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An Examination of Job Skills Required by Top U.S. Broadcast News Companies and Potential Impact on Journalism Curricula

Deb Wenger1 and Lynn C. Owens2

Abstract
Journalism programs in America’s colleges and universities are seeing record enrollments, despite dire predictions that journalism may be a dying industry and that jobs are scarce and getting scarcer. In order to prepare broadcast journalism students for the dynamic nature of the industry, it has become more important than ever for educators to stay abreast of the evolution of skills and attributes that are most important for employment and success in the journalism profession today. For the third consecutive year, a content analysis was conducted over a period of 3 months in 2008, 2009, and 2010 for all the employment opportunities posted by the top 10 broadcast journalism companies in the United States. The researchers identified several important findings over the 3-year period, including a significant increase in multimedia skills required by employers. In addition, findings consistent from year to year may boost educator confidence in using the results as a guide to specific curricular reforms. For example, the need for students to work in teams and for educators to create or simulate deadline pressure in assignments is critical. 

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to post content to the web, to write for the web, to shoot video and still photos and to work within the mobile and social media spaces seem to be essential.

Keywords
broadcast, news format, journalism education, business of journalism, media convergence/cross-platform journalism, professional development

Introduction
Over the past few years, America’s economic woes have had an effect on the newsroom. Challenging economic times have driven out many higher salaried veteran journalists, and replaced them with “young, versatile, tech-savvy, high-energy staff” (Pew Research Center, 2011).

But recent studies show television newsrooms making a comeback. In 2011, local news stations continued to hire. According to a survey of news directors, a third said they expected to add staff in 2011, ten times as many as they had expected to cut (Pew Research Center, 2012). Undergraduate enrollment in journalism and mass communication programs increased by 2% in 2010. Graduate enrollment increased a dramatic 13.4% (Association of Schools of Journalism and Mass Communication [ASJMC], 2010). Higher enrollment numbers mean more journalism graduates entering the workforce.

News executives believe the internet is changing the fundamental values of journalism, putting the emphasis on immediacy. The effort in local TV station newsrooms is now not simply reporting and producing broadcast news. Increasingly, it is spent translating that reporting into content across multiple platforms (Pew Research Center, 2012). As a result, college journalism programs are adjusting their curricula to meet the industry’s expectations.

Surveys show schools are engaging in a number of strategies to update the digital media skills of their faculty, from sending them to continuing education programs, to hiring new faculty with this specific skill set (ASJMC, 2010). Researchers have found that gaining real-world experience with the technology in today’s newsrooms helps college students get jobs in the industry after graduation (Neidorf, 2008).

Journalism job postings can offer insight into the changing needs of the industry. A content analysis was conducted over a period of 3 months for all the employment opportunities posted by the top broadcast journalism companies in the United States.

The research is part of a longitudinal study, as the authors conducted the same content analysis with journalism job postings in 2008 and 2009, allowing for 3 years of comparison.

Literature Review
Gaps between what journalism education provides and what employers demand make the case for more research to determine what skills are necessary to get jobs in today’s
newsrooms. Research has shown that employers often feel recent communication graduates do not possess the skills necessary to hit the ground running (Adams 2008; Lepre & Bleske, 2005; Mattern, 2003; McDonough, Rodriguez, & Prior-Miller, 2009).

Hines and Basso (2008) found that “an alarming number of communication professionals report that entry-level employees possess poor writing skills and even poorer editing skills” (p. 293). According to a study by Lepre and Bleske (2005), nearly all educators and journalism professionals agreed that strong writing was the most important skill for students to master.

However, web skills are becoming increasingly important to broadcast employers. Brown and Collins (2010) surveyed television news personnel and report that while traditional skills like writing are still key, there is a demand for knowledge of how to use multimedia elements to enhance news stories. Cremedas and Lysak (2011) found most positions in television newsrooms require web skills, specifically being able to generate web content.

Many researchers have studied how the shift to multiple media platforms in the newsroom has resulted in corresponding changes in journalism school curricula. Todd and Levine (2010) suggested that educators and industry professionals work together to develop assignments using current technology.

Broadcast students, too, expect to learn cross-platform, new media, and web skills. Hubbard, Crawford, and Filak (2011) found that students perceived nontraditional media skills as being important. In fact, “students reported a greater preference for skills training than faculty did” (p. 20).

