

THE RADIO STATION MANAGER'S POSTURE TOWARD THE
RADIO/TV GRADUATE IN THE MIDWEST:
A RATING OF PERFORMANCE AND IMPORTANCE OF SELECTED ATTRIBUTES

by

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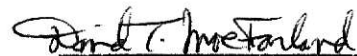
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CHAPTER I

INTRODUCTION

As early as 1947, there was concern over the relationship between the professional broadcaster and the student of broadcasting. Evidence of this fact is provided by an article authored by George C. Biggar, then station manager of WISC in Indianapolis, that offered "a brief discussion of criticisms that the industry has directed toward college-trained radio personnel."¹

That such concern still exists in the 1980s is apparent when the vice president for programming of the ABC Radio Division, Rick Sklar, states "a new collaboration between radio professionals and higher education is needed to better prepare students. . . . Much of the training they receive in their undergraduate studies is unrealistic."²

As recently as September 8, 1980, an advertisement in Broadcasting, the leading trade magazine of the industry, points to the problem once again. The ad, for the Broadcast Education Association, was directed to both broadcasters and educators. Its two-pronged headline (appendix A) proclaimed, "WHY DON'T SCHOOLS TEACH THEM WHAT IT'S REALLY LIKE OUT HERE?" and "DON'T BROADCASTERS UNDERSTAND WE HAVE TO EDUCATE THESE PEOPLE, TOO!"

Between the 1940s and the 1980s, research conducted in this area has uncovered differing views as to how well colleges teach radio/tv

broadcasting and as to whether a degree in broadcasting is even necessary.

One study, conducted from the Ball State University Center for Radio and Television, showed that "managers . . . have a positive attitude toward college education."³ Yet, in a survey of radio station managers conducted by Arbitron for the International Radio and Television Society, one can find the statement that "some respondents questioned the necessity for a communications degree."⁴

Such divergent views may merely reflect the changing nature of the radio industry or differing design approaches of past research, but no matter what reason is applied to the opposite results, the fact that they exist leaves a situation that has been perhaps best summed up by researcher Becky Conley when she stated, "It appears that the controversy over the value of an education in broadcasting remains unsolved."⁵

Thus, the need is apparent for still further study in the area of radio station manager attitude toward the radio/tv graduate. That is the subject of this research report.

Definition of Terms

Throughout this paper the term "radio/tv graduate" is used. It is perhaps the only term which could have different meanings for different readers. Therefore, for the purpose of this study, when "radio/tv graduate" is used, it will mean a graduate of a four-year college who has obtained a Bachelor's degree with broadcast emphasis.

Statement of the Research Questions

Most practitioners would agree that broadcasting is a dynamic industry. Change happens rapidly. What was standard procedure may become out-moded; what was radical may become common practice. It is in this context that this research takes another look at the relationship between the professional broadcaster and the student of broadcasting. More specifically, what is the attitude that the broadcaster has toward the radio/tv graduate within the context of a new decade? When hiring regular staff members, what attributes are rated most important by the radio manager? Does the radio/tv graduate perform well on those attributes mentioned as important by the manager? How important is a college degree with radio/tv emphasis as preparation for a career in the radio industry? How well are colleges preparing radio/tv graduates for employment in the radio industry? What can the radio/tv graduate do to better prepare himself for a career in the radio industry?

Finally, questions such as the manager's age, education, years as station manager, size of staff managed, contact with educational facilities, and length of time they have employed radio/tv graduates need to be asked to determine if the individual manager's views are affected by these different variables, or if instead there is an industry-wide posture toward the student of broadcasting.

Some of these questions have been asked before, but they need to be asked again to concur with or refute past studies and more importantly, to update the current manager attitude.

Scope and Limitations of the Research

This research paper will begin to answer the preceeding questions by conducting a survey of commercial radio station managers in the Midwest. While a nationwide survey was originally considered, economic and time factors dictated the study be conducted in the nearest geographic region.

The scope of this research has also been limited in the following ways: first, the research area has been limited to radio broadcasting only, as this is the area of the author's background and interest.

Second, while every attempt has been made to consult studies back to the early days of radio, the author feels much of this earlier research will suffer from the lapse of time and changes that have occurred in the radio industry. Most comparisons to other studies will be drawn from those in the mid-1970s. The accuracy and relevancy for the 1980s of such studies should be less questionable.

Third, this study deals only with manager attitudes toward the radio/tv graduate and does not attempt to delve into related areas such as radio/tv curricula, job availability for the radio/tv graduate, or other associated areas.

Finally, having seen the problem in question from the eyes of a radio/tv graduate, radio station manager, and educator, the author hopes to bring a unique perspective to the outcome of this study perhaps not seen by other researchers who approach the problem from one specific viewpoint.

Contribution of this Study
To Mass Communications

Any body of research that attempts to update and reflect the current nature of one aspect of that industry will necessarily add to the total sum of knowledge we have about that industry. In the normally transient business of the broadcasting industry, personnel move around, technologies move forward, formats come and go, and certainly the management philosophy or attitude changes too. And it is important that we know and understand the thinking of the key person (the radio manager) in an industry of relatively small staffs and few management personnel.

If this study gives an accurate reflection of the manager's attitude toward the broadcasting graduate, it will offer useful information for the manager, the radio/tv graduate, the broadcast instructor, and for those interested in the study of mass communications in general.

The radio manager will be able to compare his attitudes with those of his peers. This insight offers him an opportunity to judge his opinions as compared to the rest of the Midwest; to reflect on an industry-wide posture, if such a feeling exists.

The radio/tv student, who will shortly be trying to enter this industry, will be able to get a feeling for the reception that awaits his arrival in commercial broadcasting. The graduate will gain a clear picture of how his potential employer views him and what attributes are deemed important by the manager. The student can see if his personal qualifications measure up to those that station managers view most positively.

The broadcast professor, upon reflection, will be able to judge

his teaching philosophy with what the industry is looking for from a student. Some may find it time to re-evaluate the courses and programs that comprise their broadcast curriculum; others may find their current teaching meets the professional broadcaster specifications. This study may also show that the attitude of the manager toward education in general is influenced by the amount of communication and contact maintained between the broadcaster and the educator.

The wealth of knowledge and information that exists for many areas of study has not yet been accumulated in the young discipline of mass communications. This study will offer another set of data for future scholars to study, peruse, conjecture over, reflect on, quote, and argue about.

FOOTNOTES

¹George C. Biggar, "What The Radio Station Manager Expects of the College," Quarterly Journal of Speech 33 (1947): 196.

²"Collaboration Needed Between Radio Professionals and Educators," The Media Report VII (May 26, 1980): 2.

³Darrell E. Wible. The Indiana Report: What 320 Broadcasters Think About Radio and TV Academic Programs in Higher Education (Bethesda, Md.: ERIC Document Reproduction Service, ED 112 844, 1975), p. 56.

⁴International Radio and Television Society, "IRTS 1979/1980 Broadcaster Survey," New York, 1980. (Mimeographed.)

⁵Becky Conley, "TV Station Employment Practices in Florida: How Does the Broadcasting Graduate Fare?" (Master's thesis, University of Florida, 1979), p. 4.

CHAPTER II

REVIEW OF THE LITERATURE

Unlike some areas of research about which numerous volumes have already been written, because of the nature of this topic no books exist on the subject. However, the topic of radio station manager attitude toward the radio/tv graduate has been the subject of some discussion, in one form or another, from radio's adolescence in the 1940s to the present. Thus, there is a small body of periodical literature which can be examined for precedents to this study.

This literature review has been organized chronologically. While it may seem that some periods receive less than their due, the articles listed for each period reflects the amount of pertinent research being done on this subject at the time, to the best of the author's knowledge.

One will quickly note that the works having the most bearing on this current study were published during the mid-1970s. As has been previously mentioned, it is this period from the mid-1970s to the present that suffers least from the lapse of time, and accordingly this span should be allocated the most attention in this review by the reader.

Studies Prior to 1950

During the pre-1950 period, only one really pertinent study of

radio manager attitude toward the radio/tv graduate emerged. Authored by Biggar,¹ an Indianapolis broadcaster, this impressionist study was directed primarily to the educator. However, the work was based on personal observation and consultation with other professional broadcasters on attitudes toward the student of broadcasting.

Broadcast students were criticized in Biggar's article for having too much theoretical background. Professional broadcasters complained of having to retrain college people on the practical, everyday problems encountered in radio. Instructors were also criticized for not having radio station experience.

The study showed that most managers, in looking for employees, seek those with some experience. A background in small market radio was preferred as offering the best all-around training. The study further pointed out that most managers do not look to colleges when recruiting new help. Those qualities looked for included: talent and showmanship, personality, stability, ability to take direction, responsibility, ability to get along with people, and a love for radio. The managers stressed the fact that new employees would not start at a large salary and might have to do jobs considered "below" a college graduate.

Those areas deemed important for broadcasting students to study were: history of broadcasting, FCC rules and regulations, general knowledge of station operations, and laboratory work that included college or commercial radio experience.

While the Biggar article was based on observations of a relatively small group of industry practitioners, and could be labeled rather

unscientific, it did begin to point out some areas of concern even during these early days of the radio industry and apparently did reflect the situation at the time.

Studies from 1950 to 1959

"The majority of radio jobs call for high general qualifications and special skills and knowledge. College background is increasingly demanded."² This conclusion was included in one study conducted in 1950 mainly concerned with categorizing the various job opportunities in radio at the time. While purposely excluded from this review as not being relevant, the above statement did seem worth mentioning as a prelude to the studies of this 1950s period.

Linton and Hyden,³ in 1958, conducted a vocational survey of broadcasting. This study is important to the present research in that it was conducted in the Midwest region and it did begin to explore the manager attitude toward college trained personnel.

The Linton and Hyden study was conducted with questionnaires mailed to 316 radio and television station managers in five Midwest states. A total response rate of 19% included 47 replies from 268 radio station managers queried.

The study found that the greatest demand for new, non-engineering personnel was in the area of sales, and then announcing. In this section of the survey, the managers were asked to express their attitude toward the value of small station experience. Eighty-three percent felt it was of "much" help. Most of the managers expressed the opinion that it was a good experience because beginners would learn many different aspects of the broadcast business at a small station.

The survey asked how many employees at the various stations had college degrees. Approximately one-third responded affirmatively; however, they also indicated, in most cases, that the degree was not a job requirement. This section of the study asked the managers to express their opinions about the value of a college degree in the broadcast profession.

In general, there was an expression of approval toward college training; however, there were also several specific complaints. The broadcasters felt that too little attention was put on the commercial side of the business, that too much theory was taught, that students needed a liberal education, that too much teaching concerned the "big-time," and, from only a few, that instructors didn't know their jobs.

Linton and Hyden, in their conclusions, cautioned about generalizing their responses; however, they did feel the response offered important indications of opinions held by professionals who might, or of more concern, might not hire future radio/tv graduates.

In 1959, Guback⁴ conducted a study of employment practices and educational preparation in broadcasting, in cooperation with the Illinois Broadcasters' Association. Questionnaires were mailed to managers, presidents, and owners of commercial radio and television stations in Illinois, Indiana, Wisconsin and Iowa.

Of the 191 surveys mailed, over one-half were mailed in Illinois. About 42% of the Illinois stations responded; while there was about a 34% average return from the other states. Because Guback felt the response from the other states matched that from Illinois, the figures used in the study reflect only the Illinois responses in most cases.

The survey attempted to determine what broadcasters felt was

important when hiring non-technical people and what types of educational background are important for careers in broadcasting.

To determine whether or not a college degree is important in broadcasting, Guback had the respondents select their top three preferences of a background from a list of seven. "A college degree with commercial broadcasting experience" was found to be the preferred background. "No degree and commercial broadcasting experience" and "a college degree with educational broadcasting experience" were the other top selections.

Guback suggested the college degree does offer an advantage to the student of broadcasting, based on the difference between the ranked scores of "commercial broadcasting experience" with and without "a college degree." However, "educational broadcasting experience" ranked quite low.

Other areas of the study reported which broadcast courses are important for various job categories, that previous experience is important, that internships are somewhat important, and pointed to the differences between the radio and television media, regarding different types of preparation and education deemed desirable for each.

In his summary, Guback cautioned that his conclusions were drawn from what the broadcasters said, which is not necessarily the way they would actually hire.

Studies from 1960 to 1969

The Association for Professional Broadcasting Education and the National Association of Broadcasters,⁵ during late 1959 and early 1960, sponsored an ambitious effort in broadcast research. Essentially an

employment study, its purpose was to provide information on the educational background and job history of people in broadcasting and to provide information on the employment problems and educational needs of the industry at that time.

During January 1960, questionnaires were sent to 6,000 people in broadcasting including general managers, current employees, and former employees in both radio and television. Out of 2,345 replies, 368 were from radio/tv managers. While the entire study spawned several articles discussing its various aspects of research, only the section concerning management is further outlined here.

Five hundred questionnaires were sent to radio general managers, with 40.2% responding. One of the greatest problems expressed in the study was finding qualified people for employment in the industry. By qualified, most managers meant "experienced" or at least "adequately educated in radio/tv." Seventy percent of the radio managers had "great" or "some" difficulty in finding sales people. News personnel, continuity writers and announcers were also reported as hard to find.

The solution to this scarcity of personnel, according to the managers, was partly the responsibility of schools that teach radio/tv courses in providing adequately trained people. To do so, the managers felt changes must be made in the courses taught. They felt more emphasis was needed on the economics of radio and less emphasis on the glamour and artistic side of the industry. The managers felt schools prepared students only for the large markets and network type jobs rather than small stations.

In criticizing the students of broadcasting directly, the survey

showed that managers felt they lacked knowledge of the industry, that they wanted to start at the top without putting in any work, and that they were too enamored with the glamour of the industry.

While the managers suggested that educational institutions revise their courses, modernize their techniques, and emphasize the business end of broadcasting, some also felt they should institute scholarships at educational facilities, encourage on-the-job training, and perhaps establish a national or state employment service.

Further findings showed that broadcasters did not work closely with the colleges, with the exception of internship programs. About one-third of the radio stations provided an intern or in-service training program. Only 14.4% offered scholarships, 6.5% offered foundation support, and 27.4% offered teaching help at local colleges.

This portion of the APBE-NAB study sheds some further light on the manager's attitude toward the radio/tv graduate and offers some management opinions on ways to begin to correct those shortcomings that have been mentioned which should be noted.

