Syllabus for

MEDIA MANAGEMENT FOR STRATEGIC COMMUNICATION

JMC:5269

Summer Session 2019
Wednesdays 5:30 to 9 p.m. CDT

Instructor and contacts:
Julie Kraft, Instructor
- Phone: (319) 573-2010 (phone or text) Direct, available 24/7 (Okay to leave voicemail.)
- Email: julie-kraft@uiowa.edu

Online course administered by UI Distance and Online Education
- Classroom link: https://uiowa.zoom.us/meeting/485500198
- Phone: (319) 335-2575 or (800) 272-6430
- Technical Support (319) 335-3925 (available during online class sessions)

Important class resources including assignments, readings, announcements, discussions and tests will be posted on the course ICON site throughout the semester. You will also have the opportunity to post relevant material you find.

Materials:
No textbook is needed for this class. Instead, a subscription to The Wall Street Journal is required. Assignments from the WSJ will be posted throughout the semester. Student subscription rates are available, or you can take advantage of a temporary special being offered by the WSJ. Order subscriptions directly from the WSJ.

Periodicals and journals (recommended):
Industry publications such as Television Week, Communicator, Advertising Age, PR Week, Business Week, and Media Ethics. Many of these are available on the course ICON site under “Readings” or through “InfoHawk” at theUILibrary. You may also consider signing up for newsletters from www.TVNewsCheck.com.

Preparation for each online class session:
- Log into the course ICON site several minutes before class begins.
- Ensure you have a reliable connection. (Ethernet is preferable to Wi-Fi.)
- Check to make sure you webcam is enabled and check your sound levels so we can start each class on time. USB-enabled headphones are preferred to earbuds to ensure highest audio quality.
- Staying connected with working video and sound is your responsibility. If you get disconnected and are unable to reconnect, call technical support at (319) 335-3925.
**Course description:**
This course grew out of a need to inform students studying journalism and strategic communication about the economics and management of competitive business. Experience showed that far too few students understood—to their peril—how modern-day businesses work and what the expectations are of managers or potential managers. According to an article in the *Wall Street Journal* (May 10, 2019: https://www.wsj.com/articles/a-wake-up-call-for-grads-entry-level-jobs-arent-so-entry-level-any-more-11557480602?ns=prod/accounts-wsj) there’s a good chance most college graduates will skip entry level jobs and proceed more quickly into a management role:

“They almost get to skip a step of evolution in their career path because we’re automating the least common denominator of lower-level tasks,” says Kurt Rathmann, founder of ScaleFactor, an Austin, Texas-based software maker. “The employee comes in and they’re doing a job that in the past it might’ve taken three or four years for them to get to.”

If that sounds like a blessing, there’s a flip side, too, Mr. Rathmann says. New hires don’t have any built-in time to develop “the sense of toughness and professionalism you’d normally learn from going through the grind at the lowest level.”

Companies in the market for fresh talent want to throw people into the fray quickly and expect maturity and strong communication skills from the get-go, recruiting executives say.”

This course’s subject matter has evolved over the last decade to include not just businesses engaged in journalism, but also in a range of media and technology-related industries. This course is primarily about how companies in the media and technology industries are managed. These companies operate in the public glare and offer rich opportunities for critical observation.

**Learning objectives:**
The goal of the course is to help you develop personal approaches to achieve success in careers related to strategic communication. You will:

- Build an understanding of processes, institutions, and best practices toward managing in media.
- Explore theories, concepts, structures, and economics both individually and in breakout teams.
- Work and strategize on ways to solve “real world” media management challenges.
- Participate in class discussions firmly grounded in personal observation of media practices.
- Keep up on the very latest in the competitive media/tech business environment (and you’ll also see how quickly this environment can evolve and change.)

**Who should take this course?**
This course is geared toward students planning a career in commercial or non-profit businesses in such fields as politics, public service, business administration, marketing, public relations, and journalism. It is also an appropriate option for students wishing to start their own businesses.

Students who do not aspire to work in these fields, including those in mid or late careers, will find this course useful in understanding the media/tech industries that influence our daily lives. We welcome your participation and perspectives.

