Syllabus for

Introductory Topics Mass Communication
Business of Media: Profits, People & Power
019:169: EXV

Mondays 7:00 – 9:30 pm Central Time
Spring Term 2012

Instructor and Contacts:
Charles Munro, Instructor

• **Phone:** (319) 862-1739.
  
  Note: This is a direct number. It is available for students to call at any time day or night. Leave voicemail if I am unavailable when you call. I check messages frequently.
  
  • **E-mail:** charles-munro@uiowa.edu.

Virtual classroom:

• **Virtual classroom site:** [http://online.continuetolearn.uiowa.edu/journ019169](http://online.continuetolearn.uiowa.edu/journ019169).
• **Technical support:** 319-335-3925.

On campus:

• **Office:** E328 Adler Journalism Building
• **Office hours:** 3:00-4:30 pm (Central) Tuesday and Thursday or by appointment.

Textbook: *(Required):*
Herrick, Dennis F, *Media Management in the Age of Giants,* Second Edition, 2012. This book is due to be printed in Fall 2012. However, I have made a special arrangement with the author and publisher to make this book exclusively available in PDF version on the course ICON site.

Source book *(Recommended):*
Taparia, Jay, *Understanding Financial Statements: A Journalists Guide,* 2004. This book will be very useful later in the semester. It is available on reserve at the SJMC Resource Center or you may purchase used versions for under $10.00 from Amazon or Barnes and Noble.

Periodicals and journals *(Optional):*

• *The Wall Street Journal* on sale at newsstands also available in SJMC Resource Center.
• *I Want Media* website at [www.iwantmedia.com](http://www.iwantmedia.com) – updated daily.
• Industry publications such as *Television Week, Communicator, Advertising Age, PR Week, Business Week,* and *Media Ethics.*

Course description:
This course is intended to get you to look at media in a completely new way! This may be your first exposure to the economics and management of competitive businesses. I want you to develop your understanding of how modern-day businesses in the media sector succeed or fail and why. We will pay particular attention to decision making, competition, and outcomes. I will emphasize *news* media companies but we will study others, too. Media companies operate in the public glare and offer rich opportunities for critical observation. The media sector is fascinating - and *fun* - to study!
Course goal:
The goal of the course is to help you develop personal approaches to achieve success in careers at media organizations

- by encouraging you to explore theories, concepts, structures, economics and practices through individual research, interacting with other students, and
- by building an understanding of the unique approaches to managing media processes, institutions, and actors and
- by analyzing the competitive business environment that changes each day.

My hope is that by the end of this course you will view media industries in an enlightened and critical manner as you build your professional career in the years ahead.

The course relies heavily on individual participation in class discussions firmly grounded in personal observation of media practices and in critical analysis of periodical material. You will work individually and in breakout teams to analyze and solve “real world” media challenges.

Who should take this course?
The course is geared to students planning a career in commercial, mass media businesses, but also to students who might be interested in related fields, such as politics, public service, business, marketing, or public relations.

Students with other career aspirations might benefit:
- If like most students you are planning to enter your field in a non-management position you should come away from the course enlightened on your manager’s perspective to you as an employee.
- If your aspiration is to manage in your chosen industry, the course should help you develop standards to do so in the future.
- If you are considering but not yet not decided whether to take on the responsibility of management, this course should help you understand what’s in store for you.

Entering this course you should have an abiding interest in media, a strong commitment to staying abreast of current industry issues, and a willingness to engage in discussions about varying approaches to decision-making. You will find that a good grounding in the fundamentals of journalism will be particularly useful.

Overview:
Despite a chaotic and sometimes romantic history in the United States, entities that people refer to as “the media” have evolved into mature industries. Managers are now judged by standards common to other big industries, not by freewheeling barons or media moguls accountable to no one but themselves. Today “the media” operate in full public view attracting unceasing praise and derision from the publics they serve and hard scrutiny from all manners of regulators, authorities and pundits. The pressures to perform in difficult economic times in this highly charged environment call for smart, creative even elegant – yes, elegant decision making.