Hansen (2005) examined the social, economic, and technological trends that influenced the practice of communication and the traditions of the academy. “Both are under severe economic pressure. And both the media industry and educational institutions at all levels are struggling to understand and keep up with the technological changes that are challenging every assumption they have had for decades” (p. 131).

Castaneda, Murphy, and Hether (2005) found technological advances and the new media landscape were the two major catalysts for change at J-schools. Between 1998 and 2002, 60% of journalism schools in the United States were redesigning their curricula or developing new courses to prepare students for producing news in multiple media platforms (Huang et al., 2006).

Criado and Krapeplin (2003) surveyed 240 journalism programs and found that nearly 85% had adopted a convergence curriculum in response to the industry emphasis on convergence.

More recent research, however, shows that a greater emphasis on convergence is needed. Moody (2010) concluded that many communication educators had not modified their course curricula to include new technology skills that reflect those used in the industry.

Royal (2005) highlighted the challenge for educators to implement new media skills “in a curriculum that is already full, with this precarious balance of skills and theory stretching existing resources.” The researcher added that teaching “without a focus on integration, judgment and perspective in the new media environment will
ultimately fail students who suddenly find their skills outdated, outmoded, or out of sync with the real world” (p. 412). Changes in curricula are a necessary response to the rapid technological changes in the day-to-day practice of journalism.

In 2005, Kraeplin and Criado surveyed newspaper and TV executives, and reported that a majority believe convergence skills are important for new hires. The researchers concluded that the goal of a convergence curriculum should be to prepare students conceptually and practically to create an integrated media product that combines elements of both print and broadcast within a digital environment. “Increasingly, the demands of a converged media system ensure that young journalists’ careers will be less stable and predictable than in the past” (p. 49).

Dickson and Brandon (2000) studied journalism school curricula and newsroom employee desirability. They found that one of the most valued practices was the cross-training of students in more than one media field, revealing that traditional requirements for specific jobs are becoming further blurred by new technologies and practices. In addition, they reported that a gap exists between professional journalists and journalism educators concerning aspects of journalism education.

Massey (2010) examined job advertisements for newspaper and broadcast reporters and found a modest demand for multiplatform skills by legacy news organizations. Newspapers particularly sought reporters who could also shoot news video. “Technological changes, shifts in news consumption habits and audience demographics, fickle economic conditions, and more have put newspapers and TV stations under pressure to do more with fewer reporters” (p. 145).

This study goes beyond just reporter positions and examines what skills and attributes news companies are seeking for all newsroom positions in the age of new media.

**Research Questions**

*Research Question 1:* What are the skills and attributes broadcast news companies are seeking in new employees, as posted in their job listings?

*Research Question 2:* What skills and attributes are required for specific job positions?

*Research Question 3:* What are the most common web/multimedia skills required across job categories?

*Research Question 4:* Comparing 3 years of data, which skills and attributes are gaining emphasis and which are appearing less often in job postings?

**Method**

Employment advertisements are a genre of organizational communication that can provide insight into the characteristics of a company and its employees (Yates & Orlikowski, 1992). Job postings can be considered representations of occupations; their language providing rich detail for researchers (Rafaeli & Oliver, 1998).
Employment advertisements in the journalism field “can serve such an indicator role when it comes to the effect of multiplatform news work on jobs for journalists” (Massey, 2010, p. 145).

A quantitative content analysis was performed on job postings from 10 media companies: Gannett, Tribune, Cox, Belo, NBC, Disney, Sinclair, CBS, News Corp, and Univision. The companies were listed as the top U.S. broadcast companies based on net revenue, according to a 2010 Advertising Age survey.

The authors collected job postings from the companies’ websites for a 3-month period, September 15, 2010, to December 15, 2010. Only jobs postings for newsroom positions were taken for analysis. Jobs in such departments as sales, promotions, advertising, and engineering were not collected. On the first visit to the websites, all existing job postings listed as “current” on the sites that met the criteria were collected, not just the postings dated September 15, 2010. On the daily subsequent visits, only new postings were collected. In total, 752 job postings were collected.

The job postings were coded by one of the authors for job title, beat (if the job had a topic-specific focus such as business, consumer issues, health, etc.), attributes, and skills required. The coding sheet was based on a previous study done by the authors (Wenger & Owens, 2011). That coding sheet was developed after analyzing hundreds of job postings and noting the most common skills and attributes requested.