One study in the mid-1960s took a "reversed" look at the situation and sought to find out the radio/tv graduate's attitude toward the radio manager. Among other things the survey revealed, "the radio-television graduate believes that management considers nonacademic experience the most important hiring criterion, with a college degree (regardless of major) an important but secondary consideration."⁶

Although not included in this review, the thorough historian should consult the Journal of Broadcasting during this 1960s period. Several rhetorical articles appeared that debated in general terms the

relationship between the broadcaster and the educator, and if nothing else, accented the general suspicion that seems to exist between the two groups.

Studies from 1970 to 1979

In 1970, Higbee⁷ conducted a survey of 310 radio and television executives in the Rocky Mountain region of the United States. The mail questionnaire was designed to find out the managers' attitudes toward educational and experience backgrounds and determine which ones would be desirable for a career in broadcasting. Two hundred and fifty questionnaires were directed to radio executives. The total response rate was 51%, resulting in 113 usable radio questionnaires.

The study found that nearly 75% of the broadcasters believed persons entering the industry should earn a college degree; approximately 50% felt the degree should be in radio/tv. Most of the executives stressed "practical experience," with 48.5% recommending a college degree with on-the-job training.

The belief that too many radio/tv courses were too theoretical was prominent, as was the realization of a need for better cooperation between broadcasters and educators.

The balance of the Higbee study concerned personal information regarding the broadcast executive which was compared with similar information gathered during the APBE-NAB survey.

All of the studies identified to this point were conducted ten years ago or more. The author believes that more recent studies are of greater relevance because they more accurately reflect broadcasting as it exists today and modern attitudes held by radio managers. Accordingly,

the remaining studies mentioned in this review should be read with this note in mind.

In 1974, Jacobs,⁸ while an instructor at Michigan State University, conducted a survey titled, "The Hiring of College Broadcasting Students, Women, and Racial Minorities: An Attitudinal Study of Commercial Radio Station Managers in the United States." The study was sponsored by the National Association of Broadcasters and Jacobs was assisted by Abel, also an instructor at Michigan State.

Jacobs sent questionnaires to 1,168 radio station managers randomly drawn from the 1974 Broadcasting Yearbook. He received responses from 869 managers, or 74.5%.

The main portion of the questionnaire was a Likert-type scale utilizing five points. Other questions concerned salaries, demographics, and one open-ended question. Although Jacobs' study covered many areas including attitudes toward women and minorities, the most relevant parts of his study to the current research concerned job qualifications and attitudes toward college students entering broadcasting.

The survey found that about 50% of the managers expressed an unfavorable attitude toward college broadcasting students; about 63% felt broadcasting students didn't understand commercial broadcasting; and about 45% felt colleges didn't adequately prepare students for a career in radio. His findings showed that radio broadcasting is not a lucrative career and that experience is the best job qualification, but a college degree is helpful too.

In explaining some deficiencies of the study, Jacobs pointed out that he covered several different areas, perhaps too many, rather than tackling one specific aspect; that the study was merely an opinion

survey at one specific time; that he did not ascertain why the managers held such attitudes; and that the reader should not take his findings as a condemnation of all radio/tv departments or of all broadcasting students.

As Jacobs suggested in his conclusions, his was an initial study that would need later updating. He suggested that later replication could show changes or continuity in attitudes and perhaps answer some of the unanswered questions.

In September of 1974, Taylor,⁹ an associate professor at Houston Baptist University, conducted a survey of 272 radio station managers randomly selected from that year's Broadcasting Yearbook. His study also included a sample of television managers and college educators, but those sections are not of importance to this research. His study achieved a response rate of 30.5%.

In trying to assess the importance of a college education in getting a job in the radio industry, Taylor's study showed that over half the managers felt a college degree was helpful, but only 14.2% would give a salary preference to the holder of a radio/tv degree rather than any other major. Most managers felt that industry situations could not be duplicated in the college classroom and that practical experience was more important than a college education.

In assessing the adequacy of college training for broadcasting employment, only in the area of news did more than half the managers feel that the college graduate was adequately prepared, and those station managers who themselves had a college degree in broadcasting were most critical of the radio/tv graduates' preparation. Over 75% of the managers

felt they must retrain radio/tv graduates "always" or "most of the time."

The Taylor study found that over 60% of the respondents felt educators could not hold commercial radio jobs and needed to be better informed about current trends in the industry. About one-third (30%) felt educators were doing as well as possible in the college atmosphere. Over 50% of the managers favored a business approach to teaching broadcasting rather than the production-performance type approach usually taken.

Although his findings generally condemned the field, Taylor cautioned that specific radio/tv departments might be doing an excellent job in this area.

While the Taylor study is generally sound research, the author is concerned with the relatively small response rate. With only 30% responding, about 80 station managers are involved. Caution should be taken against making general statements about the whole industry from such a small sample, especially when broken down further for specific comparisons.

Weiser,¹⁰ from Kent State University, delivered a paper concerning broadcasters' opinions toward radio/tv curricula to the annual meeting of the National Association of Educational Broadcasters in 1975. Beginning with the viewpoint that broadcast education is preparing students for some phase of professional broadcasting and that the industry constantly changes (thus demanding frequent examination), the purpose of his paper was to investigate the professional broadcaster's attitude toward radio/tv education at the college level.

During the fall and winter of 1974-75, Weiser surveyed 25% of

the 266 commercial radio stations and 34 commercial television stations in Ohio, as listed in Broadcasting Yearbook. The questionnaires were directed to decision-making personnel, mostly managers. In addition to the mail survey, Weiser conducted some personal interviews. Out of a total 73% response rate, there were 49 radio respondents, or about three-fourths of all radio managers queried.

Most of the survey consisted of rating items on a one (most important) to five (least important) scale. Part one rated courses in general education as to their importance in career preparation. Part two rated skill items within radio/tv courses. Part three rated skill items within extra-curricular activities. The value of a college education was rated in part four, and part five was comprised of additional comments.

The findings showed, in the area of broadcasting, "knowledge of sales," "broadcast journalism," "broadcast law," and "management" all rated high scores. Actual skills deemed important by the managers included: "sales," "performance," "board operation," and "production." Skills obtained outside the classroom which were desirable were "board experience," "studio production," "news reporting," and "sales."

When asked by Weiser how important a radio/tv degree was for the industry, 75% of the managers felt it was "essential" or "desirable." Those qualities that the broadcasters looked for in a job applicant most often were: "experience," "personality," "neat appearance," "attitude," and "ability to communicate effectively."

In his summary, Weiser suggests his report doesn't reveal much that is new; however, it does seem to conflict with the findings of some of the other research conducted at the same time. Weiser also suggests

that a continuing approach be taken to assess the dynamics of the broadcast industry, with which this author concurs.

In 1975, Wible,¹¹ at the Ball State University Center for Radio and Television, conducted a survey of 70 Indiana radio and television station managers and 250 college-educated employees to ascertain their attitudes about the quality of radio/tv education programs. Both mail questionnaires and personal interviews were utilized to gather the data.

The need for such a study, and for this specific study, was acknowledged by the Indiana Broadcasters Association, who helped to sponsor it. The selected managers were given a choice of participation or non-participation prior to the actual survey. The radio managers responding were grouped according to staff size. The study consisted of several sections, including personal data about the respondents, attitudes about college-educated employees, listing of job positions and salaries, ranking of academic courses, and similar information from the employees chosen.

Of most interest to this author's research was the section about the radio manager's attitudes and opinions toward college graduates. In brief, Wible found that given five characteristics to consider when hiring a new employee, "responsibility/attitude" was overwhelmingly the first choice and "education" was a distant last choice. In rating their college-educated employees, managers ranked college graduates "fair" to "poor" in the areas of sales and knowledge of FCC rules.

In general, manager reaction to radio/tv courses was favorable. The study did show that managers and college instructors had relatively little contact with each other. Recommendations for improving college

graduates included: "paid teaching by professional broadcasters," "more emphasis on commercial experience," and "required internship programs."

The Indiana study is detailed, thorough research. It offers insight into several areas of the attitudes of the professional broadcaster. Perhaps its only fault is the fact that the study is a localized study of one particular region. Its results, while revealing, can be generalized only so far and then with due caution.

In 1976, Oliver and Haynes¹² conducted a mail survey of commercial television and radio station managers randomly drawn from Broadcasting Yearbook 1976. The questionnaire utilized a five point scale, one (strongly agree) to five (strongly disagree), and asked for manager response to questions primarily concerned with the broadcast curriculum. From a total sample of 504, half of which were directed to radio managers, 292 usable questionnaires were returned for a response rate of 57.9%.

Using a factor analysis technique, three significant factors were found. The first, "commercial orientation," indicated that the managers were unhappy with the present broadcast education program. The managers primarily found the teaching unrealistic as training for the industry. The second factor, "industry involvement," indicated that the managers felt a need for a better cooperation between the broadcasters and the educators. And the third factor, "production skills," indicated that the managers preferred more emphasis on production and operations of radio (and television).

Oliver and Haynes' conclusions were directed as recommendations to the educator of broadcasting students and included the following

**THIS BOOK
CONTAINS
NUMEROUS PAGES
WITH THE ORIGINAL
PRINTING BEING
SKEWED
DIFFERENTLY FROM
THE TOP OF THE
PAGE TO THE
BOTTOM.**

**THIS IS AS RECEIVED
FROM THE
CUSTOMER.**

suggestions: place more emphasis on the practical side of broadcasting; maintain more contact with commercial broadcasters; hire instructors with a commercial broadcasting background; and utilize internship programs whenever possible.

The study also found that the radio and television managers had similar attitudes; however, market size, geographic region and educational levels of the managers did affect their attitudes toward the broadcast curriculum in some areas.

In general, the Oliver and Haynes study showed that broadcasters do not have a high opinion of broadcast education even though they do continue to hire radio/tv graduates.

Conley,¹³ for her Master's thesis, conducted a survey of employment practices among Florida television stations which included some attitudinal factors toward the broadcasting graduate. Although other studies directed just to the television medium have been excluded from this review, the author chooses to include this one because of its recency, and because some of the author's attitude questions were based on material from the 1979 study.

To gather her data, Conley conducted personal interviews at about 30 commercial television stations in Florida. This comprised the entire TV market in Florida and through some follow-up mailings, she was able to get 100% representation.

The study was designed to determine the kinds of jobs broadcasters prefer to hire radio/tv graduates for and what educational background the broadcaster prefers.

The study found that managers rate "experience" most important over "educational" or "personal qualifications." Overall, the managers

prefer a radio/tv major; specifically, radio/tv graduates are preferred for "production" and "programming" jobs.

Most managers prefer to hire a "broadcast graduate with experience." The one ability that managers felt broadcast graduates lacked was "knowledge of the business end of broadcasting."

In assessing how well colleges were preparing students for the industry, most managers felt broadcast education either does a "fair" (47%) job or prepares them "well" (35%).

Studies During the 1980s

The most recent study in the area of manager attitude toward the radio/tv graduate, to the author's knowledge, is the 1979/1980 IRTS Broadcaster Survey which is outlined in some detail below.

The International Radio and Television Society¹⁴ sponsored a survey conducted by Arbitron Radio entitled, "IRTS 1979/1980 Broadcaster Survey." Questionnaires were mailed to 425 station managers from Arbitron's listing of radio stations. A response rate of 32% yielded 136 replies.

The findings indicate that 33% of the stations surveyed look outside their organizations when a job opening occurs and 79% of the managers said they seek "persons with previous professional broadcast experience." At the radio stations surveyed, job openings occur most often in sales, announcing, and news; least often in production, traffic and engineering.

In ranking the qualifications of communications majors for several broadcast job categories, in every instance but one, less than 50% of the managers felt the students were "well qualified." Most respondents rated the broadcast student as "poorly qualified" or even "unqualified."

In another area of the study, almost two-thirds of the stations

have an intern program and only 20% of those stations which do not have such a program would not consider creating one.

Comments from the broadcasters participating in the IRTS survey stressed "more internships, more on-the-job training," "more practical, less theoretical schooling," and "more emphasis on sales and the business side of broadcasting. . . ."

Several comments dealt with the poor attitude of the college radio/tv student, such as "not dedicated enough," and "unable to deal effectively with people."

The study also found a need for "tighter liaison between colleges and local broadcasters." Some managers questioned the need for a radio/tv degree for a broadcasting career.

The IRTS study represents the latest in this area and has been published in the trade magazines; however, this author finds three shortcomings of the study.

First, as admitted by Stephen Labunski, executive director of IRTS, in a letter to this author, there may be a sample bias and "it probably occurs because the very smallest markets, which Arbitron doesn't survey, are not included."¹⁵ This would exclude the opinions of many smaller markets and may skew the results.

Second, the total response rate is quite small for a national survey and doesn't allow for generalizations from such slim data.

And third, those survey questions dealing with the ranking of students to job categories seems quite biased. The response choices were "well qualified, "poorly qualified, " and "unqualified." Given only one positive choice and two negative choices, one would expect the results

to be skewed toward the negative which is the case in this research.

Comments

The preceeding articles and studies uncovered in the literature review do not represent every source consulted by the author, but rather the material which has the most bearing on the current research. Although the author has made some comments throughout this review, a few general remarks based on the research to date in this area of manager attitude toward the radio/tv graduate seem in order.

The use of Broadcasting Yearbook as a source from which to select a sample is universally acceptable, as almost all previous research has utilized it in some fashion.

While the general topic has generated considerable interest over the past few years, it often appears only as part of research into related areas, such as curriculum revision, nonbroadcast media, or specific broadcast areas like sales or news. Not that much previous research has narrowed in on just the attitude area.

The need for further and continued research seems apparent. Several studies rely on relatively small total samples which become even more unreliable when broken down for specific comparisons; in putting importance on some of the older studies, we assume, perhaps incorrectly, the findings pertain to today's situation. Nationwide and localized studies have produced conflicting results. The graduate's view, the educator's view and the professional's view have all produced differing opinions on several similar topics.

It is this author's contention that earlier studies need corrobora-

tion, trends need clearer explanation, previously unanswered questions need answering, and the deficiencies of earlier research need rectifying.

FOOTNOTES

¹Biggar, pp. 196-201.

²Jack Gorden Bell, "A Survey of the Vocational Opportunities and Requirements in the Radio Broadcasting Industry" (Master's thesis, Occidental College, 1950), p. 176.

