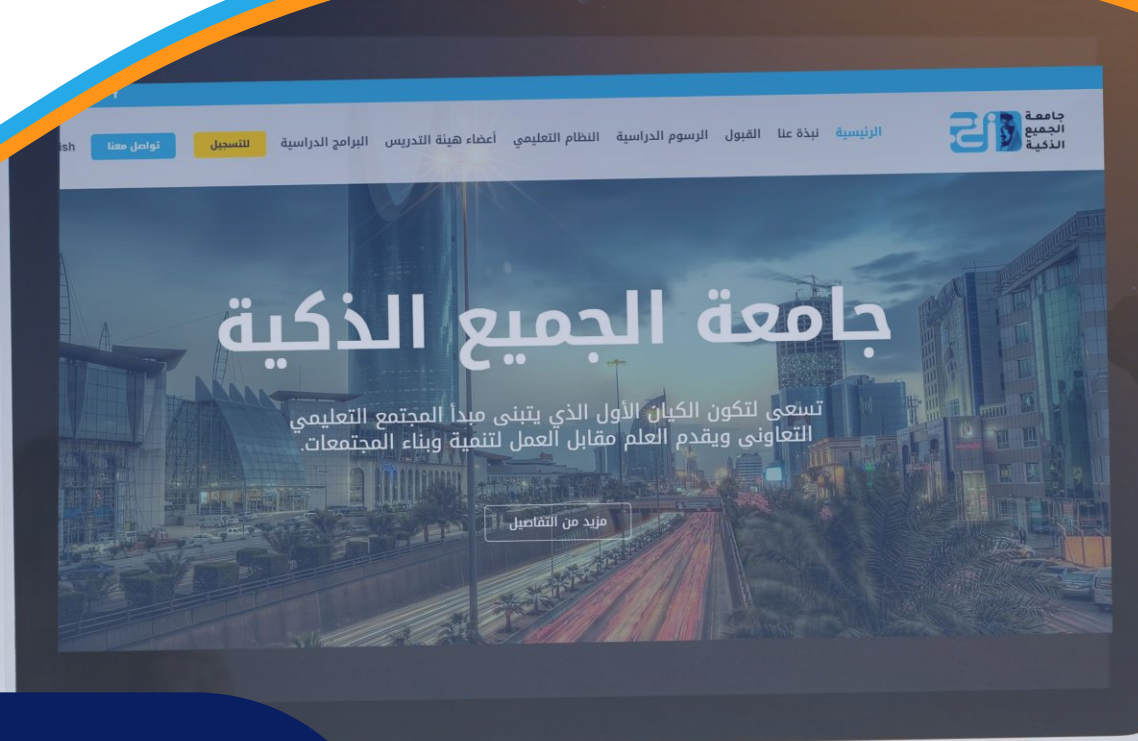




جامعة الجميع الذكية
EVERYONE'S SMART UNIVERSITY



Digital Media Leadership
Prepared by Dr. Doaa Rady
W10 Lecture

DGM 726
Master of Digital Media



جامعة الجميع الذكية
EVERYONE'S SMART UNIVERSITY

W10 Lecture outline

Last Lecture, we leaned about

- ❑ Leading Digital Organizations in a VUCA World
- ❑ Digital Leadership Model
- ❑ Effective Communication in virtual organizations
 - ❑ Aspects of successful communication
 - ❑ Employee engagement as internal communication strategy
- ❑ Digital Skills for Improving Organizational Performance
- ❑ Digital Literacy Skills



جامعة الجميع الذكية
EVERYONE'S SMART UNIVERSITY

W10 Lecture outline

Today's Lecture we will Know about

- ❑ Digital Media and Social Media
 - ❑ Digital Media Ethics
- ❑ Leaders and Social Media
 - ❑ The six dimensions of social-media-literate leadership
 - ❑ The leader as producer
 - ❑ The leader as distributor
 - ❑ The leader as recipient
 - ❑ The leader as adviser and orchestrator
 - ❑ The leader as architect
 - ❑ The leader as analyst
- ❑ Ethical leadership
 - ❑ Components of ethical leadership
 - ❑ Cross-Cultural Versus Diversity
- ❑ Innovation and Leadership in the Media Industry



جامعة الجميع الذكية
EVERYONE'S SMART UNIVERSITY

W10 Lecture Objectives

Learning Outcomes

- ❑ Understand Leading Digital Media and Social Media with the consideration of Digital Media Ethics
- ❑ Know the relation between Leaders and Social Media through the six dimensions of **social-media-literate leadership**
- ❑ Understand Ethical leadership and its components and the difference between Cross-Cultural & Diversity
- ❑ Understand how **innovation and Leadership in the Media Industry** are important for having **unique products**