Thirty-five skills and attributes were coded for accuracy, aggressiveness, news judgment, creativity, storytelling, enterprising, willingness to work under pressure/tight deadlines, team player, willingness to work long hours, strong writing, proofreading skills, ability to develop sources, previous professional experience, communication skills, leadership, ability to multitask, production/field production experience, software knowledge, shooting/photography skills, nonlinear editing skills, web/multimedia skills, design skills, experience posting to the web, Cascading Style Sheets (CSS) knowledge, Content Management System knowledge, Adobe Photoshop skills, Adobe Illustrator skills, AVID editing software skills, FinalCut skills, experience writing for the web, Search Engine Optimization (SEO) skills, web analytics skills, social networking and mobile application skills.

To add perspective to the content analysis results, in-depth interviews were conducted with broadcast news managers from large-, medium-, and small-sized local television markets.

**Results**

The study yielded 752 job postings, a 48.6% increase from the 506 jobs the previous year and a 42.9% increase from the 526 jobs collected in 2008. The significant increase tracks with findings from other studies. According to the RTDNA/Hofstra University Annual Survey, television stations added 750 jobs in 2010, due to improved station profitability.

The positions sought were producer (21.1%), anchor (13.5%), reporter (10.3%), editor and internship/entry level (both at 5.7%), news director/management (5.4%),
anchor/reporter (5.3%), executive producer (4.7%), web producer and assignment
to report (both at 4.1%), photographer and production assistant (both at 3.7%), web
writer (3.1%), reporter/photographer (2.7%), assistant producer (2.6%), entry level/
assistants (1.3%), director (1.1%), and writer (1%).

A small percentage of the postings (3.3%) mentioned a specific beat for which the
prospective employee would be responsible.

Research Question 1 asks what skills and attributes broadcast news companies are
seeking in new employees. As shown in Table 1, previous professional experience,
strong writing skills, and news judgment were the top attributes listed in broadcast job
listings. As in previous years, broadcast positions required many technical skills, such
as nonlinear editing and production/field production.

Research Question 2 asks what skills and attributes are required for specific job
positions. Table 2 shows the top 5 skills and attributes listed in broadcast job postings
organized by position type. Employers looking for a producer, the most sought-after
position, wanted previous experience, strong writing skills, strong news judgment,
production skills, and the ability to work under tight deadlines.

A television anchor, the second most sought-after position, needed to have previous
experience, the ability to work long hours, production skills, strong communication
skills, and news judgment.

The third most sought-after position, a reporter, should have previous experience,
the ability to work long hours, to multitask, to be a team player, and have strong
communication skills.

Research Question 3 asks about the most common web/multimedia skills required
across job categories. Looking specifically at multimedia (Table 3), some of the larg-
est year-to-year differences are found in this category, which the authors first coded
for in 2009. Posting to the web was mentioned in 23.9% of postings, a 111%
crease from the previous year, and writing for the web was mentioned in 19.8% of posts, a
171.2% increase.

Other desired web and multimedia skills included experience with video/still
photography (21.9%), mobile apps and social networking (both at 8.5%), experience
with Adobe Photoshop (5.3%) HTML knowledge (3.2%), experience with Adobe
Illustrator (2.1%), and experience with a content management system (1.7%). Web
analytics experience, experience with CSS and search engine optimization were all
mentioned in 1.1% of postings.

The largest jumps were in the numbers for mobile and social media. In 2009, just
2.8% of broadcast jobs mentioned social media and 2.2% referenced mobile plat-
forms. In 1 year, that number rose to 8.5% of broadcast jobs referencing both social
media and mobile platform skills, a 203.6% and 286.4% increase, respectively.

Finally, Research Question 4 asked which skills and attributes are gaining empha-
sis and which are appearing less often in job postings when comparing 3 years of data.
As Table 4 shows, analyzing the data as a whole, the most desired attributes wanted in
broadcast journalism are previous professional experience (84.8%), strong writing
(55.7%), strong news judgment (55.6%), nonlinear editing skills (42.3%), and the
ability to be a team player (42.2%). For the time period studied, several skills and attributes became more common in job posts. The big jumps—more than 20 percentage points—came in the areas of production/field production (28.7% increase) and a call for solid news judgment (27.1% increase).

