

NEWSPAPER MANAGEMENT TRAINING AND ATTITUDES:
A survey of managing editors and human resource directors on management training
and attitudes toward management in newspapers

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TERESA M. SCHMEDDING

Dr. Clyde H. Bentley, Thesis Committee Chair

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The undersigned, appointed by the dean of the Graduate School, have examined the thesis entitled

A STUDY OF NEWSPAPER MANAGEMENT:
Survey of Managing editors and human resource directors on management
training and attitudes toward management

presented by Teresa Schmedding,

a candidate for the degree of masters in journalism

and hereby certify that, in their opinion, it is worthy of acceptance.

Dr. Clyde H. Bentley

Professor Margaret R. Walter

Professor Jacqueline Banaszynski

Professor Thomas W. Dougherty

DEDICATION

This paper is dedicated to my family, who always gives me unconditional support and love and the confidence to step outside my comfort zone, especially my father, who gave me his love for journalism, an unflagging work ethic and an unending thirst for knowledge. Dad, you are my hero. I hope to someday be half the manager, journalist, and humanitarian that you are.

Mostly, this paper is dedicated to the thousands of print journalists, especially my colleagues at the Daily Herald, who often toil in anonymity for little pay because they believe a free press and quality journalism is the cornerstone of democracy. Keep up the good fight; the battle is far from over.

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
LIST OF TABLES	v
ABSTRACT	viii
INTRODUCTION	1
CHAPTER	
1. Review of Literature	4
2. Definitions	26
3. Methodology	27
4. Results.....	30
5. Discussion	38
APPENDIX	
I. Managing editor survey	45
II. Human resources survey	51
III. Descriptive statistics for managing editor survey	54
IV. Hypothesis I testing	56
V. Hypothesis II testing	58
VI. Hypothesis III testing.....	59
VII. Hypothesis IV testing.....	60
VIII. Results of managing editor survey.....	61
IX. Managing editor open-ended responses to strengths	68
X. Managing editor open-ended responses to weaknesses	81
XI. Managing editor open-ended responses to concerns	90
XII. Managing editor open-ended responses on skills	101
XIII. Human resources survey results	103

XIV. IRB approval.....112

REFERENCES105

LIST OF TABLES

Table	Page
1. Frequency of managing editors by newspaper type.....	30
2. Frequency of managing editors by circulation	30
3. Frequency of human resource directors by newspaper type.....	31
4. Frequency of human resource directors by circulation.....	31
5. Summary of Hypothesis I testing.....	32
6. Summary of Hypothesis II testing	34
7. Summary of Hypothesis III testing.....	35
8. Summary of Hypothesis IV testing.....	37
9. Descriptive statistics of managing editor survey	54
10. Descriptive statistics of human resources survey	55
11. Full results of Hypothesis I testing	56

12. Results summary of Hypothesis I testing	57
13. Full results of Hypothesis II testing	58
14. Results summary of Hypothesis II testing	58
15. Full results of Hypothesis III testing.....	59
16. Results summary of Hypothesis III testing.....	59
17. Cross-tab report for Hypothesis IV testing	60
18. Chi-square results of Hypothesis IV testing	60
19. Types of training by circulation.....	61
20. Hours of training by circulation.....	62
21. Types of desired training by circulation	63
22. Self-rating by circulation	64
23. Hours spent on management duties by circulation	66
24. Performance evaluation criteria by circulation	104

25. Evaluation on management skills by circulation105

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Teresa M. Schmedding

Dr. Clyde H. Bentley, Thesis Committee Chair

ABSTRACT

Surveys of managing editors and human resource directors at U.S. newspapers were conducted to quantify management training, ascertain hiring practices, and probe attitudes about management training. The response rate of the surveys were too low (14% for managing editors and 9% for human resource directors) to be attributed to the entire industry, but do offer some insight into the culture of management training. There is a correlation among respondents' self-rating of difficulty in dealing with delegating tasks and peer/vertical management. In addition, managing editors with formal management training rate themselves higher as managers and place a higher value on management training. The results also show that newspapers that list management training as a hiring prerequisite evaluate managing editors on management skills more. In addition, this paper makes a business case for investing in management and business training for newsroom managers, and evaluating them based upon these skills, as the demands for innovation and better business practices increase at newspapers, which are struggling with a loss of readership and ad revenues.