³Bruce A. Linton and Victor Hyden, Jr., "Broadcasting in the Midwest: A Vocational Survey," Journal of Broadcasting III (Winter 1958-59): 45-55.

⁴Thomas H. Guback, "Employment Practices and Educational Preparation for Broadcasting," Journal of Broadcasting IV (Spring, 1960): 144-153.

⁵James H. Hulbert, "An Introduction to the APBE-NAB Broadcasting Employment Study," Journal of Broadcasting VI (Spring, 1962): 163-168.

⁶Craig R. Halverson and Allen E. Koenig, "The College Graduate's View of the Broadcasting Labor Market," Journal of Broadcasting XII (Spring, 1967): 176.

⁷Arthur Leon Higbee, "A Survey of the Attitudes of Selected Radio and Television Broadcast Executives Toward the Educational Background and Experience Desirable for Broadcast Employees" (Ph.D. dissertation, Michigan State University, 1970).

⁸Frederick N. Jacobs, "The Hiring of College Broadcasting Students, Women, and Racial Minorities: An Attitudinal Study of Commercial Radio Station Managers in the United States," East Lansing: Michigan State University, 1974. (Mimeographed.)

⁹James S. Taylor, "Broadcast Education As Career Preparation--How Good Is It?," Central States Speech Journal 27 (Spring, 1976): 59-69.

¹⁰John C. Weiser. Radio/TV Programs: A Broadcaster's View. A Pilot Study (Bethesda, Md.: ERIC Document Reproduction Service, ED 116 639, 1975), pp. 1-23.

¹¹Wible, pp. 1-60.

¹²William J. Oliver and Richard B. Haynes, "What Radio and TV Managers Want in the Broadcast Curriculum," Communication Education 27 (September, 1978): 228-234.

¹³Conley, "TV Station Employment Practices in Florida."

¹⁴International Radio and Television Society, "IRTS Survey."

¹⁵Stephen B. Labunski, Executive Director, International Radio and Television Society, personal letter.

CHAPTER III

METHODOLOGY

The Research Design

To answer the research questions and ascertain the radio station manager's posture toward the radio/tv graduate, a cross-sectional descriptive survey was conducted utilizing a mail questionnaire.

The Sample

The sample was selected from the listing of radio stations in the 1980 edition of Broadcasting Yearbook. As was previously stated, the Midwest (being the author's nearest geographic region) was chosen over a nationwide survey in the interest of economic and time factors.

In determining which states would comprise the Midwest region, the author utilized that region previously defined in similar research by Fang and Gervai.¹ For the purpose of this study, therefore, the Midwest is designated as thirteen states: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, and Wisconsin.

From the listing for each of these states, all noncommercial stations were deleted. In addition, all stations which did not list a general or station manager were deleted. In those cases where an FM station was run by the management of its "sister" AM station, it was deleted. However, when an AM and FM station combination was clearly

listed as run by separate managers, both remained on the list.

The sampling frame was the remaining stations on this list, comprising approximately 1500 commercial radio stations in the Midwest states.

From this sampling frame, one-third of the stations was chosen utilizing a systematic sampling method. To insure randomness, the numbers "1," "2," and "3" were written on three index cards, thoroughly mixed, and one card selected. The number "1" was chosen and this indicated that the first station on the list was the starting point of the station selection. From this point on, every third station was selected counting through the entire list.

This technique yielded 482 stations. The managers of these selected stations comprised the survey sample. For tabulation purposes, throughout the entire survey process, each manager was given an identification number, from 0001 through 0482. An index card was typed for each sample member, that included the identification number, manager name, station name, and mailing address.

Construction of the Questionnaire

The limitations of a mail questionnaire: possible low response rate, prejudice against questionnaires, question limitations, item independence and impersonalization (as pointed out by Berdie and Anderson²) appeared to be outweighed by the advantages stated by Erdos:³ wider distribution, less bias, time-savings, cost-savings, and better chance of a truthful, thoughtful reply.

After consulting the past research in this area, the author drew upon his own experiences as both a radio station manager and radio/tv

graduate to devise the instrument used to conduct the current research. Suggestions from the author's colleagues and professional broadcasters in the field have been incorporated in the final survey form.

The questionnaire (appendix B) used in this research consisted of thirteen questions, all but two of which could be answered by checking an appropriate box on the survey form. The other two questions were open-ended. The questionnaire was administered via a single-fold, four-page booklet, measuring 8½" by 7", designed to conveniently fit in a No. 9 return envelope.

The final questionnaire was devised after a pre-test and included some changes from the original questionnaire which will be noted.

The opening question of the survey asked for the format of the respondent's radio station(s). It was deliberately chosen as an easy, noncontroversial question that would get the manager interested in and started on the survey. It was mainly designed to offer a descriptive analysis of the survey respondents. Originally written in the singular for the pre-test, it was changed to the plural for the final questionnaire to account for those respondents who manage both an AM and FM station with different formats.

Question two was added after the pre-test. It asks for the size of the staff at the respondent's station and was designed to provide another variable for cross tabulation analysis to determine if the manager's attitude might be affected by the size of the staff he directs. For the purpose of this research, only a full-time equivalency count was asked for, counting one for each full-time staff member and one-half for each part-time employee. These raw numbers were then grouped into

categories for comparison purposes.

Question three comprises part of the central core of this study. In this eleven-part question, respondents were asked to rate a list of attributes as to how important they felt each trait was for employees they might hire. In this case, engineering and clerical personnel were excluded because it was felt their jobs required very specific skills which would skew the overall results. This question was included to offer a rank order of importance for these selected attributes by computing a mean score for each trait which could be used in later comparisons. After the pre-test, one additional attribute ("general knowledge of your station's format type") was added. Elements of similar questions by Wible and Conley, who did previous research in this field (see chapter II), have been incorporated in the design of this question.

Question four asked respondents how long they had been a station manager. It was designed to offer another variable which would allow comparisons to be made between length of time as a manager and the attitudes of the manager.

The first open-ended question (question five) asked about the contact respondents had had with educational facilities during the past year. The pre-test showed some possible problem with interpretation of a blank answer, so it was decided to add a qualifying statement to the question. A simple yes/no statement was asked first to determine if the respondent did or did not have any contact with an educational facility; those that did were instructed to briefly describe it, those that did not were instructed to continue with the next question.

Questions six, seven, and eight, all derived out of one question

on the pre-test. It was originally thought that almost everyone would be able to answer a question rating the performance of a recent radio/tv graduate that they had hired. The pre-test proved that many managers had not hired a radio/tv graduate within the past five years. Because the original question did not offer a "no" response, another yes/no screening question was added (question six) which asked if the respondent had hired a radio/tv graduate within the past five years. If "yes" was indicated, the respondent was directed to answer questions seven and eight; if "no" was the response, the respondent was directed to continue the survey with question nine.

Question seven asked how long the manager had employed this radio/tv graduate. Originally an open-ended question, it was converted into a simple check-off question after the pre-test. The question was included to determine if the manager had employed the radio/tv graduate long enough to offer thoughtful response to question nine, which rated the graduate's performance. It also offered another variable which could be analyzed to see if it did or did not affect the manager's attitude toward the radio/tv graduate.

Question eight was designed as the counterpart to question three and involved a rating of the performance of the radio/tv graduate on the same attributes used in the earlier question on importance of attributes. Again, a mean score and ranking would be determined. The question, in concert with the earlier one, was designed to offer one measure of the manager's attitudes toward the radio/tv graduate, by comparing the two rankings.

Question nine asked how important the respondent felt a college degree with broadcast emphasis was for a career in radio. Question ten

asked the manager to rate how well colleges are preparing radio/tv graduates for employment in the radio industry. Both questions have been asked before in a similar manner, by researchers Jacobs and Weiser among others (see chapter II). However, these are important, direct attitude questions which were included to update and reflect the current feelings of radio managers.

The other open-ended question (question eleven) asked the manager how the graduate could better prepare himself for a career in the radio industry. Later analysis would allow construction of a rank-order list of the most common thoughts. Again, Jacobs asked the same question in his 1974 study.

Demographic data was obtained in the final two questions. Question twelve asked for the manager's age category, and question thirteen asked for his educational background. Both questions were designed to provide useful data for comparison of various survey results.

In addition to those changes already mentioned, there were some minor cosmetic changes between the original and final questionnaire which can be noted by comparing the two forms (appendix B and appendix D).

Each questionnaire was clearly stamped with the respondent's identification number on the front page. Other information included on the survey form was a return address in case their self-addressed envelope got lost and a suggested disclaimer provided by Kansas State University. The latter informed the respondent that the survey was being conducted under university guidelines, that their cooperation was voluntary and they should omit any questions which they feel invade their privacy, and that their confidentiality is guaranteed.

The Cover Letter

A cover letter (appendix C) was drafted following the ideas employed by Erdos.³ The letter included an "incentive" of two one-cent stamps which was designed as an introduction to the survey and as a token of the author's appreciation for taking part in the survey. The letter, reproduced on Kansas State University Department of Journalism and Mass Communication stationery, stated the purpose of the research; announced that the manager's name had been randomly selected; assured that the answers would be confidential; and made a plea for prompt return of the survey form.

The Pre-Test

A pre-test was utilized to determine the reliability of the questionnaire (appendix D) and the design of the entire survey. For the pre-test, a sample was selected only from the state of Kansas. The primary reason for this choice was for speed in administering the test; but a secondary one was the feeling that Kansas would be fairly representative of the entire geographic region.

Out of the listing of Kansas radio stations in the 1980 Broadcasting Yearbook, 26 were randomly selected using the same criteria devised for the actual survey.

On September 8, 1980, the pre-test survey was mailed. Each mailing included a cover letter, survey form and a stamped return envelope. The pre-test cover letter (appendix E) was identical to the actual cover letter except it contained one sentence asking for individual input about the survey through their comments.

Eighteen survey forms were returned for a response rate of 69.2%.

While this relatively high return rate generated optimistic feelings for the actual survey, it probably reflected the respondents proximity to and familiarity with Kansas State University.

To determine if the respondents had any problems with the survey form, other than those apparent from a review of their answers, telephone interviews were conducted as a follow-up to the survey. On September 17, 1980, eight of those who had returned the survey form and six of those who had not returned the form were called.

Each interview asked if the wording of any question made it difficult to answer; if there were anything about the survey that was unclear; if the incentive had any effects on their returning the survey; and if they had any additional comments. Overall there seemed to be no major problem with the design of the survey; however, some changes were incorporated as have been previously discussed.

The incentive, which was necessarily only a token, proved to be a very effective attention-getter and undoubtedly helped account for the high response rate.

The Mailings

A total of 482 questionnaires were mailed during the first mailing on September 27, 1980. Each mailing packet included a personally addressed cover letter with "incentive," a survey form stamped with identification number, and a stamped, self-addressed return envelope.

On October 6, 1980, a follow-up mailing was sent to all 482 members of the sample. This postcard mailing (appendix F) was both a reminder to those managers who had not returned the questionnaire to do so, and a thank you to those respondents who already had returned the

survey form.

A complete second mailing was administered on October 15, 1980. This mailing included a new cover letter (appendix G) generalized to the entire remaining sample, another survey form stamped with the identification number, and a self-addressed return envelope. The identification number was stamped in an opposite fashion from the first mailing for later tabulation purposes. The second mailing did not include the incentive or return postage for the questionnaire.

The final closing date for receipt of the questionnaire was October 24, 1980, about four weeks after the original mailing.

The Data Analysis

The data gathered by the above procedures was analyzed by computer with the "Statistical Package for the Social Sciences" (SPSS) and the "Statistical Analysis System" (SAS) utilizing frequencies, cross tabulation and t-test programs. The results of the analysis are presented in the remaining chapters of this paper.

FOOTNOTES

¹Irving E. Fang and Frank W. Gerval, "A Survey of Salaries and Hiring Preferences in Television News," Journal of Broadcasting XV (Fall, 1971): 433.

²John F. Anderson and Douglas R. Berdie, Questionnaires: Design and Use (Metuchen, N. J.: The Scarecrow Press, Inc., 1974), pp. 20-22.

³Paul L. Erdos, Professional Mail Surveys, with the assistance of Arthur J. Morgan (New York: McGraw-Hill Book Company, 1970), pp. 5-6.

⁴*Ibid.*, p. 103.

CHAPTER IV

RESULTS

Response to the Survey

Of the 482 survey forms mailed out, 358 usable questionnaires were returned for a response rate of 74.3%.

Four surveys (0.8%) were returned by the post office as undeliverable. Four uncompleted questionnaires were returned for various reasons, with the uncompleted surveys not counted as usable for the data analysis. A few returned surveys included additional letters expanding upon the respondent's answers and such notes have been incorporated in the results where pertinent.

Over half of the surveys (55.8%) were returned before the reminder mailing was initiated; 8.1% were returned after the reminder mailing, but before the second mailing, with the rest of the survey forms (10.4%) being returned after the second mailing. Based on their coded identification numbers, 7.3% of the survey forms were directly attributed to the second mailing.

Eight questionnaires (1.7%) were returned after the closing date for receiving the survey forms and were not included in this research.

A comparison was made to determine if the response to the survey from each state accurately reflected the total sample. No state appeared to be misrepresented among the respondents, as the percent of managers that actually did respond to the survey closely matched the percent of managers chosen from each state in the total sample.

That the sample represented the total population is obvious from the sample selection technique.

Description of the Sample

The respondents were asked several questions, such as age, educational background, and number of years they had been a station manager, among others. These were designed to offer a descriptive profile of the managers and to provide possible variables for comparative analysis.

Station Formats. From a list of common formats, the respondents were asked to select the format which best characterized their station(s). Table 1 shows the results with the category most often selected being "more than one format." The managers (29.6%) checking this category represent mainly those respondents who manage an AM and FM station with separate formats. However, some managers in the category merely checked two format choices to describe a single station. Other format categories selected most often included: "adult contemporary" (22.3%), "country" (15.6%), and "MOR" (12.3%).

Staff Size. Table 2 illustrates the staff size of the respondent's radio station(s). Each manager was asked to figure a full-time equivalency number for their staff size. To determine this figure, each full-time staff member was counted as "one" and each part-time employee was counted as "one-half." The raw numbers were then grouped in the categories shown for comparison purposes. One-third (33.2%) of the respondents indicated the staff they managed consisted of "10 to 14" employees, 20.1% indicated a staff size of "5 to 9" employees, and 14.0% indicated a staff size of "15 to 19" full-time equivalent persons.