Whatever your career goals, the intention is you will reap these benefits:

- Learn management best practices and how to apply them.
- Understand the management perspective in the organization where you work.
- Understand what’s in store for you if you are considering, but have not decided, whether to take on a management responsibility.
Instructor approach:
When I was in my early thirties I was thrust, unexpectedly, into a major management role. I found out about my new role—are you ready for this?—in an internal staff memo! (Note: that is not recommended as a best practice.) I really wasn’t planning to be a manager yet, so I had not properly prepared myself for that next step. This course is designed to help you be ready for when that call (or memo) comes. My approach will draw upon my experiences as a manager in the media, as well as my 18+ years of consultation to media companies domestically and internationally. My experience has shown me issues, approaches, and techniques that work and do not work. These are experiences which are common and can be applied to all kinds of media organizations.

Grading:
Grades are earned through a combination of quizzes, discussion posts, an exam and an oral presentation. Note the weights each has in determining your final grade:

- Weekly quizzes (10%)
- Engagement (30%)
  - Weekly “Hot Happenings” posts/replies
  - Roll Call Attendance
  - Collaboration/participation
- Case Study (20%)
- Exam (20%)
- Presentation (20%)

Attendance and the Importance of Engagement:
Interaction with classmates and discussion are important keys to learning in this course. We only have ten classes and each session is packed with instruction and information. Since this is a live online course, your attendance is critical as is the preparation you do between classes. Our virtual classroom and ICON site have tools to facilitate discussion and collaboration in and outside of class. This is not a course where the instructor speaks for 2 ½ to 3 hours. A large part of your success in this course will be determined by your attendance and active engagement. Students are therefore expected to attend each session.

This course usually has weekly quizzes. You have to attend in order to take the quiz. It’s understood that things come up. If you cannot attend all or part of class, please notify me ahead of time. I will post a recording of each class on ICON as well as any materials discussed with the expectation that you will set aside time to review everything before our next class.

Attendance Policy:
A student may have ONE free absence in this class. Each student may miss one class for any reason without penalty, with the exception of week 9 (exam) and week 10 (class presentation.) Beyond this, students will receive a 10% deduction for each following absence. Points will also be deducted for leaving a session before it ends.

Students will receive a failing grade in the course if they miss 40% of all sessions.

If a student misses a session, they still must submit all required coursework for that week.
Late or Missed Assignments:
Each instructor in the MA-SC program has discretion over the late work policy for the course. The late work policy for this course is outlined below. Please remember, instructors are not required to accept late work.

Late work is subject to a 10% deduction/week in grade.

The University of Iowa (and I) recognize there may be extenuating circumstances. In the event of an unavoidable and extenuating circumstance, as outlined below, an instructor may allot extra time for missing/late work at their discretion.

An unavoidable circumstance is defined as an event beyond the student’s control and often involves a serious and unexpected hospitalization, a family tragedy, or a related incident. Such circumstances do not include attendance at a wedding, a family vacation, technical issues, obligations related to employment, or other such anticipated events.

If a student experiences an unavoidable circumstance, here’s what to do:

- A student should contact their instructor(s) as soon as possible to notify them of the event.
- If it is a serious emergency that will last longer than five days, the student or a family member also may contact the UI Service Center, 17 Calvin Hall, (319) 384-4300, registrar@uiowa.edu. This office will notify the student’s instructor(s) of the absence.
- CLAS Academic Programs and Student Development, 120 Schaeffer Hall, (319) 335-2633, also may be contacted to help facilitate the student’s needs and to discuss options.

The key to handling and resolving attendance issues and late assignments is communication with the instructor(s) beforehand.

Determining your letter grade:
Each assignment is graded as a percentage with 100% as a maximum. The percentage/grade equivalents are:

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<tr>
<th>From</th>
<th>To</th>
<th>Grade</th>
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<tbody>
<tr>
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<td>99%</td>
<td>A+</td>
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<td>98%</td>
<td>93%</td>
<td>A</td>
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<td>92%</td>
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**Class Format:**
The virtual classroom link opens at 5:15 p.m. CDT every Wednesday. This is also your time to log into the ICON course site. Outline of a typical class:
- Each session begins with a 10-minute, multiple-choice quiz, which reviews materials covered in the preceding class. Find it under ICON “Quizzes.”
- At 5:40 p.m. the live session begins with 1) questions about the quiz or any other class material, 2) the agenda for that evening’s class, 3) your presentation of your weekly “Hot Happenings” post and/or reply from the preceding week.
- The week’s topics from the course plan (see Course Plan below.)