INTRODUCTION

Today's newspapers are in a constant state of change with new sources of competition and technologies increasing the complexity of tasks for journalists. A recent survey found a 6% drop from 1995 to 2005 in the public's perceived need to read news every day and that newspapers are ranked behind television and the Internet for providing news readers want (Thorson & Duffy, 2007). In addition, circulation rates continue to fall. From 1990 to 2002, circulation rates dropped an average of 1% a year; by 2002, weekday circulation had dropped 11% in 12 years (Project For Excellence In Journalism, 2004). Audit Bureau of Circulations numbers for 2007 show another 2.5% drop in overall circulation (Saba, 2007). The losses are growing. In the six months ending September 30, 2008, daily circulation fell 4.6% and Sunday fell 4.8%, compared to the same period a year earlier (Pew Project For Excellence In Journalism, 2009) .

The role of managers is changing as well. It is no longer enough to simply be a good journalist or a traditional manager. The skill sets required today are changing as rapidly as the news itself.

Illustrating the unique challenges newsroom managers face in juggling daily production and management work, Dr. Leslie Krieger, a consulting psychologist and president of Assessment Technologies Group, said he had never encountered a job with such intense problems-solving demands as when he met with assigning editors (Poynter Institute, 2004).

The new formula for leadership in newsrooms is complex and challenging, yet whether today's newsroom managers possess the right skills is difficult to assess. Further, past studies offer only a glimpse at some specific management positions or a

broad overview of poorly defined leaders, and there is a surprising lack of quantifiable data, making it challenging to paint an accurate picture of the amount and type of training the typical newsroom manager has received.

Studies on the perceptions of newsroom leadership are more common. Two key studies, a 2001 American Society of News Editors (ASNE) survey and a 2000 Readership Institute research project, identified numerous deficits in newsroom leadership ranging from a lack of coaching and development to poor hiring and performance evaluations. Other non-media businesses have conducted countless studies and written books on effective management approaches.

This paper makes a case for increasing the level of professional management training in newsrooms by measuring the amount of professional training managing editors have received and if that training affects their perceptions about their management skills. Managing editors at U.S. newspapers, or those who consider themselves the equivalent of a managing editor, were chosen because managing editors typically supervise daily newsroom operations, are involved in the business aspect of newspapers and serve as the direct report of employees. In addition, managing editors were chosen because the title is a fairly consistent one at most newspapers. The titles and responsibilities of other newsroom managers vary too greatly to ensure consistent data and that those surveyed have supervisory authority over employees and serve in a newsroom leadership capacity.

In addition, this paper explores the policies regarding newsroom promotions in an attempt to measure the level of corporate commitment to management training and management skills in regard to hiring and evaluating managers by surveying human resource managers at U.S. newspapers on job descriptions and performance evaluations.

In the interest of full disclosure, it should be noted that the author currently works at a daily newspaper and is the direct report of a managing editor. The managing editor knows the researcher is working on a thesis, but, to avoid any bias, knows nothing about the content other than it involves a survey of managing editors.

REVIEW OF THE LITERATURE

A business case for leadership

Do newsrooms possess leaders who are able to generate innovation and profitability? The limited studies in this area have shown the answer is no and that effective leadership is critical.

A 2001 nationwide survey by the Columbia Journalism Review found that 57% of journalists said morale was down and “overwhelmingly” respondents said to improve morale they needed stronger, more effective leaders (Hickey, 2001).