Several other skills and attributes increased significantly: creativity (15.5% increase), the ability to enterprise (12.7% increase), communication skills (11.1% increase), and the ability to work as a team player (10.4% increase).
Table 2. Top 5 Skills and Attributes Requested for Specific Broadcast Positions.

<table>
<thead>
<tr>
<th>Position</th>
<th>Previous experience</th>
<th>Position 1</th>
<th>Position 2</th>
<th>Position 3</th>
<th>Position 4</th>
<th>Position 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor (N = 102)</td>
<td>(93.1%)</td>
<td>Working long hours (54.9%)</td>
<td>Production skills (50%)</td>
<td>Communication skills (48.1%)</td>
<td>News judgment (33.3%)</td>
<td></td>
</tr>
<tr>
<td>Anchor/Reporter (N = 40)</td>
<td>(92.5%)</td>
<td>News judgment (65%)</td>
<td>Strong writing (60%)</td>
<td>Communication skills (45%)</td>
<td>Working under deadline/pressure (42.5%)</td>
<td></td>
</tr>
<tr>
<td>Assignment editor (N = 31)</td>
<td>(90.3%)</td>
<td>News judgment (83.9%)</td>
<td>Multitasking (74.2%)</td>
<td>Working under deadline/pressure (67.7%)</td>
<td>Enterprising (61.2%)</td>
<td></td>
</tr>
<tr>
<td>Assistant producer (N = 31)</td>
<td>(85%)</td>
<td>Strong writing (85%)</td>
<td>News judgment (65%)</td>
<td>Working long hours (60%)</td>
<td>Team player (60%)</td>
<td></td>
</tr>
<tr>
<td>Director (N = 20)</td>
<td>(100%)</td>
<td>Working under deadline/pressure (75%)</td>
<td>Working long hours (75%)</td>
<td>Nonlinear editing (62.5%)</td>
<td>Leadership (62.5%)</td>
<td></td>
</tr>
<tr>
<td>Editor (N = 43)</td>
<td>(95.3%)</td>
<td>Previous experience (81.4%)</td>
<td>Working under deadline/pressure (75%)</td>
<td>Long hours (48.8%)</td>
<td>Shooting/photo skills (48.8%)</td>
<td></td>
</tr>
<tr>
<td>Entry level/assistants (N = 10)</td>
<td>(81.4%)</td>
<td>Team player (70%)</td>
<td>Long hours (70%)</td>
<td>Communication skills (70%)</td>
<td>Previous experience (70%)</td>
<td></td>
</tr>
<tr>
<td>Executive producer (N = 36)</td>
<td>(91.7%)</td>
<td>Leadership (86.1%)</td>
<td>News judgment (80.6%)</td>
<td>Working under deadline/pressure (58.3%)</td>
<td>Team player (55.6%)</td>
<td></td>
</tr>
<tr>
<td>Internship/unpaid (N = 43)</td>
<td>(85.4%)</td>
<td>Previous experience (39.5%)</td>
<td>Production skills (37.2%)</td>
<td>Nonlinear editing (34.9%)</td>
<td>Communication skills (27.9%)</td>
<td></td>
</tr>
<tr>
<td>News director/management (N = 41)</td>
<td>(92.9%)</td>
<td>Strong writing (82.1%)</td>
<td>Nonlinear editing (71.4%)</td>
<td>News judgment (60.7%)</td>
<td>Working under deadline/pressure (57.1%)</td>
<td></td>
</tr>
<tr>
<td>Photographer (N = 28)</td>
<td>(88.1%)</td>
<td>Previous experience (75.5%)</td>
<td>News judgment (69.2%)</td>
<td>Production skills (65.4%)</td>
<td>Working under deadline/pressure (62.3%)</td>
<td></td>
</tr>
<tr>
<td>Producer (N = 159)</td>
<td>(78.6%)</td>
<td>Long hours (60.7%)</td>
<td>Multitasking (50%)</td>
<td>Team player (39.3%)</td>
<td>Communication skills (39.3%)</td>
<td></td>
</tr>
<tr>
<td>Production assistant (N = 28)</td>
<td>(98.6%)</td>
<td>Previous experience (84.9%)</td>
<td>Enterprising (71.2%)</td>
<td>Working under deadline/pressure (69.9%)</td>
<td>News judgment (56.2%)</td>
<td></td>
</tr>
<tr>
<td>Reporter (N = 78)</td>
<td>(96.8%)</td>
<td>Strong writing (85.7%)</td>
<td>Previous experience (85.7%)</td>
<td>Strong writing (76.2%)</td>
<td>News judgment (61.9%)</td>
<td></td>
</tr>
<tr>
<td>Reporter/photographer (N = 21)</td>
<td>(100%)</td>
<td>Previous experience (96.8%)</td>
<td>Strong writing (90.3%)</td>
<td>Working under deadline/pressure (90.3%)</td>
<td>Enterprising (61.9%)</td>
<td></td>
</tr>
<tr>
<td>Web producer (N = 31)</td>
<td>(100%)</td>
<td>Web/multimedia skills (100%)</td>
<td>Posting to web (79.2%)</td>
<td>Previous experience (79.2%)</td>
<td>Mobile apps (66.7%)</td>
<td></td>
</tr>
<tr>
<td>Web writer/Multimedia content (N = 24)</td>
<td>(95.8%)</td>
<td>Web/multimedia skills (83.3%)</td>
<td>News judgment (83.3%)</td>
<td>Previous experience (79.2%)</td>
<td>Poster to web (79.2%)</td>
<td></td>
</tr>
<tr>
<td>Writer (N = 8)</td>
<td>(100%)</td>
<td>Strong writing (100%)</td>
<td>Working under deadline/pressure (87.5%)</td>
<td>Team player (75%)</td>
<td>Accuracy (75%)</td>
<td></td>
</tr>
</tbody>
</table>
Discussion and Conclusion