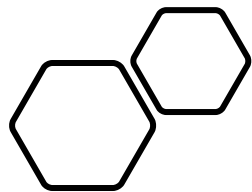


جامعة الجميع الذكية
EVERYONE'S SMART UNIVERSITY

W10 Introduction

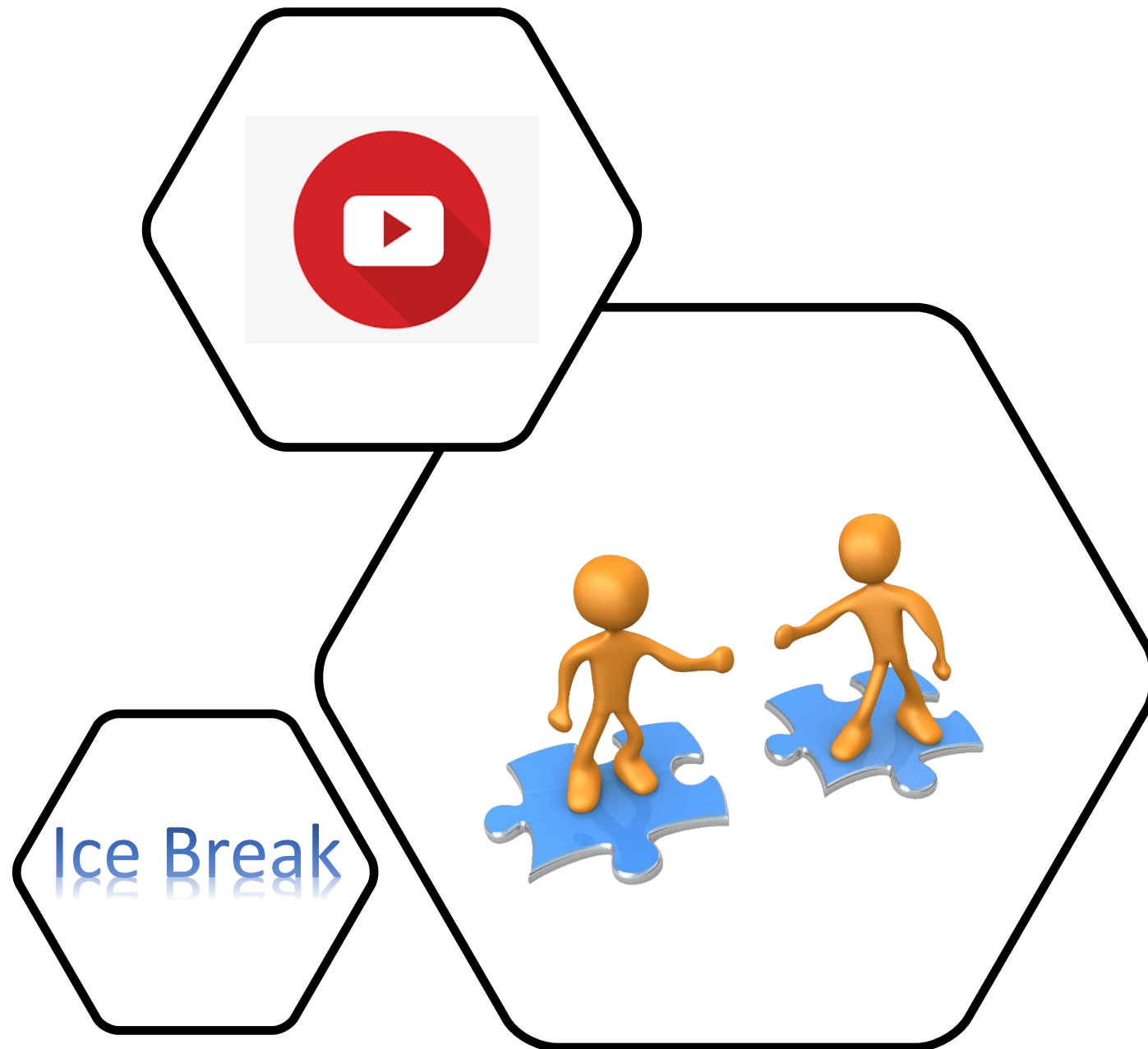
Introduction

- ❑ People are the most important resource for a leader to manage. And the leader must have it very clear to achieve success within the media industry.
- ❑ The distinguishing feature of a leader's job is the ability to motivate others, his/her creativity to encourage others, the innovation he/she develops, the talent to keep people in the organization and the future vision he/she has and conveys to the team.
- ❑ A leader should have to be able to develop a series of actions to fulfill the goal successfully driving the media and entertainment company.
- ❑ Thus, creativity and innovation must become a key issue.



جامعة الجميع الذكية
EVERYONE'S SMART UNIVERSITY

W10 Lecture





جامعة الجميع الذكية
EVERYONE'S SMART UNIVERSITY

W10 Lecture

Leadership Self-Assessment

How Much Do I Value Diversity?



Leadership Self-Assessment Exercise

How Much Do I Value Diversity?

Rate yourself on your responses to the statements below. Use a scale of 1 to 5 to rate how strongly you agree with the statements, with 1 being for low agreement and 5 being high.

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

Leadership Self-Assessment Exercise

1. I regularly assess my strengths and weaknesses and consciously work toward my goals.
2. I am interested in the ideas of people who do not think as I think, and I respect their opinions even when I disagree with them.
3. Some of my friends or associates are different from me in age, race, gender, physical abilities, economic status, and education.
4. If I were at a party with people outside of my own group, I would go out of my way to meet them.
5. I do not need to understand everything going on around me. I tolerate ambiguity.



Leadership Self-Assessment Exercise

6. I am able to change course quickly. I readily change my plans or expectations to adapt to a new situation.
7. I recognize that I am a product of my upbringing, and my way is not the only way.
8. I am patient and flexible. I can accept different ways of getting a job done as long as the results are good.
9. I am always asking questions, reading, exploring. I am curious about new things, people, and places.
10. I am interested in human dynamics and often find myself thinking, "what's really going on here?"
11. I can see two sides on most issues.
12. I have made mistakes and I have learned from them.

Leadership Self-Assessment Exercise

13. In an unfamiliar situation, I watch and listen before acting.
14. I listen carefully.
15. When I am lost, I ask for directions. ‘
16. When I don't understand what someone is saying, I ask for clarification.
17. I sincerely do not want to offend others.
18. I like people and accept them as they are.
19. I am sensitive to the feelings of others and observe their reactions when I am talking.
20. I am aware of my prejudices and consciously try to control my assumptions about people.



Leadership Self-Assessment Exercise

Scoring: Total your answers.

If your score is 80 or above, you probably value diversity and are able to manage people who are different from yourself—but you certainly have room for improvement.

If your score is below 50 you probably experience much difficulty managing diversity and could benefit from further training.



جامعة الجميع الذكية
EVERYONE'S SMART UNIVERSITY

W10 Lecture

Digital Media and Social Media



- ❑ **Digital media** are any media that are encoded in a machine-readable format.
- ❑ **Digital media** can be created, viewed, distributed, modified and preserved on digital electronics devices. Computer programs and software; digital imagery, digital video; video games; web pages and websites, including social media; data and databases; digital audio, such as mp3s; and e-books are examples of digital media.
- ❑ **Digital media** are frequently contrasted with print media, such as printed books, newspapers and magazines, and other traditional or analog media, such as pictures, film or audio tape.



- ❑ Combined with the Internet and personal computing, digital media has caused disruption **خلل** in publishing, journalism, entertainment, education, commerce and politics.
- ❑ Digital media has also posed **new challenges** to copyright and intellectual property laws, fostering an open content movement in which content creators voluntarily give up some or all of their legal rights to their work.
- ❑ The ubiquity of **digital media and its effects on society** suggest that we are at the start of a new era in industrial history, called the Information Age, perhaps leading to a paperless society in which all media are produced and consumed on computers.



- ❑ However, **challenges** to a digital transition remain, including outdated قديمة copyright laws, censorship الرقابة, the digital divide الفجوة الرقمية, in which older media becomes inaccessible غير قادرة على الوصول to new or upgraded information systems.
- ❑ Digital media has a significant, wide-ranging and complex impact on society and culture.
- ❑ The impact of digital media on other media industries is similarly sweeping and complex.
- ❑ In journalism, digital media and **citizen journalism** has led to the loss of thousands of jobs in print media and the bankruptcy of many major newspapers. But the rise of digital journalism has also created thousands of new jobs and specializations.



- ❑ Digital media has also allowed **individuals** to be much **more active** in **content creation**. Anyone with access to computers and the Internet can participate in social media and contribute their own writing, art, videos, photography and commentary to the Internet, as well as conduct business online. This has come to be known as **citizen journalism**. This spike in **user created content** is due to the development of the internet as well as the way in which users interact with media today.
- ❑ **User-generated content** raises issues of privacy, credibility, civility **أدب أخلاق** and compensation for cultural, intellectual and artistic contributions **التعويض عن المساهمات**. The spread of digital media, and the wide range of **literacy and communications skills** necessary to use it effectively, have deepened the digital divide between those who have access to **digital media and those who don't**.



Digital Media Ethics

- ❑ **Changes** occur at such a rapid rate, meticulous attention **اهتمام دقيق** must be paid to the potential **impacts of digital media** that may threaten traditional ethical standards **تهدد المعايير الأخلاقية التقليدية**. In response to such rapid changes, academics work to keep pace with the transformation of our society into a digitally mediated **world controlled by technological tools**.
- ❑ **Digital Media Ethics**, focuses on the implications of digital media advancements in our world. **آثار تطور وسائل الإعلام الرقمية في عالمنا**.
- ❑ **Digital Media Ethics** is best suited for university undergraduate students studying communication, media, and information technology.



- ❑ **Digital Media Ethics** develops a deep understanding of the most current struggles that communication media ethicists face today. الصراعات عميق لأحدث الصراعات
- ❑ Though these **challenges can be viewed as opportunities** for improvement in our individual and societal ethical standards .
- ❑ **The introduction of new digital technology poses to traditional ethics:** One prominent issue that digital media ethics face is that the media **tend to sensationalize the issues that have emerged with these new introductions.** إثارة القضايا This process has developed a societal perception of a false dichotomy الإدراك المجتمعي between “good technology vs. bad technology.” انقسام
- ❑ This polarization is misleading and detrimental of creating مضللة and implementing new ethical standards.

تميل إلى إضفاء
الإثارة على القضايا
التي ظهرت مع هذه
المقدمات الجديدة.



- ❑ Understanding our relationship with digital media, and **our perceptions must remain open and flexible**, these are two of most influential elements.
- ❑ There are three main distinct characteristics of new digital media which are: **convergence** الإندماج, **“greased” media**, and **global implications** التداعيات العالمية . Each characteristic illustrates how digital media have allowed for vast changes in our communication capabilities in terms of accessibility, speed, and scope.