In addition, an American Society of News Editors study in 2002 found the majority of employees agreed on three characteristics they valued most in immediate supervisors: regular recognition, coaching, and clear goals (Peters, 2002). The mega-study, which surveyed more than 1,000 journalists in 21 newsrooms, gave mid-level managers, defined as below the managing editor level, the lowest score possible for coaching, constructive criticism, and goal development.

A Pew Research Center study of journalists in 2004 found 30% of respondents at newspapers on the national level, which was defined as newspapers with a national audience, rate their leadership as excellent, 45% rate it as good, 19% rate it as “only fair,” and 3% rate it as poor. The numbers are similar on the local level, which was defined as newspapers with a local audience, though only 23% rate leadership as excellent, 55% rate it as good, 20% rate it as “only fair,” and 2% rate it as poor (Pew Research Center, 2004).

As more journalists enter the field with higher levels of education, their expectation of greater autonomy and democratic rights in the workplace are rising

(Rothschild, 2000), and studies have linked employee burnout directly to their manager's leadership skills.

One study of newspaper copy editors found feelings of personal accomplishment were higher when copy editors felt their bosses calmly dealt with uncertainty, were persuasive rather than dictatorial, had strong convictions, clearly defined roles and job expectations, actively exercised good leadership, resolved conflicts, had cordial relationships with their bosses, and allowed for initiative, decision and action among employees (Cook, Banks, & Thompson, 1995).

To combat burnout, managers need to foster a greater sense of involvement among employees in their work through sharing the decision-making process, a high-degree of co-worker and supervisor support, a strong sense of personal involvement, and physical comfort (Cook, Banks, & Turner, 1993).

But avoiding burnout isn't enough. To survive, newspaper managers need the skills to lead staffs to create the news, not just transmit reactive stories after the fact (Branson, 1996).

People management practices are the key factor in a business's ability to deliver significant performance results. If newspapers don't compete differently by focusing on performance management, hiring, and development, they won't achieve success as this "revolution" sweeps through the industry (Readership Institute, 2000).

The Readership Institute/Media Management Center at Northwestern University in 2000 surveyed 21,000 organizations and found, at a 95% significance level, a strong relationship between people management practices and strong business performance in that people factors were twice as likely to impact business performance as economic factors.

“The tradition of ‘Hey, Charlie, you’ve been here a long time - now you’re the state editor,’ certainly won’t hold up in the forthcoming decades,” said Conrad Fink, who holds the William S. Morris Chair of Newspaper Strategy and Management and directs the James M. Cox Jr. Institute for Newspaper Management Studies at the University of Georgia. “There’s a kind of mystique in the newsroom that there’s something wrong with people who think about management and the bottom line strategically. That’s archaic thinking that has to be rooted out” (Bressers, 2002, p. 11).

Beyond learning the skills needed to lead newspapers into an uncertain future, having effective managers improves the bottom line for newspapers as evidenced by lower rates of absenteeism and higher retention (Sohn & Chusmir, 1985, p. 297; McLellan, 2006). Forty-one percent of journalists in the Columbia Journalism Review study reported they had changed jobs because of low morale (Hickey, 2001).

Reducing turnover provides a cost savings to newspapers. A new hire costs roughly 1 to 2.5 times the employee’s salary in hard costs, such as recruitment, and soft costs, such as a manager’s time (McLellan & Porter, 2007). And newspaper turnover is continuing to increase, reaching 23% in 1999 (McLellan & Porter, 2007). A National Newspaper Association study of journalists who left the field, lays the blame for those departures at the feet of management. Participants cited four key reasons, all within management control, for their resignations: dissatisfaction with managers, opportunities, pay, and empowerment (McLellan & Porter, 2007).

In 1990, the American Society of News editors surveyed 2,000 journalists, who cited lack of training as their number one source of job dissatisfaction (South, 2005).

Newspapers, sometimes referred to now as legacy media, are behind the curve in developing innovative products to serve readers’ needs (Thorson & Duffy, 2007),

perhaps because idea creation and implementation, coupled with strong management skills, are not a part of the corporate culture.