There is no single “right way” to manage. American journalism enjoys distinctive freedoms. There are, however, accepted standards for measuring results common to all businesses. We will study those. More importantly, however, I will require students to examine their personal styles and approaches to issues. I will challenge you to analyze dilemmas media managers are facing during this term and to offer thoughtful, realistic solutions.
I share a view of colleagues (instructors and industry professionals) that university graduates often find themselves unprepared to move into positions where they must supervise the work of others. Companies want to promote people ready for the challenge of managing and pay them well. Unfortunately, these same companies devote few if any resources to training bright, up-and-coming employees to become managers. These eager young professionals are left to develop management skills by trial and error, dependent often on the effectiveness (or lack thereof) of the bosses they have worked for. For that reason, I intend that this course offer a “real world” introduction to what you will face in building personal leadership skills.

**Instructor approach:**
My approach will draw on my experience as a manager of and consultant to managers of media companies domestically and internationally over 35 years. Experience has shown me that the techniques, issues, and approaches we will cover are common to managing in all kinds of media organizations. The course will include an opportunity for students to hear from one or more guest professionals who will discuss how they lead their businesses.

**Earning your course grade:**
The coursework is designed to allow students to perform in a variety of ways with a mix of exams, quizzes, written and oral report. Each of these earns course points. You will also earn points for your participation.

Specifically, there are ten ways you earn points:

**EXAMS**
- Two **midterm** exams worth 100 points each = **200 points**
- **Final exam** = **100 points**
- Weekly ICON **quizzes** = **100 points**

**WRITTEN AND ORAL REPORTS**
- **Hot Topic** – a written report analyzing of a current media industry issue which is receiving high public interest and/or exposure (dilemma, situation, or crisis) sourced from daily or weekly industry or business periodicals = **100 points**
- **Case Study** - a “real world” case study report of a media business of outcomes and the management decision-making that lead to them) = **100 points**
- **Discovery Portfolio** - written pieces that you will submit in a manila folder that includes “discussion starters” (news clips involving media business issues that you bring to class), management scenarios, and a personal objectives survey = **100 points**
- **Oral Report** – a 12-15 minute webcam presentation analyzing a media business, its management decision making and outcomes = **100 points**

**PROJECT**
- **Team Media Project** – a “real world” business solutions project that you will work on in breakout sessions teamed with members from class to earn team points based on the quality of the team presentation to guest professional = **100 points**

**PARTICIPATION**
- **Attendance/Engagement** – a measure of your commitment to being involved in the course (see explanation below) = **100 points**

*There are 1,000 points that are possible for you to earn in this course.*
Determining your final grade:
At the end of the course add your accumulated points. Your final letter grade will be based upon this scale:

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000</td>
<td>960</td>
<td>A+</td>
</tr>
<tr>
<td>950</td>
<td>890</td>
<td>A</td>
</tr>
<tr>
<td>880</td>
<td>840</td>
<td>A-</td>
</tr>
<tr>
<td>830</td>
<td>790</td>
<td>B+</td>
</tr>
<tr>
<td>780</td>
<td>740</td>
<td>B</td>
</tr>
<tr>
<td>730</td>
<td>690</td>
<td>B-</td>
</tr>
<tr>
<td>680</td>
<td>640</td>
<td>C+</td>
</tr>
<tr>
<td>630</td>
<td>590</td>
<td>C</td>
</tr>
<tr>
<td>580</td>
<td>540</td>
<td>C-</td>
</tr>
<tr>
<td>530</td>
<td>490</td>
<td>D+</td>
</tr>
<tr>
<td>480</td>
<td>390</td>
<td>D</td>
</tr>
<tr>
<td>390</td>
<td>0</td>
<td>F</td>
</tr>
</tbody>
</table>

Keeping track of how you are doing during the semester:
For EXAMS* (midterms and final) use this chart to find the equivalent letter grade:

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>96</td>
<td>A+</td>
</tr>
<tr>
<td>95</td>
<td>89</td>
<td>A</td>
</tr>
<tr>
<td>88</td>
<td>84</td>
<td>A-</td>
</tr>
<tr>
<td>83</td>
<td>79</td>
<td>B+</td>
</tr>
<tr>
<td>78</td>
<td>74</td>
<td>B</td>
</tr>
<tr>
<td>73</td>
<td>69</td>
<td>B-</td>
</tr>
<tr>
<td>68</td>
<td>64</td>
<td>C+</td>
</tr>
<tr>
<td>63</td>
<td>59</td>
<td>C</td>
</tr>
<tr>
<td>58</td>
<td>54</td>
<td>C-</td>
</tr>
<tr>
<td>53</td>
<td>49</td>
<td>D+</td>
</tr>
<tr>
<td>48</td>
<td>39</td>
<td>D</td>
</tr>
<tr>
<td>39</td>
<td>0</td>
<td>F</td>
</tr>
</tbody>
</table>

*Note: Exams offer extra credit points offering you an opportunity to enhance your score, even to score more than 100 points!