Changes Over Time

Research Question 4 asks which skills and attributes are gaining emphasis and which are appearing less often in job postings, and in comparing 3 years of data for TV jobs, we see a shift in emphases within the medium.

The largest differences were seen in the area of multimedia skills, with significant increases in the demand for writing and posting to the web, as well as social media and mobile platform skills. This comes as no surprise to television news managers in large-, medium-, and small-sized markets.

Brad Grantham, Assistant News Director at WBRZ in Baton Rouge, LA, said, “Web skills are absolutely essential now. News needs to be posted on the web as the reporters get the information. It can’t wait. Viewers expect it to be there. And social media lets the viewers know that the information is there on our site.”

Keith Weiss, News Director for KALB in Alexandria, LA, said, “For us, the understanding of developing a story on the web, as well as on television, are a must. The ability to craft a story for the web and get the information online as soon as possible and not wait until after the 6 p.m. news airs is very important to us. We want people who have an active Facebook presence, as well as followers on Twitter. We send back pictures from the news stories we cover to our Instagram account, too. The ability to connect with viewers through social media is a key component when we consider a new hire.”

Robin Whitmeyer, Vice President and News Director of KDFW in Dallas-Ft.Worth, said social media provides insight when she makes hiring decisions. “I will look at a candidate’s social media and track them to see what they’re doing. I’ll ask face-to-face, who do they subscribe to, who they track and why. A lot of them are predictable—all the major networks. I like it when they articulate something specific they get from someone they follow.”

Table 3: Percentage of Broadcast Postings Requiring Specific Web/multimedia Skills.

<table>
<thead>
<tr>
<th>Multimedia Skills</th>
<th>2009 (%)</th>
<th>2010 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonlinear editing</td>
<td>29.2</td>
<td>42.3</td>
</tr>
<tr>
<td>Posting to the web</td>
<td>11.3</td>
<td>23.9</td>
</tr>
<tr>
<td>Video/photo skills</td>
<td>19.2</td>
<td>21.9</td>
</tr>
<tr>
<td>Writing for the web</td>
<td>7.3</td>
<td>19.8</td>
</tr>
<tr>
<td>Social networking</td>
<td>2.8</td>
<td>8.5</td>
</tr>
<tr>
<td>Mobile news</td>
<td>2.2</td>
<td>8.5</td>
</tr>
<tr>
<td>Photoshop</td>
<td>N/A</td>
<td>5.3</td>
</tr>
<tr>
<td>HTML</td>
<td>3.2</td>
<td>3.2</td>
</tr>
<tr>
<td>Content management system</td>
<td>N/A</td>
<td>1.7</td>
</tr>
<tr>
<td>Web analytics</td>
<td>N/A</td>
<td>1.1</td>
</tr>
<tr>
<td>Search engine optimization</td>
<td>N/A</td>
<td>1.1</td>
</tr>
<tr>
<td>Cascading style sheets</td>
<td>N/A</td>
<td>1.1</td>
</tr>
</tbody>
</table>
The research results indicate that it may be time for journalism programs to rethink the multimedia skills that should be required of all broadcast journalism majors. It seems clear that journalism students should know how to write for the web and how to post content online. Though the percentage of broadcast jobs that referenced social media and mobile news was still relatively small in 2010, those categories are growing rapidly and the authors and interviewees anticipate another significant increase in the next round of content analyses.

