Syllabus for

**Topics in Mass Communication**

**Business of Media: Profits, People & Power**

019:169:EXV [JMC 3822]

**Wednesday 6:00 – 8:45 pm Central Time**

**Spring Semester 2014**

**Instructor and contacts:**
Charles Munro, Instructor

- **Phone:** (319) 862-1739.
  
  Note: This is a direct number available for students to call at any time day or night. If I am unavailable when you call, leave voicemail. I check messages frequently.

- **E-mail:** charles-munro@uiowa.edu.

- **Campus Office:** E328 Adler Journalism Building (Office hours: 3-4:30 pm Tue/Thu)

**Course Administration:**
Online course administered by the UI Division of Continuing Education

- **Phone:** (319) 335-2575 or (800) 272-2743

**Technical requirements for an online class:**
Students must have a working camera, audio, and be prepared to present each class session

- **Equipment:** USB headsets, a wired (Ethernet) connection to high speed broadband Internet

- **Preparation for class session:** audio levels pre-set for Adobe Connect, webcam enabled

**Textbook: (Required):**
Herrick, Dennis F, *Media Management in the Age of Giants*, Second Edition, 2012. $49.95 at University Bookstore. (Please do not buy earlier versions of this text as they are outdated.)

**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.
- 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. All these companies operate in the public glare and offer rich opportunities for critical observation. The media sector is fascinating - and fun - to study but only if you dedicate yourself to keep updated on current developments. This course will challenge you to do that.

**Course goal:**
The goal of the course is to help you develop personal approaches to achieve success in careers at media organizations. I share a view of colleagues (instructors and industry professionals) that too many journalism school graduates are woefully unprepared to succeed in modern business. Eager young professionals are left to develop skills by trial and error, dependent often on the effectiveness (or lack thereof) of the bosses they have worked. Media companies devote few if any resources to training bright, up-and-coming employees to become managers. I intend that this course offer a “real world” introduction to what you will face in building a career in the commercial, profit-driven environment in which most media companies operate.

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.

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 management decision-making. You will find that a good grounding in the fundamentals of journalism will be particularly useful.

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.

**Earning your course grade:**
Your course grade will be determined by points. There are 1,000 possible course points. They break down as follows:

- **QUIZZES – 100 points**
  - Weekly ICON review quiz

- **HOT TOPIC REPORT – 100 points**
  - Research and Outline
  - Written report
  - 3-minute oral summary to class

- **MIDTERM EXAM – 200 points**

- **CASE STUDY – 200 points**
  - Written report
  - 10-12 minute oral presentation
TEAM MEDIA PROJECT * – **200 points**
- Team grade
- Individual grade
  * Students may make a special arrangement to do a self-study research project in lieu of team project (see “Collaborating on Team Project” below).

FINAL REPORT – **100 points**
- Summary of 10 “Discoveries”
- Submitted at end of term

PARTICIPATION – **100 points**
- A measure of your commitment to being engaged in course work and discussions (see explanation below)

**Determining your final letter grade:**
At the end of the course 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>389</td>
<td>0</td>
<td>F</td>
</tr>
</tbody>
</table>

**Individual assignment grading:**
For each 100 point element 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>38</td>
<td>0</td>
<td>F</td>
</tr>
</tbody>
</table>
**Extra credit points:**
Exams offer optional extra credit questions giving you an opportunity to enhance your score, even to score more than 100 points!

**Collaborating on Team Media Project**
Scoring on the Team Media Project will be split evenly into two parts: *Part A*) a team grade which all members of the team will share; and, *Part B*) an individual grade based upon your personal performance in the project. The part *A* requires collaboration and each student on the team is expected to complete a similar amount of work and to contribute equally to the final project. Each student will complete a group evaluation for *Part A* and a self-evaluation for *Part B* describing this equality or the lack of it during the group’s work. Students who misrepresent themselves as equal partners in this collaborative project but who are actually letting others do the bulk of the work will be reported to the College for academic dishonesty. If you have questions, it is your responsibility to ask them. If you do not wish to work on the collaborative part of this project, you must see me to make special arrangements for an alternative self-study project and presentation (see “Self Study Project below).