Media convergence is the process by which multiple media technologies are brought together into one computerized device. For example, smartphones can do the jobs which newspapers, GPS's, and telephones used to accomplish separately.

- ❑ It is now possible to share media on **a variety of different systems** for many different uses. For example, once a music recording is digitally inscribed, it is possible to listen to it on an iPod, utilize it in the creation of a video for YouTube, or make it a new ringtone for a cell phone.
- ❑ The **“greasing” of media** is a metaphorical phrase **عبارة مجازية** that alludes **يشير** to the fact **that information can be sent and shared instantaneously** **يمكن إرسال المعلومات ومشاركتها على الفور**. **The global scope of communication** **النطاق العالمي للاتصالات** is an amazing element of digital media, as it allows us to **connect with people beyond geographical boundaries in real time**.
- ❑ Facing these issues has sparked **debate** **نقاش** with regards to how these characteristics **impact our cultural and societal standards**.



- ❑ **Privacy** is one of the main concerns that has emerged with these new changes, as **many aspects of our lives leak into cyberspace**. New tools such as cell phones and digital cameras can invade one's privacy, unbeknownst to the victim. دون علم الضحية.
- ❑ Although some people choose to share images with others online, it has also become apparent that **others can capture images without consent**, and **share them online** without the knowledge of the victim, **risking** their reputation, credibility, and relationships.
- ❑ The **issue of privacy also interacts with cultural differences**. Some cultures have different standards and expectations of communicative practices and privacy than others.

- ❑ The cultural imperialism الإمبريالية الثقافية is a common problem that has emerged, especially on the Internet, as many people often choose to impose يفرض their own practices and expectations on those who do not share a similar standard.
- ❑ At the same time, skilled users of new technologies tend to be of a younger generation who see the use of such technology as second nature, while older generations have much different experiences.
- ❑ Thus, the expectations of older generations about new digital media greatly differ from younger generations.

تصف كلمة "الإمبريالية" الممارسات التي تستغل فيها دولة ما الثقافة (اللغة والتقاليد والطقوس والسياسة والاقتصاد) لخلق علاقات اجتماعية واقتصادية غير متكافئة والحفاظ عليها بين الفئات الاجتماعية. وكثيراً ما تستخدم الإمبريالية الثقافية الثروة وقوة وسائل الإعلام والعنف لتنفيذ نظام الهيمنة الثقافية الذي يضيف الشرعية على الإمبريالية.

- ❑ These differences result in difficult implications when looking at issues of **privacy and self-disclosure** الخصوصية والكشف عن الذات on the Internet; while **younger people feel more comfortable with divulging** إفشاء personal elements of their lives, older people feel that such behavior is wrong and unethical.
- ❑ However, it is completely possible for both generations to be ethically developed, while each side exhibits different standards due to circumstances. Given all of these difficulties, **we should understand the importance of developing an understanding for different cultural practices and generational differences** to avoid misunderstandings during communication with people from other backgrounds.
- ❑ Although it can be frustrating محبط , it is important to be patient with صبرا مع the process and adapt a balanced perspective on the situation.

- It was thought that through being able to communicate worldwide, we could shed our consciousness of physical and cultural differences because they would become invisible.

- However, **this process known as “disembodiment”** تجسيد، نكران الذات، has contributed to a rise in communicative ignorance and ethnocentrism الجهل التواصل والتعصب العرقي in intercultural engagements mediated by digital communication technology.

- when involved in a **face-to-face interaction it is possible to be conscious of the cultural differences** الاختلافات الثقافية among people, and therefore be sensitive to others' backgrounds.

- Furthermore, because we are able to remove ourselves from communicative situations, hurtful speech can be committed with little consequences. Essentially, **the process of disembodiment has given rise to ignorant behavior because people do not always have to take on the responsibilities of their actions.**

لقد أدت عملية التجريد من الجسد إلى ظهور سلوك جاهل لأن الناس لا يتحملون دائماً مسؤوليات أفعالهم.

كان يُعتقد أنه من خلال قدرتنا على التواصل في جميع أنحاء العالم، قد نتمكن من التخلص من وعينا بالاختلافات الجسدية والثقافية لأنها ستصبح غير مرئية.



لأننا قادرون على إبعاد أنفسنا عن المواقف

التواصلية، يمكن ارتكاب الكلام المؤذي مع عواقب قليلة.



- ❑ **Leadership** occurs whenever we are dealing with a process of **communication between two or more people** - transmitter and receiver - between which there is a circulation of meanings.
- ❑ The significations movement between these two poles affects the counterparts **نظراء** in some way by these significations, for long or short term. Some influences are deliberately pursued **متابعتها عمدا** by the transmitter in the short term and the receiver cannot be aware of this influence. We talk here about **advertising, political and media influences**.
- ❑ During this period the term leadership is used in place of the commander **القائد**. Thus, the manager must lead not only as a commander, but he has to influence subordinates **المروؤسين** and to consent to be influenced by them so as to create a consensus that can be translated into actions. **والموافقة على التأثير بهم من أجل خلق إجماع يمكن ترجمته إلى أفعال.**

- ❑ Also, the use of new media increases transparency of management decisions.
- ❑ The new media increases top managers leadership. **Top manager gains through social media greater visibility** which can be tangible ملموس what he thinks, how he expresses himself, that attitude he shows, that opinion he has, etc.
- ❑ In contrast at the level of middle management, there is no such a problem: his **message is addressed to a small group**, which interacts and communicates directly.
- ❑ Social media, through free access of persons in the group, **flattens hierarchical structures** يسطح الهياكل الهرمية and creates a **personalized relationship between management and employees.**



It creates valuable and positive change in the followers with the end goal of developing followers into leaders.

- ❑ Under these conditions, the type recommended is that **transformational leadership** القيادة التحويلية .
- ❑ Leadership that uses the new media is a collective leadership. However, it should not replace control as management function.
- ❑ Leadership becomes fragile by opening in new media and exposure to critical opinions.
- ❑ **Feedback from bottom to top can be critical and opinions are interrelated and influence each other and can cause currents of opinion for or against the management style practiced in the firm.**

ردود الفعل من الأسفل إلى الأعلى يمكن أن تكون انتقادية والآراء مترابطة وتؤثر على بعضها البعض ويمكن أن تسبب تيارات في الرأي مع أو ضد أسلوب الإدارة الممارس في الشركة.

- ❑ The emergence of informal leaders who influence individual messages and lead to the structuring of group views; also, the use of social networking and the attraction of a large number of friends can lead to the discovery of the structure leading to the person concerned.
- ❑ **Employees are also beneficiaries of the company. Expressing their opinions in social media influences company general opinion of the beneficiaries of the company.** These employees send out a high degree of credibility they are meant witness of corporate image to give a positive image of the organization, managers must increase the level of accountability and motivation of their employees.



- ❑ The leaders blog is less visible. The possible explanation is that the companies have managers and leadership and are not concerned with the transmission of the vision and mission of the organization they lead.
- ❑ **The image transmitted through social media organization should be related to existing organizational culture type. A negative image transmitted from the organization can harm fragile company.**
قابل للكسر تأثير الارتداد
- ❑ This may however have a **boomerang effect** on employees: if their organization is in decline, their own situation may be endangered **المهددة بالخطر**, employees are the ones who bear direct consequences.



The boomerang effect is a situation where people tend to pick the opposite of what something or someone is saying or doing because of how it is presented to them.