Past studies on newspaper management training

While several studies have been conducted and articles written regarding newspaper management, few quantify the amount of training or types of training managers have received.

In a 1985 research project, David Bennett aptly points out that systematic inquiry into management roles and training has been sparse (Bennett, 1985, p. 24). His study offers a glimpse at management training and attitudes among 126 managing editors at California daily newspapers, and he accurately notes his study's limitations, calling it a pilot study, when making a case for a broader, nationwide empirical study, which this paper will attempt to do.

Bennett quantifies types of management training California managing editors received: Sixty-two percent said they had participated in management training seminars or on-the-job training offered in-house; 54% had participated in specialized management training offered by The Associated Press Managing Editors association; 24% had completed management classes at colleges or universities; and 25% said no programs were available to them (Bennett, 1985, p. 29). In addition, 56% said they learned to manage people through trial and error, and experience (Bennett, 1985, p. 30).

Bennett (1985) makes a case for further study by probing how much time managing editors spend on personnel issues in the newsroom, finding that 68% indicated supervising and managing requires at least half their time (p. 28), though in conflict, he also found managing editors estimated spending between 5% and 100% of their time supervising employees.

To take his research a step further, Bennett also probes managing editors for their attitudes regarding management training, management challenges, and their own skills. Thirty-seven percent said specialized management training would be very valuable while only 3% ranked themselves as outstanding managers (Bennett, 1985, p. 29). Fifty percent reported staff motivation, and 20% reported delegating authority as their most common management problem (Bennett, 1985, p. 29).

Some studies of newspapers in general, or specific sets of employees, offer further glimpses at the state of management training in newspapers at various times throughout history.

In 1989, Gentry and Zang surveyed 53 graphics managers at metropolitan daily newspapers to measure skill sets, training, and job structures. The study queried graphics managers on where they learned how to do their jobs: 72% said on the job, 15% said in school, and “few” from seminars and management training (Gentry & Zang, 1989, p. 87-88).

Somewhat in conflict, 60% of respondents said they had “some sort of management training.”

Gentry and Zang (1989) probed the types of training and found 27% took college courses, 51% attended workshops, 51% had in-house training, and 20% reported reading management articles in industry publications (p. 90).

Like Bennett, Gentry and Zang asked graphic managers how they spent their time and queried management attitudes. Participants reported that supervision was the task they performed the most (Gentry and Zang, 1989, p. 89), 73% said they lacked appropriate management skills (p. 90), and 69% found the management aspects of work the most challenging (Gentry and Zang, 1989, p. 92).

The position of a graphics manager was fairly new at the time, so the results of this study could represent a flaw in the organizational structure of newspapers in which journalists with technical skills are promoted into these new positions, yet feel a high level of uncertainty in regard to their management skills.

Two earlier studies offer additional insight.

In 1979, Ogan, Brown, and Weaver surveyed 433 top managers at newspapers and found 39.5% reported their newspaper offered some form of management training. Unfortunately, the survey was focused more on gaining demographic information on the participants to compare male leaders to female, so data on training is limited.

A 1979 Associated Press Managing Editors study found 75% of managers reported they were plagued by management problems in the newsroom but had not sought improvement through college or university management courses (Giles, 1980, p. 15).

Most recently, The Pew Research Center for the People and the Press and the Project for Excellence in Journalism and the Committee of Concerned Journalists conducted a study in 2004 to reconcile the conflicts in research on how much training and professional development programs journalists receive. The study, which was not specifically directed at managers nor limited to newspaper journalists, found 47% of journalists at the national level and 56% of local journalists reported participating in some training during the previous 12 months (Pew Research Center, 2004).

The study measured participation in non-technical training provided by employers and found 58% of national journalists and 65% of local journalists participated in some training, with the majority participating in 1 to 6 days of programs. Although what that training entailed, training beyond the 12 months studied or whether employees participated in training on their own time or money was not explored.