TABLE 1
STATION FORMATS
n=358

Format	n	%*
Adult Contemporary	80	22.3
Country	56	15.6
MOR	44	12.3
Beautiful Music	14	3.9
Religious	14	3.9
AOR	13	3.6
Top 40	12	3.4
Mellow Rock	5	1.4
Ethnic	2	.6
Progressive Rock	1	.3
Jazz	1	.3
-----	---	---
More than One Format	106	29.6
Other	10	2.8
	<u>358</u>	<u>100.0</u>

*May not equal 100% on all tables due to computer rounding off

TABLE 2
STAFF SIZE
n=358

Staff Size	n	%
Less than 5	11	3.1
5 - 9	72	20.1
10 - 14	119	33.2
15 - 19	50	14.0
20 - 24	36	10.1
25 - 29	21	5.9
30 - 34	20	5.6
35 - 39	11	3.1
40 - 44	1	.3
45 - 49	3	.8
50 - 54	4	1.1
55 - 59	5	1.4
60+	5	1.4
-----	---	---
No Answer	5	1.4
	<u>358</u>	<u>100.0</u>

Number of Years as Manager. The managers were asked to indicate how long they had been a station manager; the results are indicated in table 3. While 38.8% of the respondents have been a station manager for "less than five" years, another 36.6% of the respondents have been managers for over ten years.

Manager's Age. As table 4 indicates, 38.5% of all respondents are in the "30's" age category. By utilizing the mean score of the total sample, the average age of the radio station manager responding to this survey was computed to be 37 years of age.

Manager's Educational Background. Each respondent was asked to indicate his educational background. Table 5 shows that 40.5% of the managers have a college degree and that 70.7% have "attended college" or are college graduates. Over half (55.9%) of the respondents have either obtained a college degree, have done some graduate work, or have obtained an advanced degree. Although no category was provided, a few managers wrote in that they had attended a broadcasting school in addition to the educational category that they had checked. Some managers specified they had a college degree with a radio/tv major, while some made a point of indicating they had some other major (although this was not of importance to this particular study). One manager in addition to checking one of the responses on the survey form, added, "plus many years of hard work in the industry. This is what grads need."

Importance Rating of Selected Attributes for Regular Staff Employees

One of the main thrusts of this research was to find out what importance radio managers attach to certain attributes such as, "attitude toward job," "knowledge of FCC rules," and "technical skills," when used

TABLE 3
NUMBER OF YEARS AS MANAGER
n=358

Years	n	%
Less than 5	139	38.8
5 - 10	88	24.6
11 - 15	48	13.4
16 - 20	35	9.8
21+	48	13.4
	358	100.0

TABLE 4
MANAGER'S AGE
n=358

Age	n	%
20s	39	10.9
30s	138	38.5
40s	91	25.4
50s	76	21.2
60s+	14	3.9
	358	100.0

TABLE 5
MANAGER'S EDUCATIONAL BACKGROUND
n=358

Education	n	%
Attended High School	6	1.7
High School Graduate	44	12.3
Attended College	108	30.2
College Graduate	145	40.5
Attended Graduate School	35	9.8
Master's Degree+	20	5.6
	358	100.0

as criteria for hiring regular staff employees (excluding engineering and clerical personnel). Using a scale of "one" ("very unimportant") to "five" ("very important"), the respondents rated each of the listed attributes, and table 6 shows the response for this section of the survey.

In three instances, over half the respondents rated an attribute "very important": "attitude toward job" (90.2%), "communication skills" (83.0%), and "basic educational skills" (51.7%). When the "very important" and "important" responses are combined, all but one attribute ("knowledge of business end of broadcasting") is so rated by over 60% of the respondents. However, that attribute was still rated "important" or "very important" by 47.8% of the managers.

For at least half of the attributes, a large number of managers feel the attribute is "neither important nor unimportant." Beside "knowledge of business end of broadcasting" (37.4%) previously mentioned, other attributes which fall in this category are: "knowledge of radio industry" (27.1%), "knowledge of FCC rules" (26.3%), "knowledge of station format" (26.0%), and "previous radio experience" (26.0%).

Table 7 shows the rank order of all attributes by mean score obtained for each one.

The respondents were given the opportunity to add any other attributes which they felt were important. Only 14.5% choose to do so, and the following responses are typical of those most frequently listed:

Ability to take and perform instructions as directed--
even if personally disagree.

Willingness to learn from other more experienced people.

Willingness to work as hard and as long as necessary to get
the job done.

Ability to get along with people.

TABLE 6
IMPORTANCE RATING OF SELECTED ATTRIBUTES FOR REGULAR STAFF EMPLOYEES
n=358*

Description of Attribute	Very Important		Neither Important Nor Unimportant		Unimportant		Very Unimportant	
	n	%	n	%	n	%	n	%
Technical skills	(115)	32.1	(180)	50.3	(43)	12.0	(11)	3.1
Knowledge of radio industry	(56)	15.6	(176)	49.2	(97)	27.1	(22)	6.1
Previous radio experience	(82)	22.9	(156)	43.6	(93)	26.0	(20)	5.6
Artistic and creative skills	(116)	32.4	(193)	53.9	(34)	9.5	(11)	3.1
Knowledge of FCC rules	(62)	17.3	(155)	43.3	(94)	26.3	(32)	8.9
Attitude toward job	(323)	90.2	(29)	8.1	(2)	0.6	.	.
Educational skills	(185)	51.7	(156)	43.6	(11)	3.1	.	.
Communication skills	(297)	83.0	(53)	14.8	(2)	0.6	(1)	0.3
Knowledge of business	(24)	6.7	(147)	41.1	(134)	37.4	(42)	11.7
Knowledge of station format	(93)	26.0	(129)	36.0	(93)	26.0	(29)	8.1
							(12)	3.4

*Table does not show "no answer"

TABLE 7
RANK ORDER OF IMPORTANCE RATING OF SELECTED ATTRIBUTES
FOR REGULAR STAFF EMPLOYEES

Description of Attribute	Mean Score
Attitude toward job	4.86
Communication skills	4.77
Educational skills	4.43
Artistic and creative skills	4.13
Technical skills	4.06
Previous radio experience	3.79
Knowledge of station format	3.72
Knowledge of radio industry	3.70
Knowledge of FCC rules	3.60
Knowledge of business	3.36

Good appearance (dress, grooming).

Community involvement.

Dependability.

Performance Rating of Radio/tv Graduate
Employees on Selected Attributes

Once the importance of the selected attributes had been determined, it was necessary to measure how well radio/tv graduates were performing on those same attributes to help determine the manager's attitude toward the radio/tv graduate. To do so, each respondent rated the performance of a recent radio/tv graduate on his staff, if any, using a scale of "one" ("poor") to "five" ("excellent").

Not every respondent answered this particular question of the survey. A qualifying question preceded it on the questionnaire asking whether the manager had hired a radio/tv graduate within the past five years. From the total sample (482), 67.6% responded "yes," while 32.1% answered "no." Those responding negatively were not included in the data analysis of this section, which accounts for the different "n" figure. Table 8 illustrates the outcome of this portion of the survey.

In relation to the above, those managers that had hired a radio/tv graduate within the past five years were also asked to indicate how long they had employed this graduate. The question was designed to be a check on the manager's rating of performance, to be sure they were making informed opinions. From the categories provided, 78.9% of the respondents indicated they had employed the radio/tv graduate that they rated for at least six months, giving this author the assurance that their answers were based on a sufficient amount of observation.

TABLE 8
PERFORMANCE RATING OF SELECTED ATTRIBUTES OF R/TV GRADUATE EMPLOYEES
n=242 *

Description of Attribute	Excellent		Good		Average		Fair		Poor	
	n	%	n	%	n	%	n	%	n	%
Technical skills	(46)	19.0	(103)	42.6	(55)	22.7	(20)	8.3	(2)	0.8
Knowledge of radio industry	(27)	11.2	(108)	44.6	(74)	30.6	(15)	6.2	(3)	1.2
Previous radio experience	(18)	7.4	(93)	34.3	(79)	32.6	(34)	14.0	(7)	2.9
Artistic and creative skills	(38)	15.7	(96)	39.7	(68)	28.1	(23)	9.5	(1)	0.4
Knowledge of FCC rules	(7)	2.9	(67)	27.7	(88)	36.4	(40)	16.5	(23)	9.5
Attitude toward job	(81)	33.5	(75)	31.0	(37)	15.3	(21)	8.7	(10)	4.1
Educational skills	(63)	26.0	(97)	40.1	(45)	18.6	(15)	6.2	(6)	2.5
Communication skills	(66)	27.3	(95)	39.3	(49)	20.2	(15)	6.2	(2)	0.8
Knowledge of business	(8)	3.3	(61)	25.2	(82)	33.9	(47)	19.4	(29)	12.0
Knowledge of station format	(30)	12.4	(79)	32.6	(66)	27.3	(37)	15.3	(14)	5.8

*Table does not show "no answer"

TABLE 9
RANK ORDER OF PERFORMANCE RATING OF SELECTED ATTRIBUTES
OF R/TV GRADUATE EMPLOYEES

Description of Attribute	Mean Score
Communication skills	3.67
Educational skills	3.61
Attitude toward job	3.59
Technical skills	3.51
Artistic and creative skills	3.41
Knowledge of radio industry	3.40
Knowledge of station format	3.11
Previous radio experience	3.03
Knowledge of FCC rules	2.77
Knowledge of business	2.70

**THIS BOOK
CONTAINS
NUMEROUS PAGES
WITH MULTIPLE
PENCIL AND/OR
PEN MARKS
THROUGHOUT THE
TEXT.**

**THIS IS THE BEST
IMAGE AVAILABLE.**

Over 60% of the respondents rated the radio/tv graduate's performance "excellent" or "good" in four instances: "communication skills" (66.6%), "basic educational skills" (66.1%), "attitude toward job" (64.5%), and "technical skills" (61.6%). Over 70% of the managers rated the performance of the radio/tv graduate "average" or above on all but two attributes, which were "knowledge of FCC rules" and "knowledge of business end of broadcasting."

A large group of managers rated the radio/tv graduates less than average for three attributes: "knowledge of business end of broadcasting," "knowledge of FCC rules," and "knowledge of station format." These attributes were rated only "fair" or "poor" by 31.4%, 26.0%, and 21.1% of the managers, respectively.

The rank order of performance of all the selected attributes is shown in table 9, with each attribute's mean score indicated.

There were a few "other" attributes mentioned by the managers reflecting the performance of the radio/tv graduate. Only 7.0% of the managers mentioned their own attributes in the space provided. The author has divided these responses into positive and negative attributes.

On the positive side, typical manager statements reflected that the radio/tv graduate's performance was good on:

Grooming, common sense, goals.

Loyalty.

However, on the negative side, some managers mentioned that radio/tv graduate's performance could be characterized by:

Laziness.

Most think they know it all.

Poor application of "radio graduate" book knowledge to actual commercial experience.

Poor awareness of how to prepare oneself to advance in the field after obtaining that first job.

The radio/tv graduate's "ability to get along with people" received both "excellent" and "poor" scores.

Importance of a College Degree with Radio/tv Emphasis

Table 10 indicates that half (49.5%) of the respondents feel a college degree with radio/tv emphasis is "important" or "very important" as career preparation for the radio industry. While this seems to bode well for the radio/tv graduate, 37.7% of the managers feel a radio/tv degree is "neither important nor unimportant."

A few respondents added comments which seem to enforce or qualify their response. Some who rated it "important" added "if good liberal arts basics [are] included," "if practical application and 'hands-on' experience [are included]," and "with good attitude [also]." One manager who rated such a college degree "very unimportant" added, "nothing replaces talent, desire, and willingness to listen and learn from successful broadcasters." Another who rated it "neither important nor unimportant" also added, "with [the] present curriculum."

How Well Colleges Prepare Radio/tv Graduates

The managers were asked to indicate how well they thought colleges were preparing radio/tv graduates for employment in the industry. Table 11 illustrates the management feeling toward broadcast education. Almost one-third (30.2%) of the managers feel college preparation is "average," while "excellent" or "good" ratings were given by only 25.4% of the

TABLE 10

IMPORTANCE OF A COLLEGE DEGREE WITH RADIO/TV EMPHASIS
n=358

Category	n	%
Very Important	44	12.3
Important	133	37.2
Neither Important Nor Unimportant	135	37.7
Unimportant	29	8.1
Very Unimportant	13	3.6
-----	---	---
No Answer	<u>4</u>	<u>1.1</u>
	358	100.0

TABLE 11

HOW ADEQUATE IS COLLEGE PREPARATION
OF RADIO/TV GRADUATES?
n=358

Category	n	%
Excellent	9	2.5
Good	82	22.9
Average	108	30.2
Fair	75	20.9
Poor	57	15.9
-----	---	---
No Answer	<u>27</u>	<u>7.5</u>
	358	100.0

respondents. College preparation was rated as "fair" or "poor" by 36.8% of the managers.

The rather large "no answer" figure obtained for this question is accounted for by many respondents who had not hired a radio/tv graduate within the past five years. Although they were asked to answer the question, many apparently chose not to do so, most stating something like, "I have no knowledge of this."

Although the question did not ask for comments, many respondents took the opportunity to add remarks in the margin of the questionnaire. Typical responses volunteered by the managers are listed below:

Only complaint I have on their education is college is the seemingly [sic] impression that jobs are easy to find and that the industry is a well paying one.

A good tape (aircheck) will get people the good jobs. People who communicate.

The reason I checked this one is because if all schools were like mine then the broadcasting departments really need help. [checked "fair"]

But I'm not sure they should do better than that. I'm a believer in basic L.A. education in undergraduate work. [checked "average"]

All taught to be managers--how many managers can you have?

Some in all categories.

Wide disparity between colleges and skills areas.

Contact with Educational Institutions

Another important aspect of this research was to determine if, during the past year, the managers had had contact with an educational institution which offered a college degree program with radio/tv emphasis. Respondents were first asked to indicate if they had or had not had contact with an educational institution. Those that answered affirmatively

were asked to describe the type of contact they had had in an open-ended question.

With four managers not responding, 200 (55.9%) responded "yes," and 154 (43.0%) responded "no" to having had contact with an educational facility.