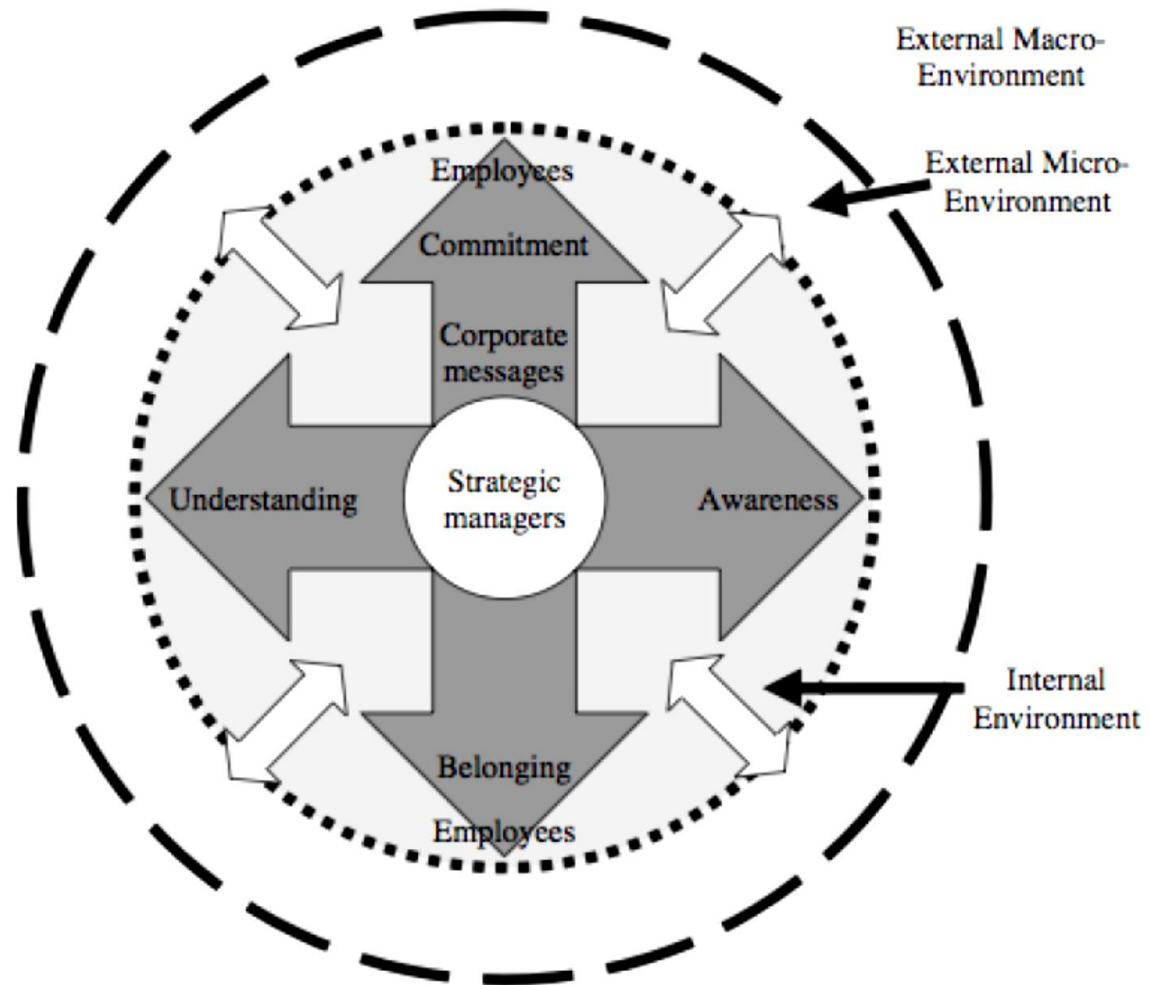
تأثير الارتداد هو موقف يميل فيه الناس إلى اختيار عكس ما يقوله أو يفعله شيء ما أو شخص ما بسبب الطريقة التي يتم بها تقديمه لهم.

- ❑ The image spread outside organization involves the opinions of the employees related with the company internal communication.
- ❑ The public relations departments send a positive global image of the organization, while social media is transmitted through personalized messages, individual testimonies شهادات of leaders and employees who are found in proximity القرب relationship with the hierarchy.
- ❑ A positive feedback received from group/person on a social network increases self-esteem احترام الذات and confidence of the employees.

- ❑ An example of a negative reaction to the message group was a formal New Year greeting sent by a multinational CEO:
 - ❑ only 50% of employees surveyed have opened that email and
 - ❑ only 5% read the message until the end.
- ❑ The explanations: the message was formal without being adapted to the group (survey conducted at the Master of Corporate Communications).

- As defined by Welch and Jackson (2007) **internal corporate communication** is defined as “communication between an organization's strategic managers and its internal stakeholders المديرين الاستراتيجيين, designed to promote commitment to the organization, a sense of belonging to it, awareness of its changing environment and understanding of its evolving aims”. Going back to the alternative definitions for internal communication we believe this sounds a lot like employee communication.

- The model suggests communication from the top management to employees as predominantly one-way, but two-way communication is important for successful internal communication.



Internal Corporate Communication Model

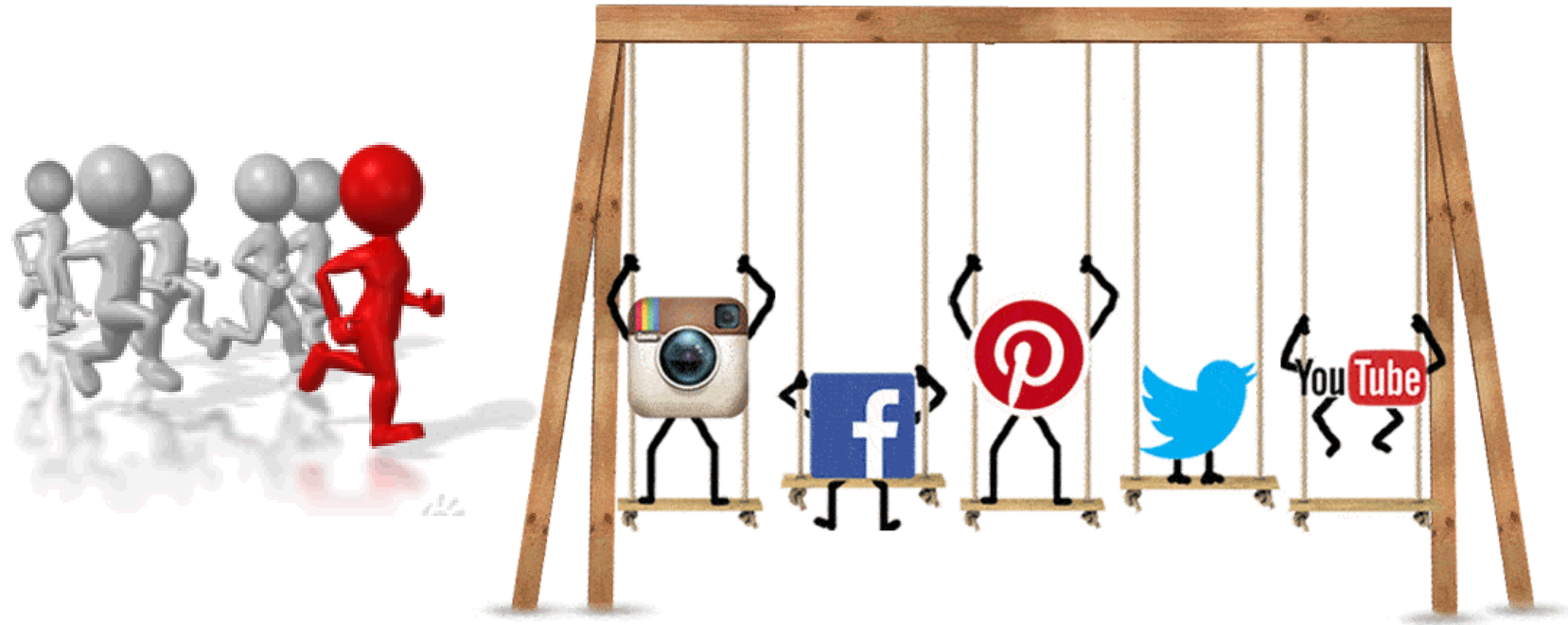
يقترح النموذج أن التواصل من الإدارة العليا إلى الموظفين يكون في الغالب في اتجاه واحد، ولكن التواصل في الاتجاهين مهم لنجاح التواصل الداخلي.