**Standards for scoring points:**
The following tables describe the standards used in determining point scores. On quizzes and exams, possible points are posted on each question.

For written and oral assignments the standards are provided as typical but must necessarily include a degree of subjectivity. If you have concerns about the application of these standards or simply questions about how their interpretation, please contact to discuss. My contact information is at the top of page 1.

Also refer to “How participation points are determined” on the next page.

**Standards for written and oral assignments:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-96</td>
<td>A+</td>
<td>Extraordinary work. Exceeded all criteria described below.</td>
</tr>
<tr>
<td>95-89</td>
<td>A</td>
<td>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.</td>
</tr>
<tr>
<td>88-84</td>
<td>A-</td>
<td>Strong but slightly lower in one or two criteria described above.</td>
</tr>
<tr>
<td>83-79</td>
<td>B+</td>
<td>Good work but slightly below “A” level. With editing/revision could meet “A” criteria</td>
</tr>
<tr>
<td>78-74</td>
<td>B</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Oral presentation

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

- **73-69** B-
  - Needs revision to correct flaws in one or two criteria

- **68-64** C+
  - Demonstrated adequate but average effort.

- **63-59** 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.

- **58-54** 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.)

- **53-39** D
  - Unsatisfactory. Grades below C- are reported at midterm

- **38-0** F
  - Failure

### How participation points are determined:

#### 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.) Note the 6 standards below in determining engagement points.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Standards for Participation and Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-89</td>
<td>A</td>
<td><strong>Attendance:</strong> Completes all opening quizzes and maintains attendance during class. Brings in ten “discussion starters” throughout the term. <strong>Engagement:</strong> 1) Understands assignments but, when confused, asks for clarification. 2) Committed 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.</td>
</tr>
<tr>
<td>88-84</td>
<td>A-</td>
<td>Slightly less strong in one or two of the six standards above.</td>
</tr>
<tr>
<td>88-69</td>
<td>B+/B-</td>
<td><strong>Attendance:</strong> Misses two opening quizzes due to lateness. Brings in less than 10 discussion starters.</td>
</tr>
<tr>
<td>68 - below</td>
<td>C+</td>
<td><strong>Attendance:</strong> Misses three or more opening quizzes due to lateness. Fewer discussion starters.</td>
</tr>
</tbody>
</table>
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 “Discoveries” to spark thoughtful discussion of issues. Managers must be clear, focused thinkers able to comprehend issues quickly and discuss them succinctly.

Quizzes and reading assignments:
The weekly ICON quiz is a review of class notes and 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. 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 online after class session. I will not log out until I have addressed all student issues.
- Call or drop in during my listed office hours (see page 1) or schedule an appointment.
- Call me 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 if you are unable to reach me any other way.

**Unresolved complaints procedure:**
You may take complaint or concern regarding the class material, grading, or instruction that you feel is not resolved to your satisfaction to the Director of the UI School of Journalism and Mass Communication, Dr. Julie Andsager. You may reach her by phoning 319.335.3428 or emailing julie-andsager@uiowa.edu. (Also see “Making a Complaint or Suggestion” below.)
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.
# Topics in Mass Communication