Those managers who had had contact with an educational institution with a radio/tv program during the past year and who described such contact, were later grouped in categories based on the similarity of their descriptions.

Table 12 illustrates the categories and the number of respondents in each. Some respondents noted more than one type of educational contact; however, only the first item mentioned was utilized for tabulation purposes.

The most frequent response (30.5%) the managers provided concerned having hired employees or having sought employees from colleges. This category included interviewing at colleges, hiring college graduates for full or part-time jobs, contacting the placement office at colleges, seeking employees at colleges, and other similar responses.

A large number of managers merely listed the names of the colleges they had had contact with and were grouped with other managers that described some type of "general contact" (20.0%). "Contact through internship programs" was mentioned by 17.0% and "contact through guest lecturing" was mentioned by 15.0% of the managers.

The other categories of contact compiled from this question were: "serving in an advisory capacity" and "receiving mail information" from area colleges (usually a listing of recent graduates).

TABLE 12
CONTACT WITH EDUCATIONAL INSTITUTIONS
n=200

Type of Contact	n	%
Hiring or seeking employees	61	30.5
General contact	40	20.0
Internships	34	17.0
Lecture	30	15.0
Advisory basis	12	6.0
Mail information	7	3.5
-----	---	---
Other	12	6.0
No answer	4	2.0
	<u>200</u>	<u>100.0</u>

TABLE 13
HOW RADIO/TV GRADUATES CAN BETTER PREPARE
FOR A CAREER IN THE INDUSTRY
n=358

Category	n	%
Commercial experience	121	33.8
Knowledge of commercial industry	58	16.2
Sales background	33	9.2
Strong desire	24	6.7
Reading and writing skills	21	5.9
Liberal arts education	12	3.4
Start in small market	10	2.8
Learn to serve public-community	4	1.1
Specialize in one aspect of radio	3	0.8
-----	---	---
Other	19	5.3
No answer	53	14.8
	<u>358</u>	<u>100.0</u>

How Can Radio/tv Graduates Better Prepare
for a Career in the Industry?

One of the open-ended questions used in this research asked the managers how they felt radio/tv graduates could better prepare themselves for a career in the radio industry. As was previously mentioned, this type of question has been asked by other researchers, particularly Jacobs in his 1974 study. In the present study, the responses were grouped into the same categories that Jacobs used for comparison and analysis purposes.

The results of this categorization are given in table 13; the entire range of radio station manager comments to this question are presented verbatim in appendix H.

The advice most often given, by 33.8% of the respondents, was to gain some type of "commercial experience." This category included responses concerning internships, on-the-job training, workshops, and other type of commercial or practical experience. Typical responses were:

More hands on experience in commercial station to supplement classroom learning.

More actual handling of equipment--on air experience.

Do intern or part-time work at commercial stations. Meet and get to know professional broadcasters.

Actually working in radio, as opposed to reading about it.

On-the-job exposure at a commercial facility.

Closely related to commercial experience, many managers (16.2%) expressed a need to stress the "real world" of broadcasting, including the business side of radio. These responses were categorized under the heading "knowledge of commercial industry" and typical responses

included:

Better understanding of specific problems and business concerns in broadcasting.

By becoming more familiar with the reality of the business and less concerned with the theory.

More realistic conditions.

Teach them the facts about the real world--of payrolls.

Substitute "field work" for "theory" to learn what the "real" world of broadcasting is all about. . . .

Several broadcasters (9.2%) mentioned getting more emphasis on a "sales background." Response from one manager seemed to make the point succinctly, "learn the importance of sales . . . college people have a hard time understanding that we're supposed to make money."

"Strong desire" was another category that 6.7% of the responses fit into. This category included responses concerning a good attitude, hard work, and maturity. Typical statements were:

Understand radio/tv is a 24 hour--7 day business. Be willing to cooperate with station and others on staff.

Don't think because of a degree they know everything.

Taking the ego out of broadcasting and replace it with the mature handling of serious responsibilities.

Other categories included: "reading and writing skills" (5.9%), "liberal arts education" (0.8%) and "specialize in one aspect of radio" (0.8%). Typical responses in these categories included:

Learn to read.

Good liberal arts education, ability to communicate, practical experience.

Be prepared to work his way through small market radio to find out what is really involved.

"Other responses that didn't easily fit into the above categories

accounted for 5.3% of the respondents. The comments ranged from "don't know" to "just be themselves" to "stay out of the business. . . ."

About 15% of the managers chose not to answer this particular question, and thus offered no advice.

Significant Relations Between Selected Respondent Characteristics and Respondent Ratings

While investigating every possible factor for significant relationships was beyond the scope of this research, additional analysis using cross tabulations and t-tests sorted out some statistically significant relationships between various respondent characteristics and respondent ratings. The respondent characteristics selected were: "staff size," "years as station manager," "contact with educational institutions," "how long manager had employed radio/tv graduate," "age," "hired radio/tv graduate," and "educational background." The respondent ratings used in this analysis included: "importance rating of selected attributes for regular staff employees," "performance rating of radio/tv graduate employees on selected attributes," "importance of a college degree with radio/tv emphasis," and "how well colleges prepare radio/tv graduates." Table 14 illustrates the outcome of this analysis.

Selected Respondent Characteristics Analyzed on the Basis of Having Hired a Radio/tv Graduate. To determine whether the manager's hiring of a radio/tv graduate within the past five years had affected his attitude toward the radio/tv graduate, a t-test procedure was utilized. The mean scores between managers who had and had not hired a graduate were compared on how they rated "importance of selected attributes for regular staff members," "importance of a college degree with radio/tv emphasis," and

TABLE 14
SIGNIFICANT RELATIONS BETWEEN RESPONDENT CHARACTERISTICS AND RESPONDENT RATINGS

Respondent Characteristic	Respondent Rating	Level of Significance
Whether manager had/had not hired radio/tv graduate	Importance rating of "knowledge of business end of broadcasting"	.05 *
	Importance rating of "previous radio experience"	.001
	Rating importance of college degree with radio/tv emphasis	.01
	Rating of how well colleges prepare radio/tv graduates	.001
Whether manager had/had not had contact with educational institution	Importance rating of "previous radio experience"	.01
	Rating of college degree with radio/tv emphasis	.05
Educational background of manager	Rating of college degree with radio/tv emphasis	.001

* "p" value less than or equal to this figure

"how well colleges prepare radio/tv graduates."

"Knowledge of business end of broadcasting" was rated as "important" or "very important" by 50.0% of the managers who had hired a radio/tv graduate; and by 43.5% of the managers who had not. Similarly, "previous radio experience" was rated "important" or "very important" by 71.1% of the managers who had hired a radio/tv graduate, versus 57.3% of the managers who had not. These relationships were significant at the .05 and .001 level, respectively.

In assessing the importance of a college degree with broadcast emphasis, 57.5% of the managers who had hired a graduate rated such a degree "important" or "very important," while 33.0% who had not hired a radio/tv graduate gave the attribute an "important" or "very important" rating. This relationship was significant at the .01 level.

Whether the respondents had or had not hired a radio/tv graduate also affected how well the managers said colleges prepare radio/tv graduates for employment in the industry. While the overall rating of college preparation was quite low, 28.1% of those managers who had hired a graduate rated such preparation "good" or "excellent," but only 19.1% of the managers who had not hired a graduate gave the same ratings. This relationship was significant at the .001 level.

Selected Respondent Characteristics Analyzed on the Basis of
Manager Contact with Educational Institutions with Radio/tv Programs.

The same respondent ratings listed above were analyzed for significant relationships when paired with the respondent characteristic of whether the manager had had contact with an educational institution having a radio/tv program during the past year.

Of the managers who had had educational contact, 72.5% rated the importance of the attribute "previous radio experience" to be "important" or "very important," while 59.7% of the managers who had not had educational contact rated the attribute in the same manner. The level of significance for this relationship was .01.

A college degree with radio/tv emphasis was rated "important" or "very important" by 56.5% of the managers reporting some type of educational contact, but by only 41.6% of the respondents who had not had any such contact. Employing the t-test again, the level of significance was .05.

In assessing the performance rating of radio/tv graduate employees on the basis of educational contact, no significant relationships were found.

Other analyses. In another analysis, the respondent characteristics of "age," "educational background," "staff size," "how long manager had employed radio/tv graduate," and "years as station manager," were used in a cross tabulation with the respondent ratings of "importance of a college degree with radio/tv emphasis" and "how well colleges prepare radio/tv graduates." Only one statistically significant relationship was found in this analysis.

The educational background of the manager had an effect on his rating of importance of a college degree with radio/tv emphasis. The relationship was significant at the .001 level. The more education the manager had, the more likely he would rate such a degree as "important" or "very important." This is illustrated by the fact that of all the managers who had attended or graduated from high school, only 26.5% rated

the college degree with radio/tv emphasis "important" or "very important." Of the managers who attended college, 44.9% rated it "important" or "very important," as did 56.5% of the college graduate managers and 64.2% of the managers who had attended or graduated from graduate school.

CHAPTER V

RESULTS AND DISCUSSION

The previous research in the area of the radio station manager's attitude toward the radio/tv graduate seemed to indicate that most managers had a low opinion of the graduate and felt him poorly suited for the trade. On the other hand, the author felt that the graduate was "excellent" in all respects based on personal experiences with and impressions of the radio/tv graduate. Anticipating that this research would yield either the worst or the best, the results were neither. Unfortunately, there was no clear outcome; rather the findings were somewhere in between. These inconclusive results are unfortunate because the manager's attitude toward the radio/tv graduate is not yet clearly defined one way or the other. However, the author feels that the findings do show the radio/tv graduate in a more positive light than before and intuitively feels that managers have a better attitude toward the radio/tv graduate than previously. However, the reader may judge for himself what the radio station manager attitude toward the radio/tv graduate is after reflection on the remaining contents of this chapter.

Discussion of Findings

This research was conducted to ascertain the radio station manager's posture toward the radio/tv graduate. The exceptional response rate of

almost 75% is, most likely, indicative of three factors: first, as mentioned in the discussion of the pre-test, the respondents' familiarity with Kansas State University; second, the data-gathering methods employed in this particular research; and third, the apparent willingness of the respondents to participate in research on this topic, evidenced by the fact that over half of the replies were obtained before any follow-up mailings were initiated. The author is confident, based on this high response rate, that the findings are an accurate representation of the Midwest radio manager's attitudes. Reflection upon the answers to the several questions which were posed should provide insight into what attitude the broadcaster currently has toward the radio/tv graduate.

Among the simplest questions to categorize and tabulate were those concerning the manager's age, and educational background, among others designed to provide a descriptive profile of the respondents. Using the mode scores for particular questions, the "typical" Midwest radio manager is, most likely, in his 30s, a college graduate, and has been a station manager for less than five years. He likely manages a staff of ten to fourteen employees and manages a station that programs an "adult contemporary," "country," or "MOR" format.

Considering the station format, a nationwide survey conducted by the previously mentioned Jacobs found quite similar results. The most frequently selected formats in Jacobs' study were: "MOR," "variety," and "country." In 1974, when his study was conducted, the term "adult contemporary" was not in widespread use. Jacobs' term "MOR" most likely equals both "MOR" and "adult contemporary" as used in the current study. In addition, Jacobs used the term "variety" to signify those respondents

that marked more than one category. When considered in light of the above, the results obtained by both surveys are nearly duplicate.

Part of the main focus of this study was to determine what attributes are rated most important by the radio manager when hiring regular staff members. According to this study, the following attributes are the most important: "attitude toward job," "communication skills," "basic educational skills," "artistic and creative skills," and "technical skills." Over 80% of the radio managers rated each of these attributes "important" or "very important."

The above results seem to indicate that the broadcaster places more importance on a general educational background (such as a liberal arts education) than on specific broadcasting knowledge or skills. However, this seemingly contradicts the broadcaster's advice to the radio/tv graduate later in the survey, when the managers recommend "commercial experience" and "knowledge of the commercial industry" as the two most frequently mentioned ways to become better prepared for a career in the industry. A further contradictory finding is the fact that "previous radio experience," another attribute rated by the respondents, only reached the half-way point in rank order of importance. To the author's knowledge, there is nothing in the previous research nor in the present study which suggests a reason for this contradiction.

"Knowledge of business end of broadcasting" was the attribute rated least important, although almost half the managers rated it "important" or "very important." It was anticipated that this particular attribute would be rated higher, especially in light of past findings. The APBE-NAB study found that "managers felt that more attention should

be given to the economic side of the industry."¹ Oliver and Haynes found that managers wanted the broadcast curriculum to put more emphasis " . . . in production, sales, and the business aspects of broadcasting."² And the recent IRTS broadcaster survey found managers asking for " . . . more emphasis on sales and the business side of broadcasting in general."³ One possible reason for the low rating of this attribute in the present study is that the manager doesn't feel this is an attribute that can be taught, as can, say, "knowledge of FCC rules," but rather is one that must be gained through experience in the field. Another possibility is the potential of confusion over what constitutes the "business end of broadcasting." And a third possibility for the difference in results might be due to differences in the questionnaires used in the different studies. In any case, the low rating on this attribute does provide an area for further conjecture.

Having gained a knowledge of what attributes the managers felt were important, the study attempted to determine if the radio/tv graduate performed well on those same attributes mentioned as important by the manager. While the research showed that almost 80% of the managers rated the performance of the radio/tv graduate "average" or above for the same attributes listed most important by the managers, about two-thirds of the managers rated the radio/tv graduate's performance as "good" or "excellent." The best ratings the radio/tv graduate achieved were for these attributes: "communication skills," "basic educational skills," "attitude toward job," "technical skills," and "artistic and creative skills."

Although there is not an exact duplication, those attributes which

the managers rated most important were also those attributes on which the radio/tv graduate's performance was rated the highest.

In the eyes of the radio manager, there is room for improvement in the performance of the radio/tv graduate. The manager consistently rated the performance levels of the radio/tv graduate lower than the importance levels of the various attributes; however, a direct comparison between these two different measurements is not possible.

The author feels the study shows that the manager has a positive attitude toward the graduate based on his performance. Certainly this research gives a different picture from the IRTS study (see chapter II) which generally found the communications major "poorly qualified" or even "unqualified." While the manager leaves room for performance improvement, those attributes that the radio/tv graduate performs poorest on are also the lowest rated in order of importance by the managers.

