

Media Management

A Casebook Approach

Fifth Edition

**C. Ann Hollifield,
Jan LeBlanc Wicks,
George Sylvie, and
Wilson Lowrey**



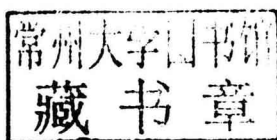
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Media Management

Media Management: A Casebook Approach provides a detailed consideration of the manager's role in today's media organizations, highlighting critical skills and responsibilities. Using media-based cases that promote critical thinking and problem-solving, this text addresses topics of key concern to managers: diversity, group cultures, progressive discipline, training, and market-driven journalism, among others. The cases provide real-world scenarios to help students anticipate and prepare for experiences in their future careers.

Accounting for major changes in the media landscape that have affected every media industry, this Fifth Edition actively engages these changes in both discussion and cases. The text considers the need for managers to constantly adapt, obtain quality information, and be entrepreneurial and flexible in the face of new situations and technologies that cannot be predicted and change rapidly in national and international settings.

As a resource for students and young professionals working in media industries, *Media Management* offers insights and guidance for succeeding in contemporary media careers.

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To my husband, Lee Becker, my best friend and partner in a lifetime of adventures, both intellectual and in the far places of the earth.

—Ann Hollifield

To Mom and Dad who cultivated my love of writing, and to Rob and Ian who continue to nurture it.

—Jan LeBlanc Wicks

As always, to my wife, Mary Kathleen Looney Sylvie, my best friend and inspiration: Thank you.

—George Sylvie

Thanks to Mary-Loyd for her support over the years, and to my generous colleagues at The University of Alabama.

—Wilson Lowrey

PREFACE TO THE FIFTH EDITION

The fifth edition of *Media Management: A Casebook Approach* represents a new approach and focus, manifested by the change in leadership and approach to writing the book. Those who write media management books typically serve in management positions, meaning their demanding jobs require them to give up old tasks, such as writing this book. Thus we bid a fond farewell to Steve Lacy and Ardyth Sohn, two of the original authors. We are proud to add Wilson Lowrey to the team, whose research includes a variety of media management topics and issues including blogs, online news, the Internet, and convergence. His contributions are welcome additions to this edition. Ann Hollifield, George Sylvie, and Jan LeBlanc Wicks remained on the authorship team. On this edition, we also had the assistance of an extremely talented editorial assistant, Stephanie Stevens, a graduate student at the University of Georgia.

In the few short years since the publication of the fourth edition, dramatic changes have overtaken media industries. The trends toward a decline in print media and an increase in multiplatform media, digital and mobile distribution of content, social media, and social marketing have accelerated, while entirely new types of media such as location-based content have emerged and gained traction in the market and social media has established itself as a serious content provider in competition with more traditional media forms. Even more importantly, a major restructuring of media labor markets occurred. The Great Recession of 2008 spurred legacy media companies to dramatically cut their permanent workforces through layoffs and attrition and increase the number of contract and freelance workers they hire. The changing nature of media employment combined with the opportunities made possible by new ideas and new technologies have created a wave of media entrepreneurship. This edition actively engages these changes in both discussion and cases.

We also took a new approach to writing the book. Ann and Jan served as co-first authors to bring two perspectives to all chapters and revisions, viewing the book through the eyes of a media management/economics/media in economic development lens, along with an advertising and integrated branding/social issues/self-regulation lens. Future media managers must consider problems and solutions from a variety of viewpoints and have expertise in a number of areas. We felt it was important to take a multidiscipline perspective in writing and revising the book as well. We collaborated with Wilson and George to present a fifth edition that retains the coverage of major management concepts and research while introducing new technologies, new types of media messages, entrepreneurship, and international issues to the book. As ever, we seek to join the important knowledge from the past to the future knowledge needed by our students.