جامعة الجميع الذكية
EVERYONE'S SMART UNIVERSITY

W10 Lecture

Leaders and Social Media



الأبعاد الستة للقيادة ذات ثقافة وسائل التواصل الاجتماعي

The six dimensions of social-media-literate leadership

1. The leader as producer: Creating compelling content إنشاء محتوى مقنع

With video cameras achieving near ubiquity and film clips uploading in the blink of an eye to YouTube or other platforms, the tools for producing and sharing rich media are in everyone's hands.

Leaders incorporate video streams into their blogs.

As video communication rises in importance, effective leadership will increasingly require the kind of creative skills we know from the world of "auteur" filmmaking—an authentic voice, imagination, and the ability to craft compelling stories and to turn them into media products that make people take note and "lean forward." To engage in real time on a personal level, executives will also need the technical skills to master the basics of digital-multimedia production, including how to shoot and, if necessary, edit videos.



The six dimensions of social-media-literate leadership

2. The leader as distributor: Leveraging dissemination dynamics الاستفادة من ديناميكيات النشر

While traditional distribution pathways won't disappear, social media revolutionizes the standard information process by reversing it. Social communication makes distribution the starting point and then invites company audiences to cocreate and contextualize content to create new meaning. Messages are rebroadcast and repurposed at will by recipients who repost videos, retweet and comment on blogs, and use fragments of other people's content to create their own mash-ups.

As the (vertical) broadcast media and the (horizontal) participatory media converge, leaders need to master the interplay of two fundamentally different paradigms: those of the **traditional channels**, which **follow the logic of control**, and **of the new channels**, where it is essential to let the system's dynamics work without too much direct intervention.



The six dimensions of social-media-literate leadership

3. The leader as recipient: Managing communication overflow فيض

Social media has created an ocean of information. We are drowning in a never-ending flood of e-mails, tweets, Facebook updates, RSS feeds, and more that's often hard to navigate.

In traditional corporate communications, consumption is a mostly passive act: you are pretty much left alone to make sense of messages and **to assess their authenticity and credibility** فهم الرسائل وتقييم مدى صحتها ومصداقيتها. In the social-media realm, information gets shared and commented on within seconds, and executives must **decide when (and when not) to reply**, what messages should be linked to their blogs, when to copy material and mash it up with their own, and what to share with their various communities. The creation of meaning becomes a collaborative process in which leaders have to play a thoughtful part, as this is the very place where acceptance of or resistance to messages will be built.



The six dimensions of social-media-literate leadership

4. The leader as adviser and orchestrator : **مستشار ومنسق** Driving strategic social-media utilization قيادة الاستخدام الاستراتيجي لوسائل التواصل الاجتماعي

In most companies, social-media literacy is in its infancy. Excitement often runs high for the technology's potential to span functional and divisional silos. But without guidance and coordination, and without the capabilities we discuss here, **social-media enthusiasm can backfire and cause severe damage.**

To harvest the potential of social media, **leaders must play a proactive role in raising the media literacy** of their immediate **reports and stakeholders**. Within this 360-degree span, executives should become trusted advisers, enabling and supporting their environment in the use of **social tools**, while ensuring that a culture of learning and reflection takes hold. As a new and media-savvy **خبير في وسائل** generation enters the workplace, smart leaders can accelerate organizational change by harnessing these digital natives' expertise through "reverse mentoring

ينبغي للمديرين التنفيذيين أن يصبحوا مستشارين موثوقين، مما يمكن ويدعم بيئتهم في استخدام الأدوات الاجتماعية، مع ضمان ترسيخ ثقافة التعلم والتفكير. مع دخول جيل جديد بارع في التعامل مع وسائل الإعلام إلى مكان العمل، يمكن للقادة الأذكياء تسريع التغيير التنظيمي من خلال تسخير خبرات هؤلاء المواطنين الرقميين من خلال أنظمة "التوجيه العكسي"

The six dimensions of social-media-literate leadership

5. The leader as architect : القائد كمهندس معماري إنشاء بنية تحتية تنظيمية تمكينية organizational infrastructure

Leaders who have steeped themselves in new media will testify that it requires them to navigate between potentially conflicting goals: they must strive to **establish an organizational and technical infrastructure that encourages free exchange but also enforce controls that mitigate the risks of irresponsible use.** This is a tough organizational-design challenge.

Most companies have a defined formal organization, with explicit vertical systems of accountability. But below the surface of org charts and process manuals we find an implicit, less manageable **"informal organization," which has always been important and now gets amplified through social media.** The leader's task is to merge vertical accountability with networked horizontal collaboration in a way that is not mutually destructive.



The six dimensions of social-media-literate leadership

6. The leader as analyst: Staying ahead of the curve القائد كمحلل: البقاء في صدارة المنحنى

The next generation of connectivity—the Internet of Things—will link together appliances, cars, and all kinds of objects.

As a result, there is about 50 billion connected devices. This transformation opens new opportunities, spawn new business models, and herald yet another major inflection point that **leaders must manage.**

It's imperative to keep abreast of such emerging trends and innovations—not just their competitive and marketplace implications, but also what they mean for communications technologies, which are fundamental for **creating an agile, responsive organization.** Executives who monitor weak signals and experiment with new technologies and devices will be able to act more quickly and capture the advantages of early adoption.



Do-good and avoid-harm ethics issues in social media

Do-good ethics

Social media use should contribute to the following:

- Empowerment
- Transparency
- Employee engagement
- Sharing of knowledge
- Driving positive change
- Prosocial behavior السلوك الاجتماعي الإيجابي

Avoid-harm ethics

Social media use should not contribute to the following:

- Loss of integrity
- Harassment مضايقة
- Discrimination تمييز
- Trolling التصيد
- Fake news
- Destructive politics السياسة المدمرة





جامعة الجميع الذكية
EVERYONE'S SMART UNIVERSITY

W10 Lecture

Ethical Leadership



What is ethical leadership?

Ethical leadership involves both acting and leading ethically over time all the time.

When and by whom should ethical leadership be practiced?

Ethical leadership should be practiced all the time by anyone in a formal or informal leadership position.

Why practice ethical leadership?

- ☐ Ethical leadership models ethical behavior to the organization and the community.
- ☐ Ethical leadership builds **trust**.
- ☐ Ethical leadership brings **credibility and respect**, both for you and for the organization.
- ☐ Ethical leadership can lead to **collaboration**.
- ☐ Ethical leadership **creates a good climate** within the organization.
- ☐ If you have opposition, or are strongly supporting a position, ethical leadership allows you to occupy the moral high ground.
- ☐ Ethical leadership is simply the right way to go.
- ☐ Ethical leadership **affords self-respect**.

How do you practice ethical leadership?

General guidelines:

- ☐ Ethical leadership requires **a clear and coherent ethical framework** on which the leader can draw in making decisions and taking action.
- ☐ Your ethical framework should **agree with the ethical framework, vision, and mission** of the organization or initiative.
- ☐ Ethics should be a topic of discussion.
- ☐ Ethics should be out in the open. الأخلاق يجب أن تكون في العلن.
- ☐ Ethical thought must be connected to action.
- ☐ Ethical leadership is a shared process.