For WRITTEN, ORAL REPORTS, PROJECT (Hot Topic, Case Study, Team Project, Discovery Portfolio) here are the standards I use in scoring along with the equivalent letter grade:
<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-96</td>
<td>A+</td>
</tr>
<tr>
<td>95-89</td>
<td>A</td>
</tr>
<tr>
<td>88-84</td>
<td>A-</td>
</tr>
<tr>
<td>83-79</td>
<td>B+</td>
</tr>
<tr>
<td>78-74</td>
<td>B</td>
</tr>
<tr>
<td>73-69</td>
<td>B-</td>
</tr>
<tr>
<td>68-64</td>
<td>C+</td>
</tr>
<tr>
<td>63-59</td>
<td>C</td>
</tr>
<tr>
<td>58-54</td>
<td>C-</td>
</tr>
<tr>
<td>53-39</td>
<td>D</td>
</tr>
<tr>
<td>38-0</td>
<td>F</td>
</tr>
</tbody>
</table>

**Standards**

A+ Extraordinary work. Exceeded all criteria described below.

A Written work showed you have a clear grasp of the chosen topic, you articulated the issue clearly, identified its key points, and provided appropriate analysis or context (e.g. arguments for and against) that demonstrates your understanding of subject matter. Your facts are correct. You used a variety of sources and cited them well. “A” papers are well edited, succinct (not wordy), conform to style guidelines, and promptly completed.

Oral presentation was logically organized; key points were clearly explained and supported by visual aids. You were able to defend recommendations for action. Your sources appropriately referenced. You demonstrated a comprehensive understanding of the subject and good preparation. “A” oral presentations are thought provoking and command audience attention.

A- Strong but slightly lower in one or two criteria described above.

B+ Good work but slightly below “A” level. With editing/revision could meet “A” criteria

B Written work did an effective job of covering the chosen topic. It articulated key points. “B” papers generally contain a good structure and organization but generally don’t demonstrate the depth of analysis found in an “A” paper. Also, it may have been downgraded because it wasn’t submitted on time or in a neat, well-edited manner.

Oral presentation Your overall presentation was good. It fulfilled the assignment, adequately covering its subject matter.

B- Needs revision to correct flaws in one or two criteria

C+ Demonstrated adequate but average effort.

C Written work. While it may cover key points, “C” papers lack the level of sourcing, insight, and analysis found in papers with higher grades.

Oral presentation Your presentation was an adequate summation of key issues but could have demonstrated better understanding of subject matter, use of resources, and/or preparation.

C- Substandard Your work was below average because it displayed a lack of understanding of subject matter, insufficient use of resources, or it contained erroneous information. (See me.)

D Unsatisfactory. Grades below C- are reported at midterm

F Failure

For **PARTICIPATION** there are two areas I use in determining your participation points:

**Attendance.** Sessions are part lecture, part class exercise, part discussion, and oral presentation. This course moves quickly. Facts from lectures can be recovered later in a classmate’s notes but you cannot replicate being part of a class discussion, which is by nature a spontaneous event. Thus, arriving late for the start of class or missing a class for any reason deprives you of a valuable learning experience.

If you encounter an emergency that would cause you to miss a class or a deadline, contact me in advance. (See “Communicating with the instructor” below.) Doing so does not relieve you from being accountable for information given in class that you missed.
Engagement. Simply showing up and completing assignments will not earn you a high participation grade. I expect students to be fully engaged in the class material and not just be spectators. (Spectators don’t bring things to share with the class, sit quietly in while others offer observations, and limit their participation in class discussions to nodding in agreement.) I use six standards for judging engagement.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Standards</th>
</tr>
</thead>
</table>
| 100-89 | A     | Attendance: Completes all opening quizzes and maintains attendance during class. Brings in ten “discussion starters” throughout the term.  
    Engagement: 1) Understands assignments but, when confused, asks for clarification.  
    2) Commits to being involved in class discussions by bringing in “discussion starters” (clips from outside media which involve media business issues).  
    3) Engages in class discussions, often posing additional questions that demonstrate an understanding of course concepts.  
    4) Relates those concepts to personal experience and gives examples of how they might be applied to other contexts and situations.  
    5) Keeps current with text and outside reading and applies that material in class. 6) Interacts well with classmates on partnered and team assignments. |
| 88-84 | A-    | Slightly less strong in one or two of the six standards above. |
| 88-69 | B+/B- | Attendance: Misses two opening quizzes due to lateness. Brings in less than 10 discussion starters.  
    Engagement: Performs less well in two or more of the six standards above. |
| 68 - below | C+ | Attendance: Misses three or more opening quizzes due to lateness. Fewer discussion starters.  
    Engagement: Performs less well in more than three of the six standards above. |