This study also asked the managers how important they felt a college degree with radio/tv emphasis was as career preparation for the industry. Half (49.5%) of the managers felt such a college degree was "important" or "very important," while only 11.7% felt the degree was "unimportant" or "very unimportant." This can be taken as another positive statement on the manager's behalf toward the radio/tv graduate.

However, when the managers were asked how well colleges were preparing radio/tv graduates for employment in the industry, over one-third (36.8%) of the managers felt such college preparation was only "fair" or "poor." Over half (55.6%) of the managers gave an "average" or above rating to the question, but only 25.4% rated it "good" or

"excellent." The answers to these two questions seem to parallel much of the previous research which asked similar questions. In assessing the importance of a college degree with broadcasting emphasis, of the managers Weiser surveyed, "twenty percent declared a degree essential, fifty-five percent said desirable. . . ." ⁴ Taylor found " . . . that more than half of the station managers felt a college education was helpful in finding a job. . . ." ⁵ On the other hand, when considering how well colleges prepare the radio/tv graduate for employment in the industry, Taylor's study showed that managers felt "in general the recent college graduate isn't prepared to step right into a commercial broadcasting job. . . ." ⁶ The Jacobs study found that " . . . while less than half of the managers (45.5%) felt that colleges were not adequately preparing students for a radio career, another 36.4% were ambivalent and only 17.3% disagreed." ⁷ The author feels at least for these general statements, there has been little change in the manager attitude over the past five or six years, based on the above findings.

What can the radio/tv graduate do to better prepare himself for a career in the industry? Some type of advice to the radio/tv graduate was offered by 85% of the managers who responded to the survey. The most frequent response was to gain some "commercial experience" and was mentioned by a third of the managers. Using categories devised by Jacobs (see chapter II), other advice most often mentioned by the managers included: "knowledge of commercial industry," "sales background," "strong desire," and "reading and writing skills." The results from this study closely matched the results found by Jacobs with one notable exception. "Sales background," or gaining more emphasis in sales,

economic, financial and business aspects of broadcasting was mentioned by almost 10% of the respondents of the current study versus less than 3% in the Jacobs study. This moved this category from the sixth position on Jacobs' list to the third most often mentioned category on the present study. Again, this seems to contradict the previous rating the managers made on the importance of "knowledge of business end of broadcasting," and remains an unexplained area of the research.

Although the manager's responses on how students can better prepare for radio careers have been categorized for comparison and tabulation, the author often found it difficult to put a particular response into a specific category. Many responses seemed to overlap into other categories or included suggestions which could fit into more than one category. While such tabulation of responses does provide a useful overall view of how the manager feels the graduate can better prepare for a future in the industry, it would be wise for the radio/tv graduate to absorb and reflect on every suggestion that the professional broadcaster has offered.

The present study was interested in discovering which factors, if any, affect the manager's attitude toward the radio/tv graduate. Cross tabulation and t-test analysis was used to see if any significant relations existed between the various respondent characteristics and the respondent ratings of importance and performance.

During the past year, 55.9% of the managers surveyed had had some type of contact with an educational institution that offered a radio/tv program. And within the past five years, 67.6% of the managers had hired a radio/tv graduate. Whether the managers had or had not had any educational contact and whether the managers had or had not hired a radio/tv

graduate proved to be factors which could affect how they rated the importance of attributes and performance of those same attributes, and thus their attitude toward the radio/tv graduate. In fact, when comparing the mean score for each attribute, the higher score was always attained from those managers who had hired a radio/tv graduate and those managers who had had contact with an educational institution. Of course, only in those specific instances previously mentioned (see chapter IV) is the relationship statistically significant. However, the tendency seems to be there. Two-thirds (66.5%) of the managers who have hired a radio/tv graduate have also had contact with an educational facility, while only one-third (33.9%) who have not hired a graduate reported any educational contact.

In addition, 80.5% of the managers who had contact with an educational institution reported hiring a radio/tv graduate, while only 50.6% who had no educational contact reported hiring a radio/tv graduate. Furthermore, 57.5% of the managers who had hired a graduate felt a college degree with radio/tv emphasis was "important" or "very important," while only a third who had not hired a radio/tv graduate rated such a degree in this same manner.

Apparently, familiarity with either the individual (radio/tv graduate) or the institution (educational facility) breeds a more positive overall attitude. The only contradiction of this was that 24.5% of the managers who had had educational contact rated college preparation of the radio/tv graduates to be "good" or "excellent," while (unexpectedly), 26.6% of those that had had no contact gave the same ratings.

While the results above might be thought predictable, it is important

that the magnitude of some of the differences be noted, perhaps to become the starting point for additional study.

One other respondent characteristic, the manager's educational background, was found to affect the importance rating of a college degree with radio/tv emphasis to a significant level. Those managers with the higher educational level most often rated the degree "important" or "very important."

Recommendations

It was thought at the outset of this research project that the results would be useful to three groups: the radio managers, the radio/tv graduates, and the broadcast professors. Having been a manager and a radio/tv graduate already and anticipating being a broadcast instructor, the author offers these thoughts, not all of which are the direct result of the study reported above.

The radio station manager needs to understand that his current attitudes appear to be flavored by those that have been held by his peers in the industry in the not-too-distant past. A manager responding to the Linton and Hyden study in 1958 commented, "The situation would be much improved if the schools could make the student stations commercial and make them rise and fall on their own merits."⁸ A respondent to the current study said, "campus radio stations should be operated like commercial stations." Again, from the Linton and Hyden study, ". . . not enough practical work and instruction. Too much theory."⁹ And again, from the current research, "Teach less philosophy/theory, more practical elements." These are just a couple of examples of the many open-ended comments from this study (those in the manager's own words), which could

have just as easily been taken from studies done in the 40s and 50s and 60s. The author is suggesting that in rating the radio/tv graduate, the manager's attitude seems sometimes to be clouded by the "expected" stance of the industry. This research, however, was designed to "test" the manager, by first letting him define what was important and then comparing the radio/tv graduate's performance with those important attributes. While managers see room for improvement, overall they rate the radio/tv graduate as an "average" or more likely, better-than-average employee. And the manager also seems to contradict himself when he rates educational type attributes important, and then stresses the importance of practical experience. Perhaps it is time for the radio station manager to take a fresh look at his own views toward the radio/tv graduate and why he holds those views.

The radio/tv graduate needs to understand the overwhelming importance placed on the attribute, "attitude toward job" held by over 98% of the managers. Obviously, the radio/tv student should become proficient in those skills and gain that knowledge deemed most important by the managers, but he or she would also be wise to read all the suggestions for career preparation in the industry that the manager has offered in his own words.

The broadcast professor should note that this study seems to clearly point out the desirability (if not the necessity) of a broadcast curriculum that includes an internship program. In addition to strengthening the relations between the professor and the professional broadcaster, it would offer the commercial experience which the managers indicated was so desirable.

Suggestions for Further Studies

One area of this study which was intended to merely scratch the surface yet may have yielded the most fruit, was the area of manager contact with educational institutions. That such contact, or lack of it, can affect the manager's attitude seems to be true. Further study should look into this relationship in depth. Attempts could be made to further categorize what type of contact is made and perhaps discover who initiated the contact--the college or the broadcaster.

Finally, the author would be remiss if he didn't suggest further study into the manager's attitude toward the radio/tv graduate. As change occurs in technologies, in teaching, and in the industry itself, it seems likely that the manager's attitude will change on some or all of the factors studied in this research. Only continued research in this area will be able to ascertain the facts, and bring the broadcaster and the educator or radio/tv graduate closer to a mutual understanding of each other's needs.

FOOTNOTES

¹Hulbert, p. 166.

²Oliver and Haynes, p. 234.

³Int'l. R/TV Society, p. 3.

⁴Weiser, p. 14.

⁵Taylor, p. 60.

⁶Ibid., p. 69.

⁷"The Tough World Out There in Radio Careers," Broadcasting,
December 2, 1974, p. 28.

⁸Linton and Hyden, p. 53.

⁹Ibid.

APPENDIX A

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APPENDIX B

FINAL QUESTIONNAIRE



SURVEY FORM

GENERAL INSTRUCTIONS:

This is a survey of radio station managers. Either a pen or pencil may be used to complete this form. Most of the questions may be answered by simply placing an "x" in the appropriate box; a few questions ask for written-in answers.

1. What type of format best characterizes your station(s)?

☐ MOR	☐ Religious	☐ Adult Contemporary
☐ AOR	☐ Ethnic	☐ Beautiful Music
☐ Top 40	☐ Country	☐ Progressive Rock
☐ Jazz	☐ All News	☐ Other _____
☐ Classical	☐ Mellow Rock	(please specify)

2. Please indicate the staff size of your station(s): _____
(Count 1 for each full-time employee; 1/2 for each part-time employee)

3. Please use the rating scale below to indicate how important you feel each listed attribute is for regular staff employees you are likely to hire (excluding engineering and clerical):

5 Very Important
4 Important
3 Neither Important Nor Unimportant
2 Unimportant
1 Very Unimportant

	5	4	3	2	1
a. technical skills (ability to utilize broadcast equipment)	()	()	()	()	()
b. general knowledge of radio industry	()	()	()	()	()
c. previous radio experience (commercial, public or campus)	()	()	()	()	()
d. artistic and creative skills (talent)	()	()	()	()	()
e. general knowledge of FCC rules	()	()	()	()	()
f. attitude toward job (enthusiasm, initiative)	()	()	()	()	()
g. basic educational skills (ability to apply learning, reason out problems)	()	()	()	()	()
h. communication skills (ability to read, write and speak effectively)	()	()	()	()	()
i. general knowledge of business end of broadcasting	()	()	()	()	()
j. general knowledge of your station's format type	()	()	()	()	()
k. other _____	()	()	()	()	()

4. How many years have you been a station manager?

- ☐ less than 5
- ☐ 5 - 10
- ☐ 11 - 15
- ☐ 16 - 20
- ☐ 21 +

5. During the past year, have you had any type of contact with educational facilities which offer a college degree with radio/tv emphasis?

- ☐ YES, please answer Question 5a.
- ☐ NO, please continue with Question 6.

a. Briefly describe the contact you've had:

6. Have you hired a "radio/tv graduate" within the past 5 years?
"Radio/tv graduate" means a recent graduate, from a four year school, having a degree with broadcast emphasis.

- ☐ YES, please answer Questions 7 and 8.
- ☐ NO, please continue with Question 9.

7. How long has this "radio/tv graduate" been employed by you?

- ☐ less than 6 months
- ☐ 6 months - 1 year
- ☐ more than 1 year

8. Please use the rating scale below to describe the performance, as you've perceived it, of a "radio/tv graduate" you have hired within the past 5 years as a regular staff employee (excluding engineering and clerical):

5 Excellent
4 Good
3 Average
2 Fair
1 Poor

- | | 5 | 4 | 3 | 2 | 1 |
|--|-----|-----|-----|-----|-----|
| a. technical skills (ability to utilize broadcast equipment) | () | () | () | () | () |
| b. general knowledge of radio industry | () | () | () | () | () |
| c. previous radio experience (commercial, public or campus) | () | () | () | () | () |
| d. artistic and creative skills (talent) | () | () | () | () | () |
| e. general knowledge of FCC rules | () | () | () | () | () |
| f. attitude toward job (enthusiasm, initiative) | () | () | () | () | () |
| g. basic educational skills (ability to apply learning, reason out problems) | () | () | () | () | () |
| h. communication skills (ability to read, write and speak effectively) | () | () | () | () | () |
| i. general knowledge of business end of broadcasting | () | () | () | () | () |
| j. general knowledge of your station's format type | () | () | () | () | () |
| k. other _____ | () | () | () | () | () |

9. How important do you feel a college degree with radio/tv emphasis is as preparation for a career in the radio industry?

() Very Important
() Important
() Neither Important Nor Unimportant
() Unimportant
() Very Unimportant

10. How well are colleges preparing their radio/tv graduates for employment in the radio industry?

() Excellent
() Good
() Average
() Fair
() Poor

11. How do you feel radio/tv graduates can better prepare themselves for a career in the radio industry?
-
-

12. What is your age?

☐ 20's
☐ 30's
☐ 40's
☐ 50's
☐ 60's +

13. What is your educational background?

☐ Attended high school
☐ High school graduate
☐ Attended college
☐ College graduate
☐ Attended graduate school
☐ Masters degree +

THANK YOU.

Return survey form to:

Mr. David E. Reese, Department of Journalism and Mass Communications
104 Kedzie, Kansas State University, Manhattan, KS 66506

This survey is being conducted under guidelines established by Kansas State University. By cooperating, you will help provide answers to important questions; however, your participation is strictly voluntary. You should omit any questions which you feel unduly invade your privacy or which are otherwise offensive to you. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results.

APPENDIX C

COVER LETTER



Department of Journalism and
Mass Communications

Kedzie Hall
Manhattan, Kansas 66506
913-532-6890

September 29, 1980



I NEED YOUR 2¢ WORTH. And I'll pay you for it. Of course, the enclosed stamps are just a token of my appreciation.

As a graduate student at KSU, I'm conducting a survey among radio station managers in the Midwest. I have spent ten years as a professional broadcaster; over half of those managing a radio station. It is my sincere desire (and the purpose of the study) to find out how other managers feel about those persons entering our business through an academic route. The findings will give students guidance in career preparation; instructors insight into curriculum planning; and managers, such as yourself, reflection on industry-wide attitudes.

Your name appeared in a randomly selected sample. Your answers are very important to the accuracy of my research. It will only take a short time to answer the simple questions on the enclosed survey form and to return it in the stamped reply envelope.

Of course, all answers are confidential and will be used only in combination with those of other managers from all over the Midwest.

Please return the completed survey form at your earliest convenience. Thank you for your help.

Sincerely,

A handwritten signature in cursive script that reads 'David E. Reese'.

David E. Reese
Graduate Teaching Assistant

APPENDIX D

ORIGINAL QUESTIONNAIRE

SURVEY FORMGENERAL INSTRUCTIONS:

This is a survey of radio station managers. Either a pen or pencil may be used to complete this form. Most of the questions may be answered by simply placing an "x" in the appropriate box; a few questions ask for written-in answers.