While the fifth edition is significantly changed from the fourth edition, important concepts are retained. Chapters that were kept but significantly revised include Leadership, Motivation, Planning, Innovation, Market Analysis, Marketing Research, Law, Regulation, and Ethics, and two completely new Extended Cases. The chapter on decision making has been folded into the Leadership chapter. Similarly, the discussion of workforce issues, which was included in the Leadership chapter in the last edition, has now been given an entire chapter of its own. The Workforce chapter will allow professors and students to more thoroughly engage in discussion of media career paths in the new industry environment and the challenges of managing an increasingly multicultural and impermanent workforce. The Planning chapter has been revised to include a strong focus on project planning and management because, in the try-fast/fail-fast business environment of today, media content, business, and technological innovations are often developed through structured projects. The Global Media Management chapter was eliminated as a separate chapter and folded into Planning because overseas expansion often is managed as a project. Finally, we developed a new chapter on Entrepreneurship in recognition of the fact that many of our students will eventually start their own media companies—or be charged with developing entrepreneurial projects within established companies.

A few major themes permeate the fifth edition. We examine how managers must constantly adapt, obtain quality information, and be entrepreneurial and flexible in the face of new situations and technologies that cannot be predicted and change rapidly in national and international settings. Nowadays the title “media manager” refers to roles ranging from the CEO of a media conglomerate to director of a small agency

with a handful of employees to the sole proprietor of a for-profit blog, a technology startups, or your own business as a freelancer. Regardless of the scope of his or her media operation, a media manager today must be a leader, visionary, negotiator, operations manager, supervisor of human resources, trainer, expert in promotions, public relations, marketing and branding; and knowledgeable not only about content production and distribution, but also about audiences and audience behavior. Finally, he or she must be able to apply all that to domestic markets, overseas markets, or some combination of both. On top of all that, the entrepreneurial manager also needs skills in finance and investor or donor management.

Consequently, we address the topics above as well as social media, other new forms of media messaging, change, entrepreneurial journalism, and international topics and issues. We emphasize current trends in management to allow professors and students to consider both established theories and new concepts in management and apply both to contemporary and changing problems faced by media managers. The emphasis on entrepreneurship throughout the fifth edition provides conceptual and skills training in self-sufficiency and initiative, which future leaders in the field must have, especially if they start their own media outlets or firms. The emphasis on international topics and examples throughout this edition reinforces the importance of diversity found in this and earlier editions, while adding research and issues regarding international management.

Here is a short summary of the perspective each author had in each chapter.

CHAPTER 1—LEADERSHIP

Understanding leadership and having leadership skills is imperative for media professionals in a global labor environment where more work is done via freelance or temporary contracts, or in one's own media startup. A manager must be able to manage and strategize for oneself, as many work outside the structure of a formal organization, so more senior and experienced leaders will not be there to help. Although there are many different leadership approaches and styles, true leadership depends on vision and the ability to adapt your style and approach to the characteristics of the people around you and the situation in which you find yourself. Even young professionals provide leadership in the turbulent digital market and competitive environment, participating in change management due to their new ideas and approaches, creativity, and lack of organizational socialization as to "how it should be done."

CHAPTER 2—MOTIVATION

It is especially important to understand how to motivate employees during turbulent, uncertain times where traditional media jobs are disappearing, many employees freelance or manage their own jobs or outlets, many positions are converged whereby professionals must use varied skills and knowledge in multiple formats, and digital technologies mean a local outlet now has an international audience. The modern employee's search for positive self-identity and the increasing levels of exhaustion that convergence have wrought make the manager's job more challenging and uncertain than ever before. Managing in media involves analyzing complex human behavior in evolving positions and situations, often produced in rapid cycles by creative personnel who enjoy autonomy. The major theories and concepts regarding motivation are retained, while current examples and research include the changing media industries, diversity, gender, technology-employee match, teams, and convergence in a recession.