A 1993 Freedom Forum report found that few journalists were getting training. Although not specifically directed at managers, the study found that only 4% reported being offered training in seven basic skills surveyed (Knight Foundation, 2002).

There is quantifiable data available on the investment newspapers make in training, though not management training specifically.

The Inland Press Association regularly conducts studies of what newsrooms spend on training. According to Don Kron, financial studies manager for Inland (personal communication, October 12, 2007), Inland surveyed 320 newspapers in 2003 and 353 in 2004 and found a slight increase in training and development spending. In 2003, the newspapers spent nearly \$15 million on training or 0.39% of their payroll expenses. In 2004, newspapers spent \$16.6 million, which could reflect a general shift in prices since training expenses as a percent of payroll did not change, according to Kron.

In contrast, non-journalism companies spend an average of 1.8% of their payroll on training; those that say training is a priority spend an average of 4.4% of their payroll on training (Hu, 1999).

These studies, combined, fail to paint a clear picture of the amount and types of management training newspaper managers on a national scale have received.

Newsroom culture

Newsroom cultures are changing as the industry tries to stem the declines in circulation and revenue, but is there evidence to suggest that management training is the answer, or is the culture of newsrooms too isolated?

Some real-world examples of newsroom training indicate that training does affect change. The Atlanta Journal-Constitution developed training sessions to help implement its goals of more alternate story forms and watchdog stories and staff engagement.

Editors reported successfully achieving those goals after an “ambitious” training program. In Waco, Texas, the Tribune Herald formed a newsroom training committee and saw turnover fall 40% (McLellan & Porter, 2007).

In 2004, Peter J. Gade published a study to help bridge the gap between individual studies and theoretical concepts by surveying 17 newspapers. Gade’s goal was to determine whether managers were effective in implementing culture and structural changes in the newsroom.

While his results may be somewhat skewed by the fact that he surveyed newspapers involved in a 1997 ASNE Change Committee, suggesting a predisposition to change and self-evaluation, his results offer insight.

During the 1990s, newspapers experienced stagnant circulations and revenues, rising costs of production, the introduction of the Internet, and post-recession layoffs and cutbacks. As a result, newsrooms hierarchies were flattened and reorganized into team structures, leading to changes in culture and management (Gade, 2004, p. 23). The role of managers in leading change and innovation became increasingly crucial. For management, understanding the resistance to change and finding ways to work through that resistance was a new required skill few managers possessed (Gade, 2004, p. 25).

Gade (2004) found that morale among rank-and-file was low and journalists felt managers had done a poor job of preparing them for change (p. 33-38). Gade’s survey results indicate management failed to “win over” rank-and-file and change failed.

In addition, management blamed itself for not planning far enough into the future or adopting appropriate rewards for meeting change initiatives (Gade, 2004, p. 41). Newsroom managers, recognizing a lack of management skills, also looked to outside consultants for help when they realized internal employees lacked the necessary skills (Gade, 2004, p. 6).

Gade's look into the shifting readership demands in the 1990s and the subsequent fallout illustrates unique challenges managers face in changing isolated newsroom cultures that are pervasive today as they try to meet new technological demands and an increased apathy toward traditional news (Thorson & Duffy, 2007).

Old-school newspapers were controlled by small private groups or single families with the leader being a tenacious man who worked until his 70s or 80s (Bagdikian, 1973).

Journalists, at the time, often didn't have college degrees; higher education was even seen as a detriment, and a culture of anti-intellectualism existed in the newsroom for generations (Bagdikian, 1973). The majority of reporters and managers were lone wolf journalists who were aggressive in tracking down stories, but their perceptions of the outside world and news were mainly shaped by others in the newsroom (Bagdikian, 1973; Stepp, 1995).