1. What type of format best characterizes your station?

- | | |
|------------------------------------|---|
| ☐ MOR | ☐ Adult Contemporary |
| ☐ AOR | ☐ All News |
| ☐ Top 40 | ☐ Beautiful Music |
| ☐ Jazz | ☐ Progressive Rock |
| ☐ Religious | ☐ Mellow Rock |
| ☐ Ethnic | ☐ Classical |
| ☐ Country | ☐ Other _____ (please specify) |

2. Please use the rating scale below to indicate how important you feel each listed attribute is for regular staff employees you are likely to hire (excluding engineering and clerical).

5 Very Important -- 4 -- 3 Average Importance -- 2 -- 1 Not Important

- | | 5 | 4 | 3 | 2 | 1 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. technical skills (ability to utilize broadcast equipment) | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. general knowledge of radio industry | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. previous radio experience (commercial, public or campus) | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. artistic and creative skills (talent) | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. general knowledge of FCC rules | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. attitude toward job (enthusiasm, initiative) | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. basic educational skills (ability to apply learning, reason out problems) | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. communication skills (ability to read, write and speak effectively) | ☐ | ☐ | ☐ | ☐ | ☐ |
| i. general knowledge of business end of broadcasting | ☐ | ☐ | ☐ | ☐ | ☐ |
| j. other _____ | ☐ | ☐ | ☐ | ☐ | ☐ |

(more)

3. How many years have you been a station manager?

- () Less than 5
 () 5 - 10
 () 11 - 15
 () 16 - 20
 () 21+

4. Briefly describe the contact you've had during the past year with educational facilities which offer a college degree with radio/tv emphasis.

5. Please use the rating scale below to describe the performance, as you've perceived it, of a "radio/tv graduate" you have hired within the past five years as a regular staff employee (excluding engineering and clerical). "Radio/tv graduate" means a recent grad, from a 4-year degree school having a broadcast emphasis.

5 Excellent --- 4 --- 3 Average --- 2 --- 1 Poor

	5	4	3	2	1
a. technical skills (ability to utilize broadcast equipment)	()	()	()	()	()
b. general knowledge of radio industry	()	()	()	()	()
c. previous radio experience (commercial, public or campus)	()	()	()	()	()
d. artistic and creative skills (talent)	()	()	()	()	()
e. general knowledge of FCC rules	()	()	()	()	()
f. attitude toward job (enthusiasm, initiative)	()	()	()	()	()
g. basic educational skills (ability to apply learning, reason out problems)	()	()	()	()	()
h. communication skills (ability to read, write and speak effectively)	()	()	()	()	()
i. general knowledge of business end of broadcasting	()	()	()	()	()
j. other _____	()	()	()	()	()

How long has this radio/tv graduate been employed by you? _____

6. How important do you feel a college degree with radio/tv emphasis is as preparation for a career in the radio industry?

- ☐ Very Important
- ☐ Important
- ☐ Neither important nor unimportant
- ☐ Unimportant
- ☐ Very unimportant

7. To what extent do you "agree" or "disagree" with the following statement:

Colleges are adequately preparing their radio/tv graduates for employment in the radio industry.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree or disagree
- ☐ Disagree
- ☐ Strongly disagree

8. What is your age?

- ☐ 20's
- ☐ 30's
- ☐ 40's
- ☐ 50's
- ☐ 60's+

9. What is your educational background?

- ☐ Attended high school
- ☐ High school graduate
- ☐ Attended college
- ☐ College graduate
- ☐ Attended graduate school
- ☐ Masters degree+

10. How do you feel radio/tv graduates can better prepare themselves for a career in the radio industry?

THANK YOU.

Return survey form to:

Mr. David E. Reese
Department of Journalism & Mass Communications
104 Kedzie
Kansas State University
Manhattan, KS 66506

This survey is being conducted under guidelines established by Kansas State University. By cooperating, you will help provide answers to important questions; however, your participation is strictly voluntary. You should omit any questions which you feel unduly invade your privacy or which are otherwise offensive to you. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results.

APPENDIX E

PRE-TEST COVER LETTER



Department of Journalism and
Mass Communications

Kedzie Hall
Manhattan, Kansas 66506
913-532-6890

September 4, 1980



I NEED YOUR 2¢ WORTH. And I'll pay you for it. Of course, the enclosed coins are just a token of my appreciation.

As a graduate student at KSU, I'm conducting a survey among radio station managers in the Midwest. I have spent ten years as a professional broadcaster; over half of those managing a radio station. It is my sincere desire (and the purpose of this study) to find out how other managers feel about those persons entering our business through an academic route. The findings will give students guidance in career preparation; instructors insight into curriculum planning; and managers, such as yourself, reflection on industry-wide attitudes.

Your name appeared in a randomly selected sample. Your answers are very important to the accuracy of my research. It will only take a short time to answer the simple questions on the enclosed survey form and to return it in the stamped reply envelope.

Of course, all answers are confidential and will be used only in combination with those of other managers from all over the Mid-west. If you have any additional comments about the questions, please write them directly on the survey form. Your individual input will be appreciated.

Please return the completed survey form at your earliest convenience. Thank you for your help.

Sincerely,

David E. Reese

APPENDIX F

REMINDER MAILING

October 7, 1980

Recently I mailed you a questionnaire asking for your opinion on those persons entering the radio industry through an academic route.

If you have already filled out and returned the survey, please accept my "thanks" again.

If you have not already done so, I would appreciate it if you would fill out and return the survey form at your earliest convenience.

Your response is very important to the accuracy of my research. Thank you.

David E. Reese
Dept. of Journalism & Mass Communications
Kansas State University

APPENDIX G

SECOND MAILING COVER LETTER



Department of Journalism and
Mass Communications

Kedzie Hall
Manhattan, Kansas 66506
913-532-6890

October 15, 1980

Dear Broadcaster:

Toward the end of last month I sent you a questionnaire asking for your opinion on those persons entering the radio industry through an academic route. As you may remember, the project sought to find out the Midwest radio station manager's attitude toward the radio/tv graduate.

Attaining the greatest possible response is very important to insure the study's accuracy. As of this writing, I have not received a survey form from you. I sincerely hope you can take a few minutes to complete the enclosed survey and return it in the self-addressed envelope. Again, all answers are confidential and will be used only in combination with those of other Midwest managers.

If you have already completed and returned the questionnaire, please disregard this letter.

Thank you again for your time and cooperation.

Sincerely yours,

A handwritten signature in dark ink, appearing to read 'David E. Reese'.

David E. Reese
Graduate Teaching Assistant

APPENDIX H

MANAGER COMMENTS

Commercial Experience

Summer internships or part-time jobs while in school.

Gain experience through "hands-on" work--co-op relationship with local stations...weekend part-time employment at stations.

Obviously--get a part-time job while attending school.

Work part-time for a commercial station while going to school. I would also like to add that it would be advantageous for the University to have professors that have had commercial radio experience teaching the students.

More outside learning--O.J.T.

Work experience programs.

Training and exposure in a commercial station during college years.

The best graduates for us are those who have worked at the University station during college.

Experience is the best teacher.

Part-time experience.

More intern program involvement and then employment while in school.

Try for as much experience as possible part-time, weekend work and etc.

More on-air experience in commercial environment (internships, perhaps?).

By getting part-time jobs in broadcasting while attending school.

Workshop type programs--more practical experience.

Practical experience.

Internships.

Hands on experience! College radio stations offer valuable experience--internships at commercial station would be helpful.

Get more hands on experience.

Practical experience is a must.

Part-time work in radio station.

Spend more time with "on the job" training.

Campus radio--internship--summer jobs.

Work part-time at a radio station off campus.

More extensive intern programs with local stations.

Part-time work at stations.

By working in it while going to school.

Actual experience in "real life" industry. Not an educational station/facility.

By working part-time.

More "hands on" experience--perhaps a local college station.

Most students I've interviewed need a little practical application.

Work while in college at local commercial station. Develop understanding of business or commercial aspect of broadcasting.

On the job.

Factual--good, however, experience is necessary in some markets--also an understanding of salary expectations--team effort rather than an individual ego-trip--try to avoid competitiveness to the point of division.

Practical experience with a radio station while attending college...on a part-time basis.

Try working at commercial station before starting college.

Work summers or weekends in radio station.

Much more practical experience at the college level!

Get more "hands-on" experience and more business background.

#1 go to work in broadcasting. #2 go to a trade school.

Work part-time for commercial radio.

Obtain experience by working at the same time as attending school.

Work part-time at commercial stations--nothing like real experience.

Work at commercial stations--doing any type of work.

Make extreme effort to associate, and/or include practical on job training while they're in school.

Some experience, which is most difficult to obtain at times.

More "hands on" experience in any capacity in a broadcast situation.

More practical work experience along with formal education.

Practical day-to-day experience with formal education.

Gain as much practical and on-job experience as possible at commercial station.

Get experience while attending college or University.

Practical experience.

More experience.

By taking jobs at a commercial radio station/By colleges teaching courses utilizing industry executives.

More hands on experience.

Only experience, told truth that radio is a field for the individual.

Internships are a must--they need to know more about the "real" world of broadcasting.

Take advantage of curriculum designed to give "hands on" experience as that in a commercial radio facility, if available. Graduates need a better understanding of the profit motive in commercial broadcasting.

Get as much radio broadcast experience as possible while in college.

Experience.

By putting in a 6 month minimum internship at a commercial radio station as part of the degree requirement.

Try to get an internship--learn practically vs. theory.

Get practical experience.

Internship, summer employment.

Do their lab or on-air work at a working commercial station instead of make-believe PSA-only college station.

On the job experience.

Through job experience only.

Get a real job in a real radio station part-time and summers while in school.

By getting actual radio station experience while in school (at a commercial station).

Intern programs for students and teachers.

Get practical, professional experience at the same time.

Do more practical work from time to time--intern and part-time jobs.

Experience is needed! College stations can help fill this need. Note: The average radio/tv grad still wants to be a "DJ" and the market is glutted with them. We need good, strong newspeople (journalism) and salespeople (business degree) and there is a scarcity of them.

Have more contact with commercial radio and tv.

By first hand knowledge of broadcast facilities, operations--Internships or part-time jobs while they are in Broadcasting. We have found as a general rule that graduates of specialized Radio/tv broadcast schools have a better grasp of actual broadcasting techniques in all areas. Management, technical, sales, etc., than 4 year journalism grads.

Actual internship in commercial situations.

More practical commercial radio experience.

More practical experience.

Part-time OJT.

Commercial experience.

Get more experience with their education.

By spending some time in a station working at as many different capacities as possible.

Less theory more actual experience.

On the job training, either through local radio or college station.

Getting as much practical "on the job" training while in school.

More on the job experience.

Actually working in radio, as opposed to reading about it.

More "hands on" WITHOUT peer group present, and in off-campus situations where they can verify what faculty have taught them. Too many graduate having only been exposed to relatively-sterile faculty-controlled "public" radio surrounded by other students. They're not "street-wise" in real jobs.

Attend a school that has an ongoing meaningful intern relationship with COMMERCIAL broadcast stations within 50-100 miles of the campus. Include 300 hours of internships as a prerequisite for graduation.

More actual experience; better broadcast business experience.

More actual handling of equipment--on air experience.

Do intern or part-time work at commercial stations. Meet and get to know professional broadcasters.

"On-the-job" exposure at a commercial radio facility.

It would be beneficial to have part-time on the job training if possible.

Internships.

Find actual on the job training in any capacity.

Get a lot of practical experience whenever possible, part-time job, internships.

Training in commercial stations. Dramatic training.

More work in situations that simulate on-air conditions. D.J., news, deadlines, the works.

More intern programs in area of specific interest.

I think on-the-job commercial experience is important--it augments their classroom work.

Internship in commercial radio for period of time during college years.

Actual experience gained through co-op programs.

Intern at station.

Encourage commercial broadcast part-time employment during college career. Encourage broad-based education. REQUIRE TYPING SKILLS!

Hands on experience at a commercial station as part of curriculum.

Through internships.

On the job training!

More "real" experience--less theory.

More hands on experience in commercial station to supplement classroom learning.

Training--in classroom is good, but "practical experience" there's no substitute. Part-time job to further college training would be great.

More "hands-on" practical experience. It seems as though colleges are getting too involved in theory. People need to use skills when they get in the industry. People need to use skills when they get in the industry. And there is a lack of knowledge about what the work-a-day world is all about. It's like the Ivy-covered wall of college isolate the student and training.

By getting commercial experience.

On the job training--Internship.

Visit or work in radio during summer. Make up your mind to dedicate yourself to your profession. Don't be a clock watcher. Be alert, learn to do all jobs. D.J., news, copy, dubbing tapes, interviews and talk shows.

It should be a requirement to serve an apprenticeship at a commercial radio station for at least six months to a year.

Internships from Freshman year on. The basic "key" is intelligence or "awareness"--I.Q.'s are extremely deceptive (for what it's worth--I would hope to hire in the range of 120⁺).

Campus radio stations should be operated like commercial radio stations. Experience.

If possible obtain actual broadcasting experience during his or her educational period.

More practical experience.

More actual working experience in station.

Knowledge of Commercial Industry

The schools must present material that is more applicable to day to day operations of a radio station--and not rely so much on theory!

Being realistic to the fact that everyone does not start at the top.

Learning basic rules and regulations better. How to read program logs.

Gaining overall knowledge of all departments--sales, promotion, etc.

Expose students to real world experiences. Discourage enrollment of obviously non-talented types with poor voice/appearance/diction.

By better understanding of the business side--they don't realize how terribly expensive to operate a radio station, nor are they aware of the awesome FCC regulations.

Learn realities of life--as opposed to classroom theories.

Must be better prepared for the competitive market place.

Also attend a trade school to get the practical side of broadcasting.

Look beyond being an "on air" announcer "jock"--know more and have interest in all aspects of the broadcast operation--sales, programming, operations, management.

Need more practice experience. Develop creative thoughts. Learn--appreciate more of what the audience, sales staff and total business aspect is regarding the broadcast industry.

Internship and direct contact with the real world of broadcasting.

Be aware that many radio stations do not reflect their young tastes in music, etc.--be varied in education. Too few college stations are realistic in day-to-day programming.

Get involved in a real radio station.

I feel more graduates would enter the mainstream if they showed more concern for learning the basics and were more realistic concerning entry level positions.

Teach them the facts about the real world--of payrolls.

Substitute "field work" for "theory" to learn what the "real" world of broadcasting is all about. To most, broadcasting is regarded as a "glamour" industry.