Specific components of ethical leadership:

- ❑ Put the good of the organization and the general good before your own interests and ego.
- ❑ Encourage the discussion of ethics in general and of the ethical choices involved in specific situations and decisions as an ongoing feature of the organizational culture.
- ❑ Institutionalize ways for people to question your authority.
- ❑ Don't take yourself too seriously.
- ❑ Consider the consequences to others of your decisions, and look for ways to minimize harm.
- ❑ Treat everyone with fairness, honesty, and respect all the time.
- ❑ Treat other organizations in the same way you treat other people – with fairness, honesty, and respect.

ضع مصلحة المنظمة والصالح العام قبل مصالحك الخاصة وغرورك.
تشجيع مناقشة الأخلاقيات بشكل عام والخيارات الأخلاقية المتضمنة في مواقف وقرارات محددة باعتبارها سمة مستمرة للثقافة التنظيمية.

قم بإضفاء الطابع المؤسسي على الطرق التي يمكن للأشخاص من خلالها التشكيك في سلطتك.
لا تأخذ نفسك على محمل الجد. فكر في عواقب قراراتك على الآخرين، وابحث عن طرق لتقليل الضرر. تعامل مع الجميع بعدل وصدق واحترام طوال الوقت. تعامل مع المنظمات الأخرى بنفس الطريقة التي تعامل بها الأشخاص الآخرين - بالإنصاف والصدق والاحترام.

Specific components of ethical leadership:

- ☐ Collaborate inside and outside the organization.
- ☐ Communicate.
- ☐ Work to become increasingly culturally and interpersonally competent.
- ☐ Take cultural sensitivity and cultural competence seriously.
- ☐ Work to be inclusive.
- ☐ Take your leadership responsibility seriously, and be accountable for fulfilling it.
- ☐ Constantly strive to increase your competence.
- ☐ Don't outstay your usefulness.
- ☐ Never stop reexamining your ethics and your leadership

متعدد الثقافات

Cross-Cultural Versus Diversity :

- ❑ While culturally based conceptions of leadership are important to diversity and leadership, we need to differentiate between cross-cultural and diversity.
- ❑ **Cross-cultural studies compare differences between societies and countries** while **diversity often compares differences within countries**. The latter includes issues of power, privilege, and equity important to diverse groups within a country or culture. Often, those subgroups with less privilege, which are in the minority, who share struggles from oppression have a sense of commonality and affinity among its members. These differences could be based on race, ethnicity, gender, and so forth.

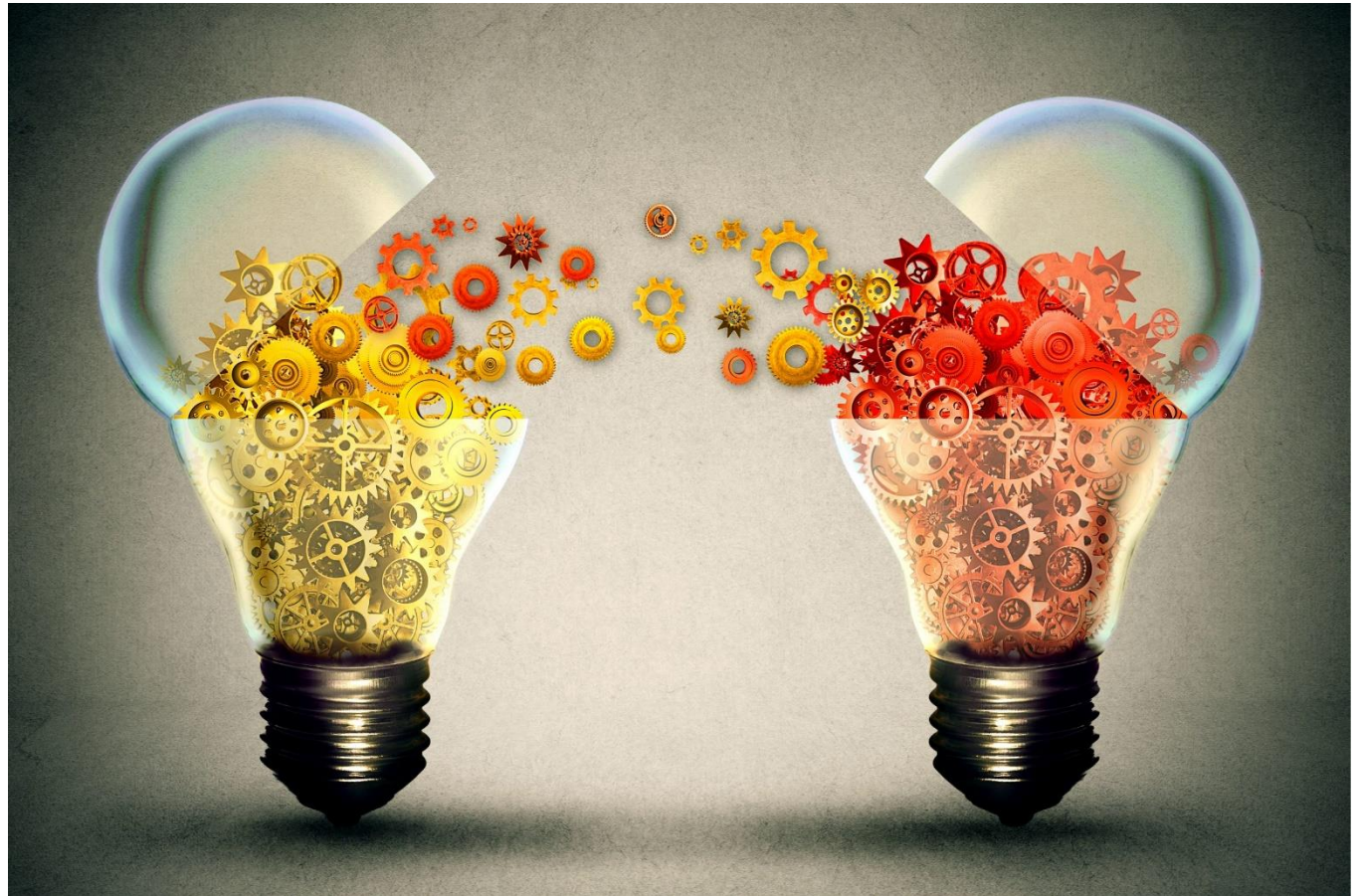




جامعة الجميع الذكية
EVERYONE'S SMART UNIVERSITY

W10 Lecture

Innovation and Leadership in the Media Industry



Innovation equals survival

It's well documented that in this age of widespread disruption, companies must innovate continuously, creating new markets, experiences, products, services, content or processes.

So, how can leaders encourage innovation?

It's more than **recruiting the brightest minds**. While having the best talent is clearly an asset, people need the right culture to flourish.



Why media need innovation?

- ❑ The answer is in its own nature. The characteristics of the media products make it moves continuously, unlike other industries where products are more stable and lasting. Yesterday's news is not the same of today and although journalists have a working routine to prepare them, wrapping and present the content every day, it is hard because they have to think on how to delight the consumer.
- ❑ The tastes and preferences change continuously, in the same way that technologies does so as to get better quality informative and entertaining products.

المساواة

What is a culture of equality?

Empowering Environment

One that trusts employees, respects individuals and offers the freedom to be creative and to train and work flexibly.

Bold قيادة جريئة Leadership

A diverse leadership team that sets, shares and measures equality targets openly.

Comprehensive Action عمل شامل

Policies and practices that are family-friendly, support all genders and are bias-free in attracting and retaining people.