A new breed of journalist in the 1950s entered the field: One with a middle-class background and a college education. But rather than creating a clash with the "lone wolf" journalists, newer reporters melded into the culture by accepting traditional news values and following the same learn-by-doing method (Bagdikian, 1973).

Journalism was not immune to the social revolution of the 1960s. New reporters highly motivated for change with an intellectual bent entered the field, sparking a growth of professionalism among journalists (Bagdikian, 1973). But rather than shattering the isolated culture, these journalists, who felt a calling to the industry, further insulated themselves by their role as public servants and the virtue of the First Amendment (Stepp, 1995).

As original newspaper owners died during the 1900s, families sold to corporations and a media merger/corporate buyout ensued starting in the 1990s (Bagdikian, 1973; Stepp, 1995).

Critics said the result was an increase in bureaucracy in newspapers, which were “complex” and controlled by “technocrat” managers who lacked innovation (Demers, 2000). Gade (2004) describes managers as “capitalists” seeking maximum financial return on their investment (p. 44). Yet there is little evidence that the insulated culture of traditional news has changed; rather the economic struggles and inability to keep up with emerging online competitors would indicate the opposite is true.

In 2000, Gannett launched its Gannett News 2000 program, which was a company-wide campaign to involve readers in the news process – creating fears among journalists that in-depth journalism was being replaced with market-driven stories driven by editors concerned only with improving the bottom line (Underwood, 1995).

Doug Underwood’s book, “When MBAs Rule the Newsroom” is a great example of newsroom culture and the general distrust journalists feel toward editors with a focus on the business aspects of journalism, with some working under Gannett 2000’s campaign referring to management as “careerist editors who have bought the company line and just want to advance” (Underwood, 1995, p. xii). Even Underwood himself says, in his introduction, that he fears the cannons of good journalism will fall under new, scientifically managed, MBA newsrooms.

Change in newspapers is often slow and limited because change is seen as disruptive and inefficient in journalism culture (Huang & Sylvie, 2006). As a result, newsrooms are less likely than other departments to use high-performance management practices.

Today, there is little empirical evidence on what drives the news or the interaction among journalists to determine news play, but it appears that the insulated culture is continuing as “herd” journalism – journalists chasing stories broken by a few key outlets or competitors – becomes more the norm (Bagdikian, 1973).

Nor is there empirical evidence to gauge whether those more educated journalists have entered the ranks of management to challenge the traditional green eyeshade/Lou Grant managers of the past.

The 2006 University of Texas study conducted by Huang and Sylvie probed the values and beliefs among editors and how they factor into the decision-making process in newsrooms. Eighty-four percent of the respondents were managing editors, deputy managing editors, section editors, and assistant section editors. The study found there was no significant difference between education levels and decision-making values, but it did find that editors with management or business training were more likely to rely on organizational values for decision-making. Those that did not have management or business training viewed decision making as a journalistic endeavor (Huang & Sylvie, 2006).

Current state of newspaper management training

The old formula in newsrooms was good reporters made good frontline editors, good copy editors made good copy desk chiefs, good photographers made good photo directors, and good graphic artists made good graphics managers. But that formula is changing as technology is rattling the newspaper industry and readers’ instant gratification demands are constantly shifting (Hart, 1990; Thorson & Duffy, 2007).

Knowing how to write a good lead or headline is not a good predictor of management success, and young managers less ingrained in old traditions want more

specialized training (Bagdikian, 1973, p. 560; Bennett, 1985, p. 33; Hart, 1990, p. 44), and the industry is responding with an explosion of training programs.

Some attribute the focus on training to the 1993 Freedom Forum report (Hu, 1999) and others to the Knight Foundation's "Newsroom Training: Where's the Investment?" in 2002. The Freedom Forum report found that one in 10 journalists reported receiving regular training in 1993, while the Knight Foundation found that three in 10 journalists received regular training (Knight Foundation, p. 14).

