the source, delete that content.

    o (2) Document the process by explaining how you used generative AI in a work statement that will accompany your submission of major projects in the class. As you submit a project, develop, and include an appropriate version of the below statements:

        ▪

            ▪ "I attest that this project did not use AI at any stage in its development or in the creation of any of its components."

            ▪ "I attest that this project made use of AI in the following ways:" You must then use the following form to document your usage. *

.

| Usage | Tool Used (e.g., ChatGPT-4) | How you edited the output, if at all | Conversation Link (If available) |
|---|---|---|---|
| Topic selection | | | |
| Brainstorming and idea generation | | | |
| Research | | | |
| Source valuation | | | |
| Outlining/planning | | | |
| Drafting | | | |
| Media creation | | | |
| Peer review | | | |
| Revising | | | |
| Polishing | | | |
| Other | | | |

*Note that such attribution is not a valid source for facts, only for the output itself.

[1] [1] ChatGPT was used in the development of these guidelines – more specifically, it was employed to generate suggestions for student use policies and to rephrase and consolidate certain sections of the text. Also, Sentient Syllabus was a resource for a number of the ideas within this document.

**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/forum posts/etc. (Excessive absences are reflected as a deduction) | 15% |
| Book reports (5% each) | 10% |
| Research paper | 25% |
| Exams (25% midterm/25% final) | 50% |

You will not receive a passing grade in this course unless all assignments are completed.

**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 Associate Dean Julie Dixon-Green, 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 academic adjustments, 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 for students are determined through Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws.

Please refer to the ARS Website for contact information 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.

To initiate services with the Hussman Embedded Counselor, Carolyn Ebeling, email them at cebeling@email.unc.edu to schedule. Carolyn meets with students by appointment only and works exclusively with Hussman students. Available services include an initial assessment of needs, individualized planning for reported concerns, initiating engagement in brief therapy, connection to group therapy services, medication management, and referral coordination. Services are offered both in-person and by telehealth. Same-day, walk-in services are available at CAPS (3rd floor, Campus Health) Monday-Friday, 8AM-5PM.

For crisis or 24/7 support, call CAPS at 919-966-3658 or call/text 988 for the Suicide and Crisis Lifeline.

**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 – 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.

**WEEKLY CLASS SCHEDULE**:

*Please see UNC academic calendar for the current 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<br>Outline expectations<br>Class introductions | |
| 2 | Jan. 17 | Managing and Leadership<br>Taking the Myers-Briggs Type<br>    Indicator (MBTI) assessment | Chapter 1, Managing and Performing, "Rice"<br>Chapter 1.5 Planning, Organizing, Leading and Controlling, "Minnesota" |
| 3 | Jan. 22 | The Challenges and Joys of<br>    Management<br>What Employees Never Forget and<br>    Never Forgive | Chapters 1 & 2, Geisler |
| 4 | Jan. 24 | The Media Business Environment | Chapter 2, Albarran (Course Reserves) |
| 5 | Jan. 29 | How to Tap the Power Grid of<br>    Leadership<br>Manage Yourself, So You Can Lead<br>    Others | Chapter 3 & 4, Geisler |
| 6 | Jan. 31 | Ethics of Management | Chapter 5, Ethics, Corporate Responsibility, and Sustainability, "Rice"<br>**Your Myers-Briggs Type Indicator® assessment (or similar) should be complete.** |
| 7 | Feb. 5 | You and Your Big Mouth | Chapter 5, Geisler |
| 8 | Feb. 7 | Theories of Management | Chapter 3, The History of Management, "Rice" |
| 9 | Feb. 14 | Win the Battle for Your Time | Chapter 6, Geisler |
| 10 | Feb. 19 | Financial Management | Chapters 15.5 and 15.8, The Essentials of Control, "Minnesota"<br>The reading of your leadership book should be completed. |
| 11 | Feb. 21 | You Should Not Treat Everyone the<br>    Same | Chapter 7, Geisler<br>**Book Report One is due prior to class.** |
| 12 | Feb. 26 | Managing Your Team<br>Your leadership skills— how your<br>    Myers-Briggs results intersect<br>    with your leadership book. | Chapter 11, Human Resource Management, "Rice" |
| 13 | Feb. 28 | Motivation That Really Matters<br>The Secret to Performance<br>    Management: Feedback | Chapter 8 & 9, Geisler<br>**Book Report Two is due prior to class.** |

| 14 | Mar. 4 | The Importance of Diversity in Media Management<br>Good to Great book review | Chapter 12, Diversity in Organizations, "Rice"<br>**One-paragraph proposals for research paper due at the beginning of class.** |
|----|--------|----|----|
| 15 | Mar. 6 | **Mid-term exam** | |
| 16 | Mar. 18 | Park Library personnel discuss resources for research paper | **Online library assignment to be completed prior to class.** |
| 17 | Mar. 20 | You Can't Be Too Nice for a Tough Talk<br>Mid-term exam review | Chapter 10, Geisler |
| 18 | Mar. 25 | Audiences and Research<br>When Women Lead book review | TBA |
| 19 | Mar. 27 | Stop Fixing, Start Coaching<br>Radical Candor book review | Chapter 11, Geisler |
| 20 | Apr. 1 | Marketing<br>The Making of a Manager book review | TBA |
| 21 | Apr. 3 | Change is the New Normal: Lead the Way<br>The Memo book review | Chapter 12, Geisler |
| 22 | Apr. 8 | The Importance of News<br>Dare to Lead book review. | TBA |
| 23 | Apr. 10 | What's It Really Like to Work Here, Boss?<br>The Leadership Challenge book review | Chapter 13, Geisler |
| 24 | Apr. 15 | Leading the Agency<br>The Seven Habits of Highly Effective People book review | TBA |
| 26 | Apr. 17 | Regulatory Influences on Media Management | TBA<br>**Research Papers due at beginning of class.** |
| 27 | Apr. 22 | Management is a Team Sport<br>For Great Bosses, It's Always About the Values | Chapters 14 and 15, Geisler |
| 28 | Apr. 24 | Entrepreneurship | Chapter 7, Entrepreneurship, "Rice" |
| 29 | Apr. 29 | Final Thoughts on Leadership.<br>Review for exam. | |
| | Thurs., May 2, 4:00 pm | Final Exam | |

**FINAL EXAM**:
Thursday, May 2, 4:00 p.m.

**SYLLABUS CHANGES:** I reserve the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.