CHAPTER 3—WORKFORCE

Media work has always been rife with uncertainty, but recent economic turbulence and technological changes have made the environment especially precarious for workers, who have been faced with fewer traditional jobs, many new specialties and converged roles, stagnant salaries, and a need to pursue entrepreneurial opportunities. The traditional, stable, routine work that dominated media fields for decades is harder to come by. The data on emerging labor trends in media markets suggest that career tracks in media are changing and that media managers will need to adjust in response to those changes. Managers need to be flexible and seek diversity in their hiring, keep an eye on change while not neglecting their operation's core, and be sensitive to burnout—both in workers and in themselves.

CHAPTER 4—ENTREPRENEURSHIP

The odds of success for entrepreneurs are long, but they can succeed if the entrepreneur finds a supportive and collaborative—even familiar—environment, and plans rigorously. Being in the right place, at the right time, with the right amount of money, the right background knowledge, and the right business connections can be more valuable than having a “light bulb” moment. Well-defined niches, collaborative relationships, and diversifying revenue streams are important to successful entrepreneurship. Working as an entrepreneur includes taking new

perspectives: For example, rather than focusing solely on financial pay-offs, it can be extremely satisfying just to be in control of your work.

CHAPTER 5—PLANNING AND PROJECT MANAGEMENT

Planning is a synonym for strategic planning, the central focus of management research and training. Planning includes long-term, mid-range, and short-term planning. In today's turbulent business environment, planning has become more difficult and even somewhat risky. In media companies, however, an increasingly important area of planning is project planning and management. Media innovations, new products, and even major content productions such as films, albums, and video games are created as "projects." Overseas expansion or investment also is often managed as a project within media companies. In the digital media environment, global expansion is frequently critical if a company is to keep control of its ideas and content. But once a company crosses national borders, management becomes an even more complex and challenging process. Challenges range from cultural differences in content preferences and tastes to varying national laws and policies.

CHAPTER 6—INNOVATION

Media industries have and will continue to change rapidly, so one must understand how to manage and promote innovation in national and international markets. Managers must determine how well an innovation serves its purpose, its effect on the people who use it, its strategic ramifications so one's organization may take full advantage of it, as well as what the next innovation will be or when and how each innovation may be replaced to ensure the long-term health of one's organization. In other words, leaders provide a strategy for adopting an innovation and the vision to inform and shape the strategy. Beyond organizational factors, media managers must consider and attend to consumers' opinions of innovations, whether they are local, national, or international consumers. Consequently, the chapter covers classic and contemporary research on innovation and includes branding, the audience as information searchers, and international examples of innovation.

CHAPTER 7—MARKET ANALYSIS

In an age of hyper-competition, independent production, and media entrepreneurship, understanding market analysis is a required skill for

every media employee. Market analysis is the ability to understand what your product is, who your audience/customers are, what their needs are and why they use, or don't use, your content/product. It also means understanding who your competition for those audiences/consumers is and what they offer as a substitute for what you offer. Contemporary media professionals also must understand that *they* are products in the media labor market; thus market analysis skills are key to positioning oneself in the desired labor pool. Media professionals must constantly and consciously analyze the talents and skills they offer compared to their competition, and actively construct themselves as a media talent "brand" that an employer can successfully market in order to attract and retain customers.

CHAPTER 8—MARKETING AND RESEARCH

A strong grounding in marketing and research is fundamental to a successful media entrepreneur or professional who changes jobs over a career. You cannot successfully define your own or your organization's benefits and sell them effectively unless you understand how advertisers and marketers evaluate products. You cannot obtain quality information on your product or audience unless you understand the appropriate ways to answer various questions and develop projects to obtain that information. While the chapter introduces students to major research concepts and the major types of research, it also addresses analytical techniques used by advertisers, trends, and resources for learning ethical research standards.