Finally, 21.9% of broadcast jobs require video/photo skills, which led the researchers to conclude that the ability to do visual storytelling must also be included on the list of essential multimedia skills.

For those programs that continue to focus on preparing students for broadcast jobs, a curriculum designed to teach the five core multimedia skills listed above may provide students with enough knowledge to succeed. Having a more narrow focus on a few key skills could free up time for instruction in the more critical core journalism skills required more often across platforms.

Other large jumps were in the areas of production/field production, news judgment, creativity, enterprising ability, communication skills, and the ability to work as a team player.

“These things go in waves,” said Whitmeyer. “I almost like to hire a generalist in the way they work—the ability to do different things. My number one requirement is,
‘are they smart?’ Being smart means a lot of things: Can they process information fast and know where to go for answers? I try to get a feel for their curiosity, their ability to respond quickly to instructions. I totally get the increase in the need for enterprise, team work and news judgment. News judgment especially is so important because of getting it right and being fair.”

**Preparing Reporters and Producers**

Most journalism schools have curricula designed primarily to prepare reporters, and as such, they try to focus on teaching those skills most often required in reporting jobs. In Table 2, we see that broadcast reporter positions reference previous professional experience most often (98.6%), followed by strong writing (84.9%), enterprise skills (71.2%), working under pressure and tight deadlines (69.9%), and news judgment (56.2%).

The need for excellent writing skills, enterprise ability, and the ability to work under deadline pressure are essential.

“It may seem obvious and old-school, but good writing is still the most important thing for me,” said Grantham. “And it’s amazing how many young hires lack the writing skills.”

Weiss’ station hires many reporters straight out of college. “We see a lack of how to ‘dig’ for information in many new hires,” he said. “The knowledge of how to look up new business licenses at the courthouse or check an arrest log are not always ‘top of mind’ with some of our hires. Connecting with the community and developing sources is vital to generate original story ideas.”

In reviewing curricula, educators would do well to examine the content of their courses, perhaps even down to the individual assignment level, to determine if they are doing all they can to foster these skills.

For programs with a broadcast track or emphasis that focuses on graduating television producers, the most important skills are previous professional experience (88.1%), strong writing (75.5%), news judgment (69.2%), production skills (65.4%), and the ability to work on deadline and under pressure (62.3%).

These findings seem to suggest that producers can benefit from many of the same courses as reporters, but they also need to have that hands-on production experience as well to succeed. Producers also continue to be the most sought after position, making up more than 10% of all job postings.

As expected, web producers/writers certainly need the most web/multimedia skills (100%) with the ability to post to the web (96.8%), strong writing (90.3%), working under deadline pressure (90.3%), and previous professional experience (80.6%) showing up as the top skills and attributes for this job category.

The emphasis on the need for previous professional experience in all of these positions supports other research that suggests requiring an internship for students is an essential part of helping them in the job hunt. “I do count an internship as previous professional experience,” Weiss said. “Many newsrooms have reduced the number
of staff in their building, so interns may be gaining more hands-on, practical experience at the television station.”

Across the board, students need strong writing skills, need to know how to work in teams under pressure with tight deadlines—they must have web/multimedia skills such as experience writing for and posting to the web—and they need solid news judgment.

The authors hope to continue tracking the changes in job postings as the industry evolves. Tracking the specific types of web/multimedia skills that appear, grow, or diminish over time could help educators in developing their curricula.

Future research may include questioning the educators themselves about the skills and attributes emphasized in their current programs and their plans for the future. Comparing what the academy is promoting versus what the industry needs could help shed light on any insufficiencies in the curriculum and help educators better prepare their workforce-bound students.

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References


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Lynn C. Owens, a former television reporter, is an associate professor of communication at William Peace University. Her research is focused on newsroom best practices as well as racial diversity in the television newsroom.