**Business of Media: Profits, People & Power**

**019:169:EXV [JMC 3822:OEXV]**

## 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 or posted on the course ICON site.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments for next class</th>
</tr>
</thead>
</table>
| 1    | Wed 1/22 | **Introduction and Setup Adobe Connect**  
Discuss: Rules, practices and etiquette, review quizzes on ICON  
**Topics:**  
- What are the businesses of media?  
- Stock market sectors, industries, companies,  
- Multiple ownerships create giants  
**Axioms**  
1. Change is constant  
2. If you sit still, you die  
**Profits**  
**The Power Players** | Read Herrick, Chapter 1 and 10  
Research stock market sectors list at: [www.investorguide.com/sector_list.cgi](http://www.investorguide.com/sector_list.cgi) and begin looking for a Hot Topic subjects. Two good sources:  
- [http://www.iwantmedia.com](http://www.iwantmedia.com)  
- *Wall Street Journal* (Media and Marketing Section)  
Submit in Dropbox this week: “First Submission” on pp.12-13 of this syllabus and submit in ICON Dropbox |
| 2    | Wed 1/29 | **The Management Process**  
Discuss: First submission case study  
**Topics:**  
**Axioms**  
3. Management and change  
4. Outcomes: success or failure  
5. You cannot hide  
**Consumers determine value**  
**Desired Outcomes**  
**Changing shape to avoid of “Oblivion”** | Read Herrick, Chapter 2  
Research: Hot Topic assignment  
Submit next week: Hot Topic subjects research and outline of up to three hot topic subjects for written report  
Familiarize yourself with “Important Terms” and “Market Sector List” (ICON) |
| 3    | Wed 2/5 | **Management Thinking**  
**Topics:**  
- Management: a definition  
- What managers do  
**Media challenges and dilemmas**  
**Objectives**  
**Agenda setting** | Read Herrick, Chapters 3  
Familiarize yourself with “Employee Performance Evaluation” (ICON)  
**Finalize:** Finalize Hot Topic and submit written report next week |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Discussion</th>
<th>Topics</th>
<th>Accountabilities</th>
<th>Reading and Assignment</th>
</tr>
</thead>
</table>
| 4    | Wed 2/12 | Managing People | Discuss: Hot Topic Report | Topics:  
- Managing in tough times  
- Layoffs  
- Unions  
- Axioms:  
  6. Authority granted, respect earned  
  7. Cannot manage morale | Submit Hot Topic Report (Dropbox) and discuss in class  
Read Herrick, Chapter 7  
Begin researching Case Study topics |
| 5    | Wed 2/19 | Corporations, Marketplaces, Competition | Discuss: Case Study paper | Topics:  
- Companies.  
- Management styles | Read Herrick, Chapters 4 and 5  
Read “Arrogant Leaders Face Consequences” (ICON)  
Begin Case Study paper |
| 6    | Wed 2/26 | Leadership and Decision Making | | Topics:  
- Leaders defined  
- Management vs. leadership  
- Overcoming biggest decision challenges  
- Decision making and ethics  
- Analysis paralysis and group think | Read Herrick Chapter 6  
Read “Lessons from the Cockpit”  
Progress report on Case Study, due next class |
| 7    | Wed 3/5 | Crisis Management | | Topics:  
- What is a crisis?  
- Planning as an antidote  
Ethics  
- Doing the right thing | Read Herrick Chapter 9  
Submit Case Study paper  
Sign up for Oral Report date |
| 8    | Wed 3/12 | Managing Company Culture | | Topics:  
- Sales vs. Marketing  
- Why all managers are brand managers  
Brands—a definition: what are they in media? | Review study guide for Midterm Exam (ICON) |
| 9    | Wed 3/19 | Spring Break | | | No classes |
|  10 | Wed 3/26 | **Midterm Exam** | Part one in class  
Part two take home | Read “Approaches to Building Team Performance” in “Wisdom of Teams” and “Characteristics of a Functional Team at Work” (ICON)  
Prepare Oral Reports (begin next week) |
|  11 | Wed 4/2 | **Building Highly Productive Teams**  
Discuss: Team media assignment | **Topics:**  
• What is a team?  
• Managing conflict  
• Empowering vs. delegating  
Assign: Team media project | Read Herrick Chapter 12  
**Oral Reports** (per signup sheet)  
Post Oral Report PowerPoint on ICON “Discussions”  
Meet with your team in breakout room |
|  12 | Wed 4/9 | **Strategic Planning** | **Topics:**  
• What is strategy  
• Strategy vs. Tactics  
• The strategic planning process  
**Conflict**  
• Causes  
• Resolving conflict | Read Herrick Chapter 8  
Complete “Balance Sheet Exercise”  
Herrick p. 223 and submit in Dropbox for next week.  
[www.mediatextbook.com](http://www.mediatextbook.com)  
**Oral Reports** (per signup sheet) |
|  13 | Wed 4/16 | **Company Financial Statements**  
Discuss: Demystifying the figures; how companies show successes/hide failures | Read Herrick, Chapter 11  
Read “Testing the Entrepreneurial Life” and “Embracing Failure” (ICON)  
**Oral Reports** (per signup sheet)  
Meet with your team |
|  14 | Wed 4/23 | **Entrepreneurship**  
Discuss: Success/Failure | **Topics:**  
• Business plans  
• Most important lessons for entrepreneurs | **Oral Reports** (per signup sheet)  
Meet with your team |
|  15 | Wed 4/30 | **Team Media Project** | Presentation to industry manager | **Submit Discovery Portfolio** (Dropbox) |
|  16 | Wed 5/7 | **Team Media Project Review** | Final reports due Wednesday, May 14 | **Submit Final Report**  
End of course |
FIRST SUBMISSION