Important: You should always feel clear about your progress and where you stand grade wise. Feel free to question the application of any of grading standards described above.

Planning your time:  
University policy sets a weekly standard of two hours outside of class work for every course hour. That means you should expect up to 6 hours per week working on reading or on course projects. When working with classmates in a team, you must coordinate your availability with your team mates.

Class format:  
Discussion will be an important feature of the course. I expect students to read and bring in “discussion starters” to spark thoughtful discussion of issues. Managers must be clear, focused thinkers able to comprehend issues quickly and discuss them succinctly.

Reading assignments:  
Some of the reading assignments are intended to be thought provoking. So read critically, take notes, ask questions, and share your thoughts with the class. If you are finding reading assignments too time burdensome, please see me. (See also “Learning Accommodations” on page 8.)
Self-study project (graduate students only):
Graduate students will be required to complete an additional project on a topic requiring self-study. If you are a graduate student, please see me at the beginning of the term to develop this assignment.

The Iowa Dozen:
This course is designed to address learning standards developed by the School of Journalism and Mass Communication to assure that each of our graduates meets standards acceptable to the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC). We refer to those standards as The Iowa Dozen.

We learn to...
1. Write correctly, clearly and well.
2. Conduct research and gather information responsibly.
3. Edit and evaluate carefully.
4. Use media technologies thoughtfully.
5. Apply statistical concepts accurately.

We value...
6. Free speech and First Amendment principles for all individuals and groups.
7. A diverse global community.
8. Creativity and independence.

We explore...
10. Theories and concepts.
11. The history, structure and economy of media institutions
12. The role of media in shaping cultures.

This course is designed to help you explore the final three items of The Iowa Dozen but during the term we will also address in varying degrees many of the other nine.

Rules and Policies:
This course is subject to rules and policies established by the College of Liberal Arts and Sciences. I have excerpted several of the more important ones on the next page. Please take a moment to review them. If you have questions, please ask.

Communicating with the instructor:
You should feel free to communicate with me at outside of class about course content, procedures, standards, or to discuss matters of personal concern. I do not want a student ever to feel constrained, intimidated, or in any way discouraged from using any of the following means to reach me.

- Remain after the class session. I will remain for any student who has an issue.
- Drop in during my listed office hours (listed on page 1) or schedule an appointment.
- Call my direct number or email me. See page 1 for details. Please do not leave voicemail messages at the university phone extension listed for me. You may also call my home at 319 364-7043.
College of Liberal Arts and Sciences
Rules and Policies

Administrative Home
The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Student Academic Handbook.

Electronic Communication
University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences. (Operations Manual, III.15.2. Scroll down to k.11.)

Accommodations for Disabilities
A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Academic Fraud
Plagiarism and any other activities when students present work that is not their own are academic fraud. Academic fraud is a serious matter and is reported to the departmental DEO and to the Associate Dean for Undergraduate Programs and Curriculum. Instructors and DEOs decide on appropriate consequences at the departmental level while the Associate Dean enforces additional consequences at the collegiate level. See the CLAS Academic Fraud section of the Student Academic Handbook.

CLAS Final Examination Policies
Final exams may be offered only during finals week. No exams of any kind are allowed during the last week of classes. Students should not ask their instructor to reschedule a final exam since the College does not permit rescheduling of a final exam once the semester has begun. Questions should be addressed to the Associate Dean for Undergraduate Programs and Curriculum.

Making a Suggestion or a Complaint
Students with a suggestion or complaint should first visit the instructor, then the course supervisor, and then the departmental DEO. Complaints must be made within six months of the incident. See the CLAS Student Academic Handbook.

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Public Safety web site.