**Collaboration and Participation:**
Managers must be clear, focused thinkers—able to comprehend issues quickly and discuss them succinctly. Discussion is an important feature of this course. Students are expected to post current items relevant to class topics in weekly “Hot Happenings” in advance of class to spark thoughtful discussion of issues. Assigned readings and in-class scenarios are intended to provoke reaction, reflection, and relation to work experience you have or have had.

Read critically, take notes, ask questions, and *share your thoughts with the class*. If you are finding reading assignments too burdensome, please let me know. (See also: “Accommodations” below.)

**Communicating with the Instructor:**
Feel free to communicate with me outside of class about course content, procedures, standards, or matters of personal concern. I do not want a student to feel discouraged or intimidated in any way about reaching out to me. Here are the best ways to reach me:
- Remain online after the class session. I will not log out until I have addressed all student issues.
- Schedule an appointment for a personal call at my direct number or by email. You may also text me. (See first page of syllabus for contact details.)

If you think I have not resolved your complaint or concern, you should then feel free to contact Dr. David Ryfe, Director of the School of Journalism and Mass Communication, by arranging an appointment with SJMC Administrator, Rebecca Kick at 319-335-3390.

**Rules and Policies:**
This course is subject to rules and policies established by the UI College of Liberal Arts and Sciences. I have excerpted several of the more important ones here. Please take a moment to review them and if you have any questions, don’t hesitate to ask me.
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 email address (@uiowa.edu). Faculty and students should use this account for correspondence.

Accommodations
A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements.

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 DEOs 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 a complaint should first visit with 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.

(The UI “Severe Weather Policy” has been omitted because this is an online class.)
## Course Plan

### Media Management for Strategic Communication
**JMC: 5269**

*Check the course ICON site frequently!*

*You are responsible for changes announced in class or announcements posted in ICON.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics (subject to change)</th>
<th>Preparation for NEXT class (subject to change)</th>
</tr>
</thead>
</table>
| 1    | 5/29 | Introduction and online protocols Foundations  
- Objectives  
- Zoom and ICON tools  

Dual approach:  
- Macro (business overviews)  
- Micro (personal management)  

Boundaries and Axioms  
- Market sectors  
- Marketplaces and competition  
- Introduction to “Ten Axioms”  

Management as a process  
- Change: What drives it?  
- Battling oblivion  

Power of consumers to set value  
- Time poverty  
- Success (measures)  |
|                  |      | ICON>Modules>Resources>  
Market Sectors (link):  
Find and browse: “Technology”  
Find and browse: “Services” > “Industries” > “Broadcast TV”  

ICON>Content>Readings for class discussion:  
- Read: “So You Want to be a Manager”  
- Read: “Maybe Management Isn’t Your Style”  
- Read: “Need a Manager, I’m...”  

ICON> Modules to discuss:  
- Definition of Important Terms  
- “Who Owns What”  

Post one or more “Hot Happenings” per week and one or more replies  

ICON>Surveys: Complete and submit “Opening Survey” |
| 2    | 6/5  | Corporations and Players  
Quiz 1/ Weekly Hot Happenings  

The Structure of a public company  
- Public vs. Private  
- Why change shape and size?  

Marketplaces and Competition  
- Sales vs. Marketing  
- Managing a brand  

The Mind of a Manager  
- Management thinking: challenges and dilemmas  |
|                  |      | ICON> Modules>Readings:  
Read “The Hawthorne Effect”  

ICON Readings for class discussion of the modern workplace:  
- “Espousing Equality, Embracing Hierarchy”  
- “Is Holacracy Succeeding at Zappos?”  
- “Pushing Shoes and a Vision at Zappos”  
- “Netflix is a Team Not a Family”  
- “Congratulations, You’ve Been Fired” |
<table>
<thead>
<tr>
<th>3</th>
<th>6/12</th>
<th>The Modern Workplace</th>
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</thead>
<tbody>
<tr>
<td>Quiz 2/Weekly Hot Happenings</td>
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<tr>
<td>Professional Teams</td>
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<tr>
<td>Hierarchy</td>
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<td>Flat Management</td>
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<td>Qualities of a successful team</td>
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<td>Leadership</td>
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<td>Qualities</td>
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<td>Company culture</td>
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<td>Tough Tasks</td>
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<td>Conflict</td>
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<td>Crisis Management</td>
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<td>Layoffs</td>
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<td>Working with unions</td>
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<td>Ethics</td>
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<td>Doing the Right Thing</td>
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<td>Why media management is distinctive</td>
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<td>Groupthink, Analysis Paralysis</td>
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<tr>
<th>4</th>
<th>6/19</th>
<th>Research</th>
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<tr>
<td>Quiz 3/Weekly Hot Happenings</td>
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<tr>
<td>Uses of Business Research</td>
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<td>Topics:</td>
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<td>Research in building a strategic plan</td>
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<td>Personal Planning</td>
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<td>Business Planning</td>
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<td>Brand Building</td>
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<td>Every manager is a brand manager</td>
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<td>Marketing vs. sales</td>
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<td>The “P’s” of Promotion</td>
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• When small build, when big buy  
• Demystifying management: a definition  
• Management Styles  