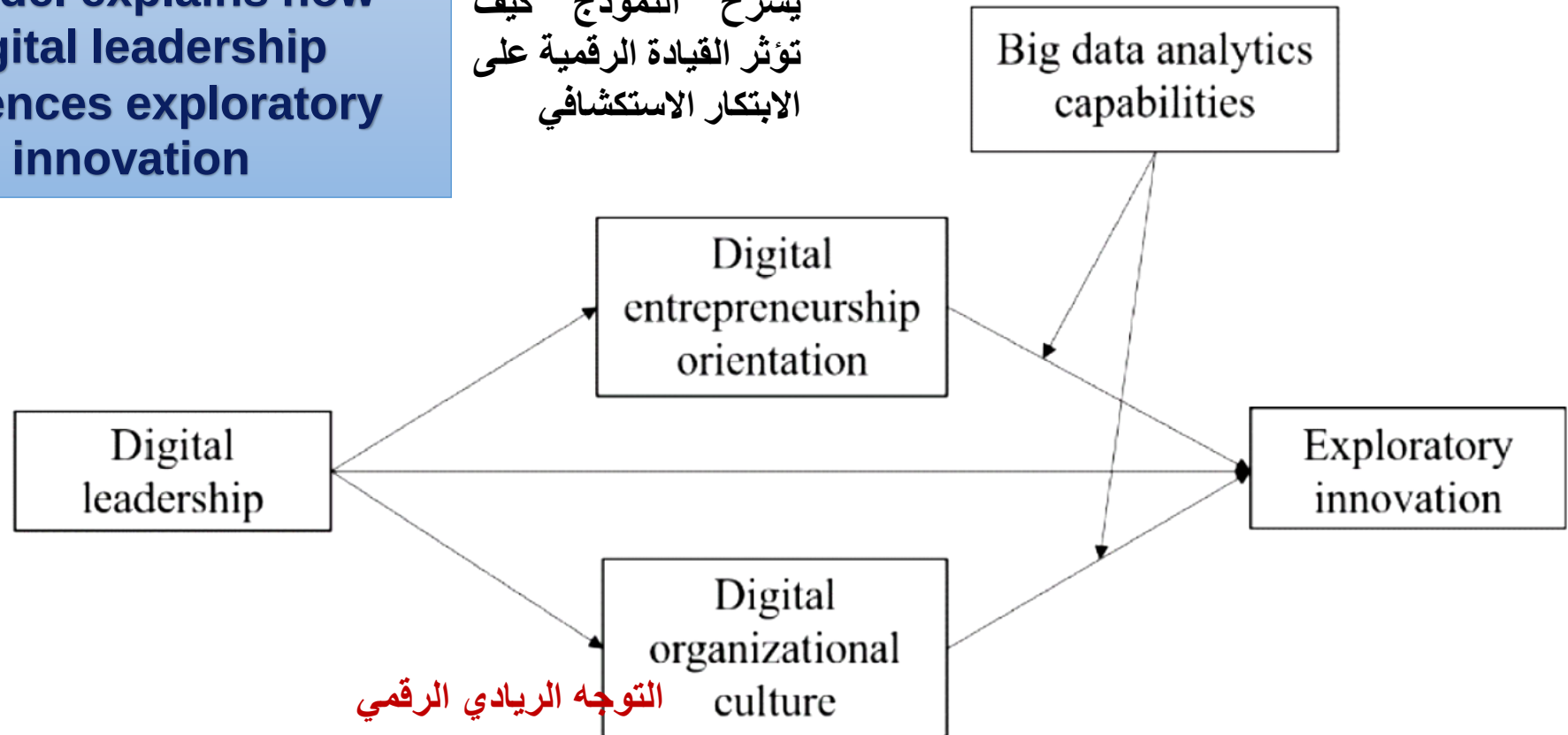
What is an innovation mindset?

The six elements of an innovation mindset:

Purpose Alignment around and support for the purpose of the organization.	Resources Having the tools, time and incentives necessary to innovate.	Collaboration Working with other departments or in fluid, cross-function teams.
Autonomy Being shown a clear mandate for change—and being trusted to follow through.	Inspiration Tapping into inspiration from beyond the organization.	Experimentation Experimenting with new ideas quickly without fear of failure.

**A Model explains how
Digital leadership
influences exploratory
innovation**

يشرح النموذج كيف
تؤثر القيادة الرقمية على
الابتكار الاستكشافي



التوجه الريادي الرقمي

Digital leadership influences exploratory innovation via three routes:

تؤثر القيادة الرقمية على الابتكار الاستكشافي من خلال ثلاث مسارات:

- أولاً، يوجه القادة الرقميون تغييرات الإدارة التنظيمية لبناء ثقافة تنظيمية رقمية، مدفوعة بالظروف الداخلية لحشد مشاركة الأعضاء وإبداعهم، وتشكيل تفاعل إيجابي بين الناس والابتكار ومن ثم تعزيز سلوكيات الابتكار الاستكشافي.
- ثانياً، يجري القادة الرقميون إعادة تشكيل إدارة الأعمال لإنشاء التوجه الريادي الرقمي، والذي تحركه متطلبات السوق المتغيرة، مما يدفع الشركات إلى تعزيز أنشطة الابتكار الاستكشافي في وقت مبكر وأسرع.
- ثالثاً، يحول القادة الرقميون كل من الإدارة التنظيمية وإدارة الأعمال. يتم إعطاء رقمنة المنتجات ورقمنة الجهات الفاعلة أهمية متساوية. الحصول على رقمنة المنتجات ورقمنة الجهات الصناعية بأهمية مماثلة يتم تعزيز سلوكيات الابتكار الاستكشافي من خلال القوة المشتركة للتوجه الريادي الرقمي والثقافة التنظيمية الرقمية.



Digital leadership influences exploratory innovation via three routes:

- ❑ **First**, digital leaders steer **يقود** organizational management changes to build a digital organizational culture, which is driven by internal conditions to mobilize **members' participation and creativity**, forming a **positive interaction** between people and innovation and then promoting exploratory innovation behaviors.
- ❑ **Second**, digital leaders conduct business management remodeling to establish the **digital entrepreneurial orientation**, which is driven by **changing market demands**, leading companies to enhance exploratory innovation activities earlier and faster.
- ❑ **Third**, digital leaders transform both organizational management and business management. **Digitalization of products and digitalization of actors are given equal importance.** **Exploratory** **تحتل رقمنة المنتجات ورقمنة الجهات الفاعلة بأهمية متساوية.** innovation behaviors are reinforced by the combined force of digital entrepreneurial orientation and digital organizational culture.