CHAPTER 9—LAW, REGULATIONS, AND ETHICS

It is simply not enough to understand the legal aspects of media firms and media management. Certainly major legal concepts, issues and trends regarding diversity, gender equity, social media, and digital devices are reviewed in the chapter. But ethics and law are presented as interrelated: Laws define what a manager must do, and ethics defines what he or she should do. Media professionals operate in the court of public opinion, so a manager's integrity and reputation transcend any one position. Entrepreneurs who start media outlets must develop and maintain trust and respect among their communities, markets, donors, advertisers, employees, and audiences. Ethics, moral reasoning, and media ethics codes are discussed to show future managers how to develop their own ethical beliefs, behaviors, and standards.

EXTENDED CASES

The extended cases encompass all chapters as well as the major foci of this edition: entrepreneurship and global management.

Extended Case Study 1: Changing Leaders and Direction in Dallas/Fort Worth

Extended Case 1 allows professors and students to analyze and apply all the chapters and major concepts of the book. EC1 also enables students to learn and use entrepreneurship skills, one of the major foci of this edition, in many of the ways they would if they were developing or repositioning a startup. Students also learn how to find and use quality and relevant information to make important decisions associated with entrepreneurship. In essence, EC1 teaches students to consider all key managerial functions and activities across one firm, to provide a comprehensive understanding of how one outlet functions. The goal is to teach students what is involved in developing, running, and funding a startup.

Extended Case Study 2: Solving Crises at South Asian Entertainment

Extended Case 2 allows professors and students to tackle serious crises in an international setting. The primary manager in the case is the senior manager of a “small,” fictitious conglomerate located in one region, South Asia. However the “small” South Asian Entertainment is part of a large, worldwide fictitious conglomerate, Vizcacha International. Therefore, students must consider problems from the perspective of a senior regional manager, who supervises other managers who run other firms or media outlets encompassed by that regional firm, yet answers to the overall top manager of the entire media conglomerate. In addition, cultural, political, and interracial issues are raised in the context of local, regional, and worldwide firms. In essence, EC2 teaches students to consider major managerial functions and activities across several firms of varying sizes in different countries, and how problems in one firm affect others in the same media conglomerate. The goal is to educate students about various cultures and countries while appreciating the perspective of a top manager facing personal and professional crises across several firms and countries.

In our rapidly changing and expanding world of media, we believe that every media professional is, by default, a media manager. As media enterprises large and small innovate, restructure, and struggle to find

business models that will allow them to survive in an increasingly fragmented and competitive market, every member of the organization will need to understand the media business and actively strategize ways to succeed. That's the very definition of management. Some say that the media industry is in crisis. We believe that every crisis creates new possibilities. We hope you will find this fifth edition of *Media Management: A Casebook Approach* a valuable and thought-provoking addition to your exploration of the extraordinary challenges and opportunities that await.

INTRODUCTION

Preparing for and Using the Case Method

A case study tells the story of a problem or problems to be solved based on actual events or decisions concerning firms and managers, or a composite of various events or problems, in an industry. In case analysis, students assume the role of the manager or managers featured in the case to learn about situations they are likely to face on the job. It is especially suited to disciplines where theory, research, and principles are applied in the real world.

The case method allows students to (a) gain experience in making decisions and solving problems; (b) learn to identify, analyze, and research complex problems; and 3) integrate theory and prior knowledge to life-like situations (Chandy, 2004). Hoag, Brickley, and Cawley (2001, p. 52) said that the case method of experiential learning “stimulates the same skills managers use: analysis with intuition, integration, decision-making, self-initiative and persuasive communication.” Zbylut, Brunner, Vowels, and Kim (2007) said the case method allows students to apply theory or abstract lessons to the concrete situation described in a case, stimulates critical and creative thinking, and provides a glimpse into real-life situations from the safe and controlled structure of a classroom.

Zbylut et al. (2007) reported that the discussion component of case method instruction is important, as the question-and-answer process encourages students to actively participate in the learning process. Discussion of case concepts compels self-examination and evaluation of the arguments of others, triggers a reflective process requiring students to reevaluate and reorganize their views, encourages students to process the case material at a deeper level, and develops interpersonal and communication skills. The professor “facilitates group discussion to elicit specific points, challenge student assumptions, and engage in problem-solving and analytical skills” (Zbylut et al., 2007, p. 1). Participating in multiple

case discussions over the course of a semester can help students learn about the advantages and disadvantages of group decision making and its processes (Preparing an Effective, 2005b).