Part One: Personal Objectives
(Discuss in class.)

Please provide short answers (jot notes) to the following questions. We will discuss some of them in class.

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.)

Have you worked in a media industry in any way (for “media industry” includes any work for a company that provides news or entertainment programs or software for a mass audience)?

What is your career objective? If you aren’t sure, which way are you leaning?

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

Part Two: Autobiography
(Submit to Dropbox)

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

Part Three: What Would You Do?
(Submit to Dropbox)

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. Keep your answer succinct.
"St Louis Anchor"
(Adapted from true events.)

YOU are news director at the CBS Television station KMOV in St. Louis and you have just arrived to take over a news department in some turmoil. It is your first big management job. On the day you arrive you walk into your first meeting with your boss, the station’s general manager. He asks if you “have seen this?” He points to a printed copy of a Facebook post written by the station’s anchor Larry Connors. You read it.

[Go to ICON “Content” and under “Case Studies” read “St. Louis Anchor Facebook Post.”]

The general manager says this caused a lot of stir among the station’s viewers earlier this week. “Some were really pissed off,” he says adding, “And I have heard from unhappy advertisers, too. You weren’t here so I went ahead and made the decision to post an item on our own web page. Here it is.”

[Now read “St. Louis Anchor 1”]

The general manager goes on to explain that Connors decided on his own to make an on air statement to try to cool down the reaction. The statement appeared on last night’s newscast. The general manager pulls it up on his desktop computer.

[Click on “Anchor On-Air Statement,” be patient while it loads, then watch it.]

The general manager then tells you that things died down a bit after that statement. He then takes you to the newsroom to introduce you as the news staff. The news staff is polite but quiet. They have been without a news manager for several weeks and are happy to see someone in the job. You sense the question on everyone’s lips is, “Now what?”

Now briefly answer these eight questions and submit to ICON Dropbox before next Wednesday’s class.

1. What would be the first thing you would do?
2. The situation is not of your making; must you take any responsibility for it?
3. Suppose one of the news staff - after introducing himself and offering a handshake – told you, “One of my sources at the St. Louis Post Dispatch is working on a story that Connors has been in trouble with the IRS for some years, owes them a lot of money.” How would you deal with that information?
4. What type of manager do you think you would be if given the opportunity to move into a managerial role like this one?
5. What management functions do you believe you are ideally suited for?
6. Which functions are you least suited for?
7. Briefly, what does a manager do?
8. Do you think there is anything unique about being a manager of a media company?