NewsTrain, a training program offered for front-line editors by the Associated Press Managing Editors organization, conducts training sessions across the country. Organizers recommend training programs focus on improving editing, management, and interpersonal skills to avoid front-line editors from picking up these skills through newsroom observation (Swanson, 2006).

Below are some of the training opportunities that have been offered in response to the increased demand for management training:

- The Robert C. Maynard Institute for Journalism Education offers management training.

- In 1979, the American Press Institute offered 23 training programs; today it offers 30 with 11 directed at management skills, according to Carol Ann Riordan, vice president of programming and personnel (personal communication, October 24, 2007). API has spent nearly \$1 million to develop online courses to supplement programs at its headquarters in Reston, Va. (Hu, 1999).

- APME is sponsoring NewsTrain, which includes a Web site with free training materials and regional workshops (newstrain.org).

- The Committee of Concerned Journalists is visiting newsrooms to help staff members clarify goals (journalism.org).

- The American Press Institute and the American Society of News Editors is working in 10 newsrooms to improve in-house training (learningnewsroom.org).

- Northwestern's Medill School of Journalism has partnered with various corporations and organizations to assess newsroom training needs (tomorrowwork.com).

- The Frontline Editors Project launched new online course with Poynter Institute's News University in 2007 focusing on management training for editors (frontlineeditors.org)

- Cox Newspapers offered a six-week program for their new managers called "Navigator" and a seven-step program for existing managers called "Development Dimensions International."

- The Kansas State Press Association is launching a leadership academy modeled after the Kansas Chamber of Commerce and Industry.

- Knight Ridder offered a training program for new managers called "Stock Your Toolbox."

- The Charlotte Observer offers a four-week course for editors on coaching.

- Gannett runs programs for a senior and mid-level editor management development programs (Bressers, 2002; McLellan, 2006; and Wizda, 2000).

How much managers are participating in these training sessions and at what stage of their career hasn't been quantified.

Newsroom hiring practices

Do newspapers value management training when promoting the rank-and-file to management positions or in their managing editors? Past research fails to offer answers to these questions.

A 2005 survey of editors and news directors at television stations delved into the qualities newsroom managers seek when hiring employees (Becker, Vlad, Pelton, & Papper, 2005). The study found that 60.7% valued personality, 48.4% valued language skills, 36.3% valued work habits and commitment to the job, 21.8% valued on-the-job experience, 12.5% valued knowledge, and 9.6% valued professionalism. Overall, the study found that newsroom managers were looking for employees who will be good workers and bring with them traditional journalism skills (Becker et al., 2005).

The study sought to update a 1981 study on the hiring of journalists. Interestingly, that study found that television news directors valued employees that would require a minimum of development and little supervision since the managers had little time to train and develop employees (Becker, Fruit, & Caudill, 1987). Given the mass reductions in newsroom employees, it would be interesting to know if newsroom managers also altered their hiring focus.

What should be noted is that in neither of these studies were managers specifically asked if business or management training would be a valued skill in hiring newsroom employees, though, the 2005 survey did include open-ended questions to allow managers to insert any skill preference of their choosing. None chose management or business knowledge.

Another study in 2001 found technological skill was a significant predictor in journalism and mass communication graduates in finding jobs, with Web software skills being the greatest predictor (Lowrey & Becker, 2001).

College curriculum issues

There is little recent research into the area of journalism college courses and whether they are adequately preparing the newsroom leaders of today and those that will lead in the future, though some academics have espoused opinions on the issues.

The issue of what colleges are teaching journalism and mass communication graduates is an important one since the majority of entry-level jobs at daily newspapers (85% in 2005) are graduates of those schools (Quill Staff Report, 2006).