*These CLAS policy and procedural statements have been summarized from the web pages of the College of Liberal Arts and Sciences and The University of Iowa Operations Manual.
### Introductory Topics Mass Communication

*Business of Media: Profits, People & Power*

*019:169: EXV*

#### Course plan

This list of topics is subject to change as class dynamics evolve during the course. **You are responsible for changes announced in a class session!**

<table>
<thead>
<tr>
<th>Week</th>
<th>Meeting date</th>
<th>Topics</th>
<th>Activities and Assignments</th>
</tr>
</thead>
</table>
| 1    | Mon 1/23     | **Topics:** Understanding the structure and economy of media institutions globally. Discuss key terms: stock market sectors, industries, companies, markets, multiple ownership. **Discuss success measures:**  
• Productivity  
• Efficiency  
• Value  
• Consumers  
• Time poverty  
**Discuss:** Management theories, definitions, risks and rewards, managerial decision making. | **Complete “First Discovery Portfolio Assignment” on pp.13 of this syllabus and submit in class.**  
• Read Herrick, Chapter 1.  
• Research stock market sectors list at: [http://www.investorguide.com/sector_list.cgi](http://www.investorguide.com/sector_list.cgi)  
• Come prepared with a “discussion starter.” Good sources: [http://www.iwantmedia.com](http://www.iwantmedia.com) [Wall Street Journal](http://www.wsj.com) (Media and Marketing Section) |
| 2    | Mon 1/30     | **Topics:** Finding a company that makes a hot media topic  
Who runs a public company?  
What makes media management unique?  
**Research:** Hot Topic assignment | **Read Herrick, Chapter 2. and prepare to discuss case study at end of chapter.**  
• Written outline of three possible Hot Topic subjects |
| 3    | Mon 2/6      | **Topics:** Why companies change shape and size: partnerships, joint ownerships, and strategic alliances make sense  
Motivating the workforce  
• Managing people without being a jerk  
• Hiring, firing, disciplining  
• Fairness and morale  
• Measures of accountability  
• Dealing with unions  
**Discuss:** Public companies | **Report on Hot Topic progress**  
*For next class:*  
• Read Herrick, Chapters 3 and 4.  
• Prepare to discuss case study pp.130-131.  
• Read “Where Leaders Come From” (ICON)  
**Understand** who runs a public company and the concepts of morale and accountability |
| 4 | Mon 2/13 | **Topic:** Role of leadership in management  
- Organizational leadership  
- Vision, planning, communicating  
- CEO, CFO, COO  
**Discuss how can you get tasks done to your satisfaction when you can’t do them yourself?** | **Submit Hot Topic paper**  
- Read Herrick, Chapter 5-7.  
- Prepare to discuss case study on pp. 163-164  
- Read “Arrogant Leaders Face Consequences” (ICON)  
**Understand qualities of leadership and public company titles and roles** |
| 5 | Mon 2/20 | **Topics:** Managerial decision making  
- Analysis and risk taking  
- Company culture  
- Ethics “Doing the Right Thing”  
**Group work on real world scenarios**  
**Review Hot Topic Paper**  
**Begin Case Study** |  
- Read “Developing a Winning News Strategy pp. 11-17 beginning with “Research” (ICON)  
**Understand concepts in ethical and legal decision making in media** |
| 6 | Mon 2/27 | **Topics:** Strategic planning to get to where you want to go  
- Identifying desired outcomes, tactics  
- Strategic thinking and process  
- Building a strategic marketing plan  
- Building a personal action plan  
**Every manager is a brand manager** |  
- Begin researching Case Study portfolio assignment  
- Read “Think Category First” and “Characteristics of Breakthrough News Brands” (ICON)  
**Understand strategic planning elements in business and personal action planning steps** |
| 7 | Mon 3/5 | **Topics:** Markets and Branding  
- Characteristics of markets  
- Why all managers are brand managers  
- The difference in the roles of marketing and sales in an organization | **Review study guide for Midterm Exam (ICON)**  
**Understand how to define a brand** |
| 8 | --- | Spring Break – No classes |  |
| 9 | Mon 3/19 | **Midterm Exam** (both classes) | **Sign up for Oral Report**  
**Submit Case Study**  
**For class after break:**  
Read “Approaches to Building Team Performance” in “Wisdom of Teams” (ICON) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assign/Discuss</th>
<th>Meet with your team</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Mon 3/26</td>
<td>Team management</td>
<td>of highly productive teams</td>
<td>Read research item posted on ICON</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What is a team?</td>
<td>• Managing conflict</td>
<td>Understand the characteristics of productive teams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Building of productive</td>
<td>• Empowering vs. delegating</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>teams</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assign: Team media project</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss: Team media assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mon 4/2</td>
<td>Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How to use research in</td>
<td>Read research item posted on ICON for decision</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>decision making</td>
<td>making</td>
<td>Understand how to use research in planning and decision making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management - budgets and</td>
<td>• How to evaluate a company’s financial status</td>
<td>Read Taparia, Understanding Financial Statements, Chapters 1-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>reports</td>
<td>• Fiduciary responsibilities of managers</td>
<td>(Copy in Resource Center)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How to read company reports</td>
<td></td>
<td>Understand financial reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How to evaluate a company’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>financial status</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fiduciary responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>of managers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss how successful</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>certain companies are</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>based on an analysis of their</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>financial statement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meet with your team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Mon 4/16</td>
<td>Oral Reports (per signup</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>sheet)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Mon 4/23</td>
<td>Oral Reports (per signup</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>sheet)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Mon 4/30</td>
<td>Oral Reports (per signup</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>sheet)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Mon 5/7</td>
<td>Team Media Project Presentations</td>
<td></td>
<td>Submit team evaluations.</td>
</tr>
</tbody>
</table>
First Discovery Portfolio Assignment  
Due Monday 30 January

