

# J395/Media Management

Fall '14/Unique No. 08260/CMA 3.130/Meets 9-12 M

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Office Hours TBD and by appointment

**PREREQUISITES:** graduate standing and graduate advisor consent

**TEXT(S):**

1. Sylvie, G. (ed.). (2012). *Newsroom Decision-Making: Under New Management*. Media XXI: Lisbon.
2. Assigned reading list; posted on Canvas course management site. Keep up with reading *The New York Times* coverage of the media industry.

**PURPOSE:** This course will study how and why media leaders behave and operate. It will assess current and past research, theories and practice *to arrive at a better view of what it's like to direct and manage a media organization*. We'll investigate issues such as market orientation, diversity, group culture, competition, ownership, structure, ethics and leadership from a media organizational standpoint.

**DESCRIPTION:** Students will learn strategy as it pertains to media organizations, issues in media management and economics, the influence of media occupations and professions, and the role of decision-making in media.

**OBJECTIVE & GOALS:**

1. To help students – primarily doctoral students, and research-track master's students – to ascertain the role of management among the other influences highlighted in mass communication literature
2. To study how and why media leaders behave and operate
3. To assess current and past research, theories and practice to arrive at a better view of what it's like to live and work in a media organization
4. To investigate issues such as market orientation, diversity, group culture, competition, ownership, structure, ethics and leadership from a media management standpoint

**OUTCOMES:**

1. One oral presentation of assigned readings; one mini-lecture, 15% each.
2. A 5-page, double-spaced annotated bibliography in a media management field, 15%.
3. A media management study proposal, 5%.
4. A finished study or proposal of appropriate proportions (pilot or full-fledged), aimed toward publication (if former), or Shoemaker/Folkerts framework (if latter); 50%.

I look for three things in graduate students: a belief they can learn by sharing ideas and talents; a desire to think for themselves and work alone; and an eagerness to take part in class

activities. So my role will be as a delegator (helping you to function autonomously), facilitator (guiding and directing you by asking questions, exploring options, suggesting alternatives) and, modestly, an expert (whose purpose is to transmit information about this field of study).

### **YOUR ROLE CONSISTS OF THREE TASKS:**

1. To attend all sessions and be on time. Most of what you will learn will be in the discussions, which I cannot and will not reconstruct for you should you miss class. Participation in these discussions will inform your grade. Feel free to introduce new readings and ideas that will support or enhance that week's readings. Missing classes will lessen the value of the course – to you and to your classmates.
2. To co-lead (with at least one other student) two discussions – one of a week's readings, developing discussion questions and synthesizing the literature assigned to you; the other a mini-lecture on the topic of your choice. *Discussion questions and any supplemental readings before each discussion should be submitted to classmates the class meeting prior to the presentation* (if you have a meager photocopying budget, give the readings to me and I will make/distribute copies). As part of your mini-lecture, be innovative – so many of these things are deathly dull! I suggest, among other ideas, bringing in outside experts, conducting a mini-case study, constructing an elaborate game of a sort (possibly some role-playing or a debate) – anything, within reason, to bring the research/central ideas to life. In addition, you'll be asked to serve as a discussant when your classmates present their final papers.
3. To develop a final paper on the subject of media management research. Any methodology is welcome, but the paper must aim toward publication (or, for MA students, possible thesis proposal). You may: explore an issue as completely as possible, present an annotated literature review/proposal to justify a future study, or conduct original research, analysis or meta-analysis. The topic is up to you, as long as it fits within the course framework and deals with media management research. In November, you'll present/explain your research and listen to classmate critiques.

Expect Robin Williams in "The Dead Poets Society," and you'll be disappointed. You can only learn the material by completing the readings and coming to class prepared to discuss them. Media management research is a mixed bag of disparate studies, analyses and methods. No one, correct way to frames or categorizes them, but it's my hope that you use this course as the first step to that end, *so let's make it a fun step*.

### **TENTATIVE AGENDA:**

- 1<sup>st</sup> class – orientation about the course, the teacher, and your role
- 2<sup>nd</sup> class – management research and mass comm theory
- 3<sup>rd</sup> class – managerial functions, foundations and leadership (start reading the main text)
- 4<sup>th</sup> class – organizational structure; discussion of **presentations assignment**; the Friday before the 5<sup>th</sup> class – **submit 1-page memo detailing tentative idea for final paper by noon**
- 5<sup>th</sup> class – audience and ownership issues
- 6<sup>th</sup> class – **oral presentations (discussion Qs/supplemental readings due previous Tuesday)**

7<sup>th</sup> class – market factors/trends in strategic environments; discuss final paper project ideas and format

8<sup>th</sup> class – leadership and the new news

9<sup>th</sup> class – individuals and management; the Friday before 10<sup>th</sup> class – **five-page draft of pertinent lit for final paper due at 3 p.m.**

10<sup>th</sup> class – the Internet and technology; paper panels, discussants selected; this week we also will discuss your final paper in individual conferences to, **during which you're expected to submit your bibliography**

11<sup>th</sup> class – ethics

12<sup>th</sup> class – **mini-lectures (discussion Qs/supplemental readings due previous Tuesday)**

13<sup>th</sup> class – paper panel “dry runs”

14<sup>th</sup> class – wide-ranging conclusion/discovery session

15<sup>th</sup> class – **final papers discussion**

The 1<sup>st</sup> Friday after the 15<sup>th</sup> class – **final papers due**

**AS TO DEADLINES:** Prepare, be prompt, and have assignments ready at the start of class.

**READINGS SCHEDULE (pace and amount TBD, but drawing upon the following):**

*Audience Evolution: New Technologies and the Transformation of Media Audiences.* By Philip M. Napoli. (2011). Columbia University Press.

*Media Management: A Casebook Approach* (2008). By George Sylvie, Jan LeBlanc Wicks, C. Ann Hollifield, Stephen Lacy, Ardyth Broadrick Sohn (Alan B. Albarran. (2010). Routledge.

*Handbook of Media Management and Economics.* (2006). Edited by Alan B. Albarran, Sylvia M. Chan-Olmsted, Michael O. Wirth. Mahwah, NJ: LEA.

*Media Innovations: A Multidisciplinary Study of Change* (2014). Edited by Tanja Storsul & Arne H. Krumsvik. Göteborg, Sweden: NORDICOM.

*Changing the News: The Forces Shaping Journalism in Uncertain Times* (2011). Edited by Wilson Lowrey and Peter J. Gade. New York: Routledge.

*Media and Internet Management* (2011). By Bernd W. Wirtz. Wiesbaden, Germany: Gabler Verlag.

*Strategic Management in the Media* (2008). By Lucy Küng. London: Sage.

*Journalism & Mass Communication Quarterly*

*International Journal on Media Management.*

*Journal of Media Business Studies.*

*Journalism Studies*