Keep "in tune" with the "state of the art"--colleges are not doing this.

More emphasis on practical aspects of radio--PLUS--a realistic understanding of the employment potential.

Regard it as a serious business and shop around for a college where they are instructed by at least some individuals with actual commercial broadcast experience.

Develop appreciation for business side of radio station; develop relationship between what goes on air and business; develop attitude that although graduate has degree, it is how you apply yourself and what you contribute to help station income, that determines your salary level and worth to the station.

Be taught by professionals.

Better understanding and appreciation of radio as a business.

I do not believe they are getting much more than basic skills. Radio schools and technical schools are still turning out better people. Colleges must emphasize more technical information. Give students more in-depth radio industry information and certainly a good course in the commercial/marketing aspects of broadcasting. College grads should be the future managers, sales managers, programming people in broadcasting. So far, I'm not impressed with the media degree people. They don't possess the depth, career orientation I would have expected. NOTE: I find college placement departments among the worst. Must be improvement in this area...to keep up with technical schools and broadcast schools.

Become better acquainted with "business" aspects.

Hire winners to teach radio, not those who couldn't make it in the industry.

Better instructors. Better intern programs.

Teach less philosophy/theory more practical elements.

By realizing it's a business to make money as well as perform a public service and entertain.

Familiarizing them with real problems of day-to-day operations-- expenses, etc.

Less emphasis on "Public or Educational" broadcasting, more emphasis on practical skills, programming, statistical analysis, broadcast economics.

More realistic conditions.

Better understanding of specific problems of business concerns in broadcasting.

By becoming more familiar with the reality of the business and less concerned with the theory.

Colleges seem to emphasize the technical end of journalism rather than presenting the students with on the job situations.

By more exposure to the "real world" of broadcasting. Colleges have to realize where the industry is and stay up with where it's going.

Learn that it is a business and that there are no absolutes. Adopt a practical attitude and understand colleges only teach principles not real methods.

Forget book learning--get realistic--hands on.

College course should be realistic--time is money--students should learn to produce, edit, complete tasks efficiently and promptly.

Change textbooks and courses--college graduates have a very poor understanding of the "real" world of broadcasting. Our experience with college graduates has been disappointing.

Cut out the B.S and treat it like a business, NOT a wonderland.

Colleges must have curriculum and instructors who understand and deal with the real broadcast world--there is too much theory--not enough practical.

Use professional broadcasters as guest speakers and research sources in classrooms.

Become more realistic about getting started and starting wages.

Understand radio/tv is a 24 hour--7 day business. Be willing to cooperate with station and others on staff.

Learn the "real" business.

Know the business end better.

College is behind what is actually going on in the top markets in radio. So a student needs on the air training under the direction of a real pro. Not teachers that teach methods from books that are outdated!

Academic schools should keep in constant touch with industry changes. Talent is first priority.

Attending a school that teaches more than idealism. One that stresses that broadcasting is a business and must be operated that way.

Have instructors that understand radio and can relate that understanding to the graduate.

Better general knowledge of industry and world affairs.

Most college age broadcasters would be advised to clearly understand the difference between commercial and non-commercial stations.

Realistic experiences in the business end of broadcasting--getting the job done and producing a profit.

Commercial radio needs more people with knowledge about commercial radio--and what is actually happening out there in the field, and how to adapt to the real thing!

More emphasis on experience in commercial type radio. Better screening of the students aptitude for this career, before he begins academic work.

By learning more about the actual day to day doings of a radio station. The school should hire staff who have the experience to teach it.

- 1) Do some reading about the radio industry outside the classroom.
- 2) Become acquainted with local radio stations in their hometowns.

Sales Background

Learn general business as well as radio/tv. Broadcasting is a business!

Get a good solid business background.

Full exposure to the business side of radio. Advertising and Marketing courses, and general business courses.

Learn more about the business (sales, profits, etc.) end of broadcasting.

Read Broadcasting while in college. Be required to take at least one business course.

More business courses, sales, marketing as well as the basic radio/tv courses.

Learn sales.

Take time to learn about programming, sales and management instead of limiting to one area.

More business and marketing courses.

Study Broadcast Law, FCC and hold a degree in Business.

More emphasis on sales.

More emphasis on sales training.

Learn how to analyze and present radio research (ARB) pertaining to advertising sales,

Sales, business, on-air experience.

Stress the selling aspect more.

Thorough understanding of likes and dislikes, buying habits, etc., of people in the various demographic groups.

Know sales and management like the back of their hand!

Much more emphasis on the sales, marketing and creative end of the business. Emphasis is needed on promotions and other "income" generating parts of broadcasting. Applicate skills to problem area of future broadcast needs.

Be more familiar with sales and promoting.

Take courses relating to business--merchandising--and Public Relations.

Learn more about business, financial and economic and Political Science.

More broadcast business background.

More emphasis on selling radio advertising--copy. Preparation/sales presentations/rate card understanding/"spec tapes"/recorded commercials.

Learn the importance of sales. Most college people have a hard time understanding that we're supposed to make money.

Learn business and sales aspects--at least understand--all broadcasting is not just D.J. and production.

More emphasis on sales techniques, as well as practical experience--administrative duties.

They need to acquire more respect for the market place.

Create a better awareness of the importance of sales to a broadcast operation.

Learn sales--develop proper attitude. Learn History of radio--also learn that there are other formats besides "rock."

Place more emphasis on Economics/Marketing/and Sales, and get students involved "physically" in the operation of a radio station--"in-studio" intensive training.

By becoming more acquainted with the business of broadcast i.e. sales, business administration, management skills. Broadcast is much more than cameras and microphones!

Study business administration as a minor.

More practical experience in sales situations--less emphasis on creativity.

Strong Desire

Attitude (this is a "STATE OF MIND") which must be developed if the employee is going to grow with any company.

By not feeling their degree entitles them to be above the rest including manager.

Attitude. In my operation, everyone is part of the team; we have no stars. The graduate should find out what the manager wants, then do it.

Enthusiasm. Be willing to do anything at the start. Be co-operative. Learn as much about the station you're applying for as possible.

I think one of the most important qualities is the ability to work, wanting to get ahead!

Don't think because of a degree they know everything.

By getting experienced and preserving an attitude of being credible.

By a cheerful aggressive attitude in addition to taught skills.

Just simply enthusiastically apply themselves and get involved in the computer era--a future necessity.

Work at school--not screw off. Not since 1960, have I come across a well-prepared college graduate, ready to be an asset. In 1950s, I hired the peak of the U of Minnesota's graduates...and have a list of winners a mile long that I think back on. But...since Jerry Rubin and Mario Savio, when the colleges sold out for nuthin', I have NEVER even seen a college grad who turns me on--until he or she has been in the field for 2-3 years. I think of one exceptional grad I know--who tells all straight out, "I was a draft resistor during Viet Nam...and I am not so sure I was right." Interesting, huh?

Hard work.

Be willing to do that little extra effort to obtain and hold job.

Personal attitude and innate ability are more important factors than training.

Be prepared to do a "little bit of everything" and not expect immediate stardom.

Professional attitude and performance.

Learn and understand that management knows a few things, too.

Stop thinking they own the world.

Taking the ego out of broadcasting, and replace it with the mature handling of serious responsibilities.

Visit stations--talk to staff--take interest in learning.

Understand their limitations and set a goal to excell when they are best qualified--not dreams--hard work.

To completely understand everyone starts at the bottom regardless of education.

Be prepared to start learning at first job.

Accept jobs in industry expecting to learn--most do not want to apply themselves--and fail in this business--most of we managers could write a book.

Have an open mind.

Reading and Writing Skills

Practice reading "out loud."

I have very few who have a good voice to put their knowledge of the business to good use!

Cultivate art of speaking TO a listener...not AT him/her...with warm, interesting inflection. Learn to write and speak concisely, intelligently, informatively to convey meaning not mere words.

Learn to read.

Learn to read!!!!

Better concentration on the English language.

Quite frankly--becoming proficient in all forms of communications.

Imagination and reading.

Better emphasis on reading skills and communicative skills, less emphasis on "disc jockey" patter.

Learn to read.

More writing and expressive abilities--and an emphasis on attitude!

Reading, educational diversity.

Better English background. Writing skills--typing.

Learn to read!

Learn how to read, write, pronounce, and speak with proper English.

More varied verbal skills and diverse knowledge not just Mass Communications classes.

1st--common sense; 2nd--ability to know and speak English; 3rd--in Midwest; basic knowledge of Spanish for use in pronunciation of names, places, etc.

Private lessons on elocution for radio. Strong background in advertising and salesmanship.

Should have more practical experience in regards to production skills, voice training.

Be sure they have good vocabulary--take a business course or two.

Develop communicative skills--ability to read outloud--ad-lib, etc.

Liberal Arts Education

Gain knowledge about the world around them--able to talk with some degree of intelligence.

Wider general knowledge.

Don't major in Radio/tv...major in English; Journalism; Political Science; and take radio/tv electives.

Need a liberal arts background coupled with hands on experience, with a dash of historical perspective.

A wide range of interests and read everything.

More general experience and greater attempts to become "well rounded" in their career.

Learn English, Accounting and Business. Forget "Communications" courses.

Get broad background in not only programming, but news, sales and management.

Good liberal arts education. Ability to communicate--practical experience.

Foreign language should be mandatory; as well as informational liberal arts courses.

Take English, Journalism, Drama courses as well as History, Geography, the sciences.

Get liberal arts background--specialization can come from on the job training.

Start in Small Market

Realize they will start at a small market station and work up from there.

A more realistic preparation for small market radio.

Not enough emphasis on small stations too much individual specialization, i.e. only news, etc.

Practical experience in small markets.

Concentrate more on small-medium market, university and text books seem to prepare for large market. No one starts at top.

Be prepared to work his way through small market radio to find out what is really involved.

Working in the field. It is my feeling that many schools are preparing students for entry into the "big time"...which is okay, I guess...because that's where students think the money is. We have a difficult time finding competent graduates who want to work...and work hard...on the small station level.

Colleges do not prepare students for small markets (in my opinion).

Work in small market.

Work in a small market station and get "grass roots" experience.

Learn to Serve Public-Community

Be willing to adjust to direction--be willing to put self in second place and realize the broadcast is for the public's information and best interest of the community that the station serves.

Need ability to adapt to the format and community affairs of the city of station location.

Our news people are too "hard news" oriented--a community station has to have more of a folksy approach.

Combine service attitude with basic mass media procedures and purpose.

Specialize in One Aspect of Radio

- 1) work or study in the specific area they want. 2) solid liberal arts.
- 3) if they don't have talent, don't get into broadcast.

Concentrate on talent! Weed out early! Be honest with students.

Select a college which is appropriate for their field of interest (commercial vs government broadcast, TV direction vs news vs sales and marketing).

Other

Broadcasting school and technical schools.

Additional study and work.

Getting involved with public and state officials.

More practical education in production, on air ability, sales and rating information. Less emphasis on rules and regulation.

Be willing to enter the industry with new thoughts and new ideas.

Forget nearly everything they learn in college, and realize most successful managers are past 40, and you can trust those that are 40 years plus.

Learn basics (reading, operating equipment, what a format is). I would be happy to expand on this but you have provided inadequate space.

Stay out of the business--it is totally dominated by FCC and is no longer free.

Really learn. Not just pass tests and then forget it.

Don't know.

Just be themselves.

I suspect that the "J" schools are preparing TV and print people and need more emphasis on radio.

Need more emphasis on problem solving and creative solutions rather than "how to do" courses.

To public service public radio oriented long stories--lousy programs.

I feel they should have a firm understanding that they now have the tools of the broadcast industry--now (after graduation) go forth and learn how to use those tools.

Practice/practice.

More time spent on "personal development." Mature people do a better job.

Don't know.

Good question! Improve people skills, but where is the course number?

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THE RADIO STATION MANAGER'S POSTURE TOWARD THE
RADIO/TV GRADUATE IN THE MIDWEST:
A RATING OF PERFORMANCE AND IMPORTANCE OF SELECTED ATTRIBUTES

by

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AN ABSTRACT OF A MASTER'S THESIS

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requirements for the degree

MASTER OF ARTS

Radio and Television

Department of Journalism and Mass Communications

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Manhattan, Kansas

1981

This research was conducted to investigate the radio station manager's attitude toward the radio/tv graduate.

Questionnaires were sent to a random sample of 482 radio station managers from thirteen Midwest states selected from the station listings in the 1980 Broadcasting Yearbook. The response rate was 74.3 percent. This study found the "typical" Midwest radio manager to be in his 30s, a college graduate, a radio manager for less than five years, and manager of a staff of ten to fourteen employees. The managers rated the importance of selected attributes as hiring criteria for regular staff employees and also rated the performance of the radio/tv graduate employee.

The survey found the attributes most important as hiring criteria for regular staff employees to be: attitude toward job, communication skills, basic educational skills, artistic and creative skills, and technical skills. Over 80 percent of the managers rated these attributes to be important or very important.

With regard to the performance of the radio/tv graduate employee, over 80 percent of the managers rated the graduate's performance as average or above on the attributes listed as most important, although not in the exact same ranking. About 60 percent of the managers felt the radio/tv graduate's performance was good or excellent on the same attributes.

Almost half of the managers felt a college degree with radio/tv emphasis was important or very important as preparation for a career in the radio industry. However, about 38 percent felt such a degree was neither important nor unimportant.

When asked how well colleges were preparing radio/tv graduates for employment in the industry, over half of the managers rated college preparation average or above, but over one-third rated such preparation as only fair or poor.

When queried about contact with educational institutions with a radio/tv program, 56 percent of the managers reported having had contact during the past year, while 43 percent had no such contact. Of those managers who had had educational contact, almost one-third described such contact as concerning seeking employees from colleges. In addition, 80 percent of the managers who had had educational contact reported hiring a radio/tv graduate; only half of the managers with no educational contact had hired a radio/tv graduate within the past five years.

This study found the manager's educational background, his contact with educational institutions, and whether he had hired a radio/tv graduate were factors which affected his rating of various attributes, and thus, the manager's attitude toward the radio/tv graduate.

About 85 percent of the managers offered some advice on how they felt radio/tv graduates could better prepare themselves for a career in the radio industry. Half of the managers' suggestions concerned getting commercial experience or gaining better knowledge of the commercial industry. Other suggestions frequently mentioned were to gain a better sales background and have a strong desire to work in the radio industry.