Managing People  
• Accountabilities  
• Communication  
• Hawthorne Effect  

Scenarios  

• Will Happy Workers Deliver?”  
• “Goldman Sachs to Stop Rating…”  

ICON>Modules>Readings for class discussion of professional teams:  
• “Characteristics of a Functional Team at Work”  
• “The Economist Team Spirit”  
• Gallup Teams Gaining Greater Power”  

Post to “Hot Happenings” and reply  

ICON>Modules>Readings:  
Read:  
• “How to Get a Job at Google”  
• “7 Tips for a Compassionate Layoff”  
• “Where Leaders Come From”  

Begin researching Case Study topic  
(Case Study due 6/26/19)  

Post to “Hot Happenings” and reply  

Finalize: Case Study topic  
Read: “Case Study Writing Guide”  
(ICON>Modules)  

ICON>Readings for class discussion:  
• “The Hidden Talent of Steve Jobs”  

Post to “Hot Happenings” and reply
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Quiz</th>
<th>Notes</th>
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<tbody>
<tr>
<td>5</td>
<td>6/26</td>
<td><strong>Entrepreneurship</strong></td>
<td>Quiz 4</td>
<td>Weekly Hot Happenings</td>
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<td>ICON&gt;Modules&gt;Readings</td>
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<tr>
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<td>- Working Together/Working Solo</td>
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<td>Read:</td>
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<td>- Success/Failure</td>
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<td>- Embracing Failure</td>
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<td>- Reasons why people go it alone</td>
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<td>- Testing the Entrepreneurial Life”</td>
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<td></td>
<td></td>
<td>- Great successes</td>
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<td>Submit: CASE STUDY for peer review</td>
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<td></td>
<td>Do three classmate peer reviews</td>
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<td>Mid-term participation grade</td>
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<td></td>
<td>Submit: CASE STUDY for peer review</td>
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<td>Post to “Hot Happenings” and reply</td>
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<tr>
<td>6</td>
<td>7/3</td>
<td><strong>Financing Business</strong></td>
<td>Quiz 5</td>
<td>Weekly Hot Happenings</td>
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<td>Topics:</td>
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<td>Review Case Study Feedback/submit back evaluation</td>
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<td>- Where the money comes from and where it goes</td>
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<td>Select PRESENTATION collaborators</td>
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<td></td>
<td>- Numbers don’t lie</td>
<td></td>
<td>Post to “Hot Happenings” and reply</td>
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<td>- Debt—uses and abuses</td>
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<tr>
<td>7</td>
<td>7/10</td>
<td><strong>Demystifying Management</strong></td>
<td>Quiz 6</td>
<td>Weekly Hot Happenings</td>
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<td>Topics:</td>
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<td>From ICON&gt;Content</td>
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<td>- Company reports</td>
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<td>Submit FINAL Case Study</td>
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<td>Post to “Hot Happenings” and reply</td>
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<tr>
<td>8</td>
<td>7/17</td>
<td><strong>What have we missed?</strong></td>
<td>Quiz 7</td>
<td>Weekly Hot Happenings</td>
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<td>Post to “Hot Happenings” and reply</td>
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<td>One possibility—managing across different generations—the expectations and how to motivate employees</td>
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<td>9</td>
<td>7/24</td>
<td><strong>EXAM</strong> posted on ICON&gt;Quizzes</td>
<td>(no weekly quiz, no class meeting)</td>
<td>Post to “Hot Happenings” and reply</td>
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<tr>
<td>10</td>
<td>7/31</td>
<td><strong>PRESENTATIONS</strong></td>
<td>(No quiz)</td>
<td>Weekly Hot Happenings</td>
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<td>Final survey</td>
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<td>Submit to ICON Discussions&gt; “Presentation Slides”</td>
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**COURSE ENDS**