Complete all three parts.  
Use separate pages for each part.

Part I. - Personal Objectives Survey

Please provide short answers (no more than one page) to the following questions. Number your answers. Be sure to include your name at the top of the page.

What interested you in taking this course? (Honest answer, please. If it was because of the time it is available, feel free to say so.)

What is your view of what managers do? (Refer to work experience you have had and to managers for whom you have worked. If you have held a supervisory position yourself describe how you went about doing it.)

What is your major and why did you choose it? (If you are journalism major, please include what your emphasis has been within the SJMC?)

What is your immediate career objective, the position you would like right after graduation?

What is your longer-term career objective?

What would you like to get from this course that might help you achieve that objective?

Part II. Autobiography

Write a one to one-and-a-half page autobiography describing a job or other group experiences that have influenced you. Refer to impressions you have about supervisors who you have observed or worked for. If you have supervised people, describe the context and experience.

Part III. Case Study

Read the case study on the following page. Respond to the questions posed on the next page. Please be thoughtful and personal in your approach. (There are no right or wrong answers.) Keep your answer to a page or less.
“A Management Opportunity”  
(From Alan Albarran, Management of Electronic Media, 2002)

Jill Preston had distinguished herself as a detail-oriented and relentless television reporter for three different stations in various size markets. While in college earning a degree in broadcast journalism, Jill wrote for the campus newspaper and interned at the local newspaper, working primarily with print reporters covering city hall. After graduation, Jill landed a position as an entry-level reporter at a small-market TV station, where she remained for two years. She then moved on to a medium-market position that lasted one year.

Jill’s career moves took her to markets of increasing size, until she took a job as an investigative reporter in a top-20 market. Her talents for reporting caught the attention of her current News Director, and when the Assignments Editor’s position opened 18 months after her arrival, Jill was given the opportunity to move into management.

Jill jumped at the chance to accept a managerial role, knowing she could influence the style and breadth of coverage at the news department. As Jill began her duties, she soon found herself in conflict with most of the news staff. She wanted to be thought of as a manager, but she could not ignore her instincts as a street reporter. She found herself trying to be too controlling over her reporters, failing to give them the freedom she had valued as a reporter.

Frustrated, Jill sought the counsel of her News Director and immediate supervisor, John Williams. “What you are experiencing is not that unusual,” said Williams. “Moving into management takes time to adjust. Most of us were never trained to be managers. It is something we grow into. The best advice I can offer is to think about the type of manager you want to be and how you want to relate to your fellow employees. Then work on improving your managerial capabilities.”

Jill realized she had not really thought about the type of manager she wanted to be before assuming her new role. She vowed to think more seriously about her new role and the type of leader she aspired to become.

Now, imagine yourself in Jill’s predicament. Picture yourself in a similar situation. What type of manager do you think you would be if given the opportunity to move into a managerial role? What management skills do you currently have? Which skills need improvement? What management functions are you ideally suited for? Which functions are you least suited for? Which managerial roles are you the most – and least – comfortable with?

**Submit to ICON Dropbox before next Monday’s class.**