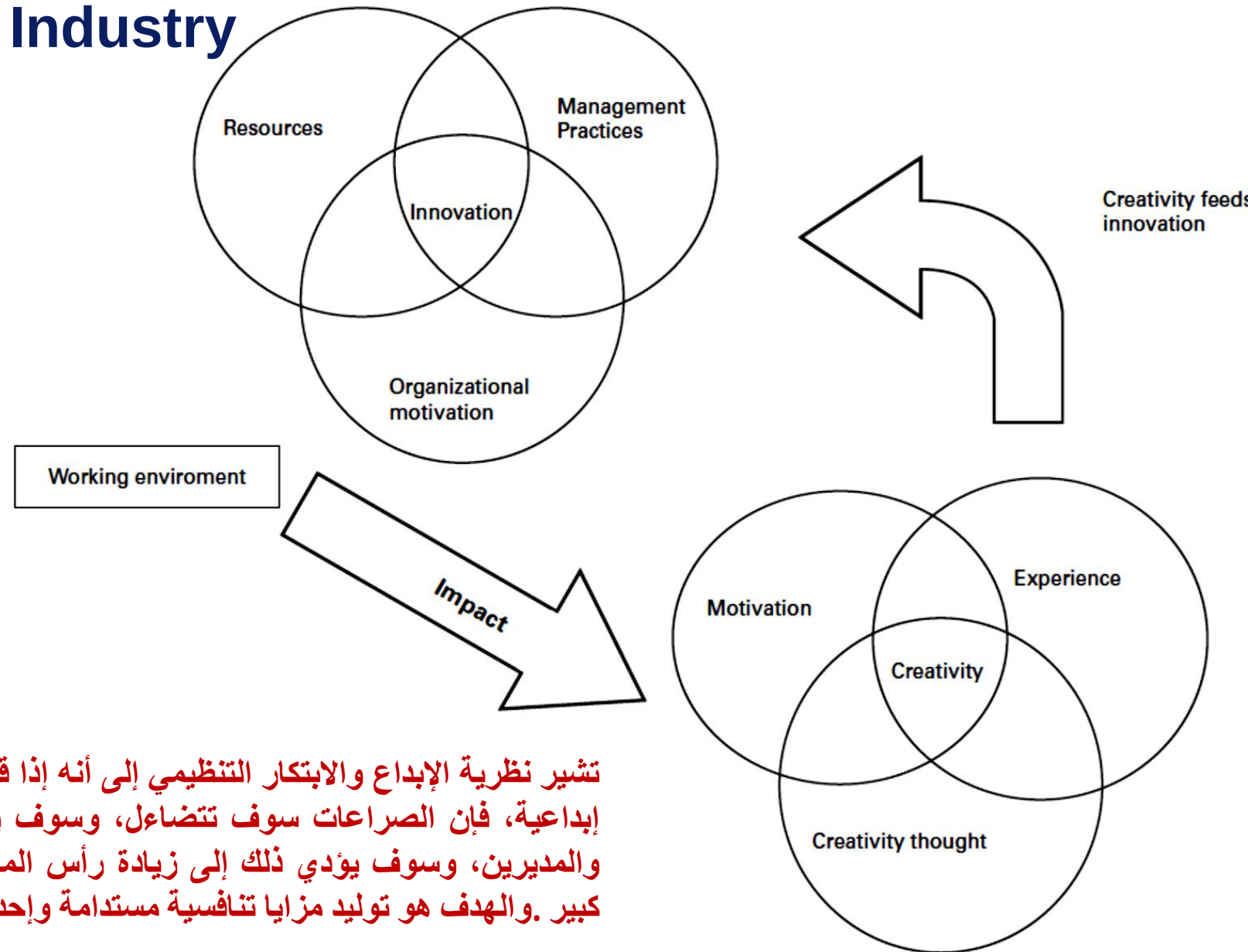
Uniqueness of media companies

- ❑ Media companies are social organizations, usually with complex structures, and regulate a series of activities that must be organized and implemented to develop it. They are also important because they exist, because the role they play is to inform, entertain, while others are focused to the social role in order to contribute to development and the correct working of democracy, owing to its controller role. And also, some of them work with a mixture of them.
- ❑ The management of **media companies requires making-decisions that incorporate efficiently the content and the audience**, where it is understood as all people participating in a communication channel.

- ❑ Therefore, the important aspect in media products is the capacity **to satisfy the needs** and wishes of the potential clients by means of providing informative, persuasive or entertaining content and not during the material process which tend to be similar. Furthermore, one of the main characteristics that the assets share, such as content, is the multiplication of utilities that can produce. In that sense, they are considered as dual assets, as I previously mentioned, because they are aimed to audience and advertisers who hope to get the attention of that audience.
- ❑ So, most of the society perceives the communication media as a bridge between both; customers see a supermarket where supply and demand are together, and a place where these two customers can satisfy their needs.

W10 Lecture Innovation and Leadership in the Media Industry

- Organizational creativity and innovation theory suggests that if we stimulate the way of thinking in a creative way, the conflicts will minimize, barriers between employees and managers will be broken, and it will considerably increase the creative capital within the organization.
- The objective is to generate sustainable competitive advantages and mark the difference with the competitors.



We learned about

- ☐ Digital Media and Social Media
 - ☐ Digital Media Ethics
- ☐ Leaders and Social Media
 - ☐ The six dimensions of social-media-literate leadership
 - ☐ The leader as producer
 - ☐ The leader as distributor
 - ☐ The leader as recipient
 - ☐ The leader as adviser and orchestrator
 - ☐ The leader as architect
 - ☐ The leader as analyst
- ☐ Ethical leadership
 - ☐ Components of ethical leadership
 - ☐ Cross-Cultural Versus Diversity
- ☐ Innovation and Leadership in the Media Industry

- ❑ Rabinowitz, P. (n.d.). *Leadership and Management chapter 13:16. Community Tool Box*. Retrieved January 4, 2023, from <https://ctb.ku.edu/en/table-of-contents>
- ❑ Bli-Group-Wp. (2011). *Leadership Course material*. Amideast Egypt. Business Intelligence, Training & Consulting, <http://bli-group.com/>
- ❑ Deiser, R., & Newton, S. (2013, February 1). *Six social-media skills every leader needs*. McKinsey & Company. Retrieved March 27, 2023, from <https://www.mckinsey.com/industries/technology-media-and-telecommunications/our-insights/six-social-media-skills-every-leader-needs>
- ❑ Westman, D., & Lindfors, P. (2012, October 23). *Leaders and social media: Improving HRM through better internal communication*. DIVA. Retrieved March 27, 2023, from <https://www.semanticscholar.org/paper/Leaders-and-Social-Media-%3A-Improving-HRM-through-Westman-Lindfors/416441e40428f602f40026460777082c41d0663a>
- ❑ Hwang. (2014). *Digital Media*. Studocu.com. Retrieved March 27, 2023, from <https://www.studocu.com/en-us/document/elmwood-park-high-school/english/digital-media/29579962>
- ❑ Eid, M. (2012, October-December). *Digital Media Ethics*. International Journal of Mobile and Blended Learning. Retrieved March 27, 2023, from https://www.academia.edu/15288650/Digital_Media_Ethics
- ❑ Paus, V. (2016, December 9). *New Media and Leadership: Social Media and open organizational communication*. Manager Journal. Retrieved March 27, 2023, from https://www.academia.edu/30358336/New_Media_and_Leadership_Social_Media_and_Open_Organizational_Communication
- ❑ Kvalnes, Ø. (2020). Leadership and Ethics in Social Media. In *Digital Dilemmas. exploring Social Media Ethics in organizations* (p. 7). essay, Springer International Publishing. Retrieved March 27, 2023, from <https://link.springer.com/book/10.1007/978-3-030-45927-7>.
- ❑ Lau Chin, J., & E Trimble, J. (2015, January). *diversity and leadership*. Research Gate. Retrieved March 28, 2023, from https://www.researchgate.net/publication/341207394_Diversity_and_Leadership
- ❑ Wang T, Lin X and Sheng F (2022) Digital leadership and exploratory innovation: From the dual perspectives of strategic orientation and organizational culture. doi: 10.3389/fpsyg.2022.902693 Retrieved March 28, 2023, from <https://www.frontiersin.org/articles/10.3389/fpsyg.2022.902693/full>
- ❑ Netherlands, A. the. (2021, April 19). *Workplace innovation with culture of equality: Accenture*. Insights. Retrieved March 28, 2023, from <https://www.accenture.com/nl-en/blogs/insights/why-a-culture-of-equality-will-boost-workplace-innovation>
- ❑ Benavides, C.L. (2012). *Innovation and Leadership in the Media Industry*. Retrieved March 28, 2023, from <https://www.semanticscholar.org/paper/Innovation-and-Leadership-in-the-Media-Industry-Benavides/5d9a831cfa39e4e6c04594df4928d295de00d739>



جامعة الجميع الذكية
EVERYONE'S SMART UNIVERSITY