Aylesworth (2008) said when students and teachers discuss cases effectively, the managerial techniques and knowledge from the case are learned and internalized by students. "A good case discussion is indeed a partnership between the students and also between the students and the instructor, in which all the players strive together to reach not only a resolution of the case issue, but also a shared understanding of the 'lessons' of the case. It is in the effort to find that resolution and shared understanding that learning occurs" (Aylesworth, 2008, p. 107).

Students accustomed to lecture classes must learn that the case method requires extensive reading, preparation, and discussion on their part. Students' work in case method courses is evaluated in terms of the quality and quantity of contributions to case discussions; simply talking is not enough. Students must offer relevant contributions using independent thought based on material in the case. Rather than saying "I think," "I believe," or "I feel," students should learn to think and respond objectively, saying "My analysis shows" (Preparing an Effective, 2005b, p. 1). The goal is to use logic and reason to solve management problems, rather than relying on emotions or feelings.

Learned (1980, in Christensen, 1987, p. 13) suggested students could prepare to discuss or write about a case by answering the following questions about it. Students are asked "why" they answered the way they did, which encourages them to dig for the underlying logic and reason:

1. "What, in your opinion, is the most fundamental, crucial or urgent issues or problems—or issues and problems—before the company? Why do you think so?
2. "What, accordingly, if anything, should anyone do? Who? When? How? Why do you think so?
3. "How will you communicate your ideas to the top management of the company? Why?"

(Learned, 1980, in Christensen, 1987, p. 13)

Often professors may expect more extensive preparation from students. The following suggestions from Foran (2002), Wertheim (2006), and Preparing an Effective (2005a, 2005b) are integrated to provide a more rigorous method for students to read a case and prepare for class:

1. Read the case once to get a quick sense of the whole case. Then read it again and consider steps 2 through 7.

2. Identify the who, what, where, when, and how of the case. Who is/are the important decision maker(s)? What is the major problem and/or decision to be made? Who are the important persons in the case? Why? What is the background and important information about the firm? What are the key issues in the case? What important information is lacking? If you could ask questions of the case's main characters, what would you ask?
3. Define the problem(s). Where is the problem and why is it a problem? What type of problem is it (e.g., group, leadership, motivation, etc.)? Which chapters in this book address the type of problem? How urgent is the problem? What are the consequences if the problem isn't solved? What information is lacking that is needed to help solve the problem? Find and list all indicators in the case that something is wrong or not as desired or expected. Distinguish between symptoms and the problem. Symptoms are indicators of problems that reveal something is not as it should be and help you to identify the problem. Problems are the situations or conditions that require a solution before performance can improve. So your focus should be on figuring out the problem's actual causes.
4. Identify the goals. What is the organization's mission statement? What do the overall goals of the manager(s) involved seem to be? What are the important statements made by the managers or others in the case that reveal what is important or motivating factors? Are the goals of firm(s) and individual(s) similar or not? Why or why not?
5. Conduct the analysis. Reread the relevant chapter(s) you identified in section 3 above. Identify the theories, models, ideas, or research that is helpful. Apply these to the situation. As you learn more through research and discussion, review the relevant chapters and concepts again.
6. Diagnose the problem. Identify the primary goals of the organization and individuals. Think about how they relate to the problem. Unless your professor tells you otherwise, select the most important goal and consider alternative solutions to enable the performance of managers and employees to achieve that goal. Think about short-term, intermediate, and long-term actions or steps to be taken to solve the problem. What are the possible alternative solutions? What are the resources needed for each alternative? What constraints or problems are associated with each alternative? What are the likely short- and long-term consequences of these alternatives? Identify the criteria that are crucial to identifying and solving the problem (unless your professor assigned such criteria).