In 1977, Wallace B. Eberhard of the University of Georgia surveyed journalism schools in the United States on course offerings in “publication management.” He found that 55% of journalism schools did not offer courses in management and of those that do, that 30% offered one course (Eberhard, 1977, p. 6). Seventy-three percent said they sensed a need for management courses (Eberhard, 1977, p. 7). In addition, 60.6% reported there was interest from other media managers for schools to add management courses, “sometimes as a result of their felt weaknesses as managers because of a lack of preparation” (Eberhard, 1977, p. 7). Eberhard (1977) also found that student interest is not high in management courses until roughly 3 years after graduation, often because students don’t realize they will enter management roles (p. 7).

So why don’t journalism schools offer more management courses? Experts vary on the issue, with some saying schools are resistant to change and others saying student interest isn’t there.

In 1988, Everette E. Dennis, the executive director of the Gannett Center for Media Studies, wrote an impassioned article about the need for journalism schools to change. Dennis (1988) recounts the history of journalism schools and builds a case for programs to follow the lead of business schools in altering their programs to develop long-term leaders instead of narrow specialists (p.20). Schools are a source for cheap labor but rarely lead or strongly influence the course of industry developments, Dennis wrote.

In the 1970s, universities began to pressure professors to publish more for the “advancement of knowledge” and mandated teaching requirements beyond technical journalism skills, but rarely did that research trickle down to change curriculum (Dennis, 1988, p.15).

Bressers (2002) points out that business school graduates often see management as an option and start absorbing management tips in school and lower-level jobs while journalists fail to.

Birge (2006) states that journalism schools are slow to adjust curriculum because it's costly and what changes are taking place are in the area of convergence.

Eberhard (1977) suggests that schools are overwhelmed with the sheer volume of vocational journalism courses they need to offer and the 25% ceiling on journalism courses, as a percentage of total required coursework for accreditation purposes, means courses that might draw smaller interest, like management, get left out (p. 9). It's not hard to imagine that with today's pressure to add more technologically diverse programs, that challenge is even greater. In addition, Eberhard's study revealed a lack of management teaching expertise in journalism schools, at least in 1977.

Harold C. Shaver, and assistant professor on Journalism and Mass Communication at Kansas State University, surveyed newsroom and advertising students

who graduated in 1960 and 1970 from seven universities and found that the opportunity for growth was the highest general factor in job satisfaction while opportunity for acquiring new professional skills and stature was the most important specific factor (Shaver, 1978, p. 58).

Beyond training young journalists, the mid-career education boom has created several jobs for trainers in newsrooms, yet few are journalists (Hart, 1990, p. 40).

Some schools are taking steps to change.

John Lavine, dean of the Medill School of Journalism at Northwestern University, has been under fire for expanding the school's curriculum beyond vocational journalism skills to focus on new media with an emphasis on understanding the audience. His critics, echoing Underwood's concerns, fear that a change in legacy journalism courses will lead to journalists coloring stories so they will sell, rather than convey objective truth to readers (Johnson, 2007; Schulman, 2006). Lavine came under further fire when he suggested changing the school's name to reflect the new curriculum, weighing such options as "Integrated Marketing Communications" (Hellenbeck, 2007).

Areas of study outside journalism have looked more closely at the need for management training at the collegiate level. For example, two studies on the employability of sociology students (Vaughan, 1979; Watts & Johnson III, 1984) found that employers are seeking students more skilled in research methods and management and suggested adding courses in those areas to improve the employability of graduates.

Journalism educators need to assess how well they are preparing students for the realities of the jobs they may someday have. Much attention is spent on vocational skills, but are they being prepared for other realities, such as how to supervise (Shaver, 1978, p. 61)?

Shaver's study is nearly 30 years old so attitudes may have changed, but if the numbers from the Readership Institute's study are valid, then the only conclusion is "no."

Leadership dynamic outside of newspapers

Corporations across the country are cutting their training investment during the recession, but still investing an average of \$1,075 per "learner" in training, according to Training (2008) magazine's annual survey (p. 18). The average employee received 25 hours of training in 2007 and 17.2 hours in 2008. Small (100-999 employees) and mid-sized (1,000-9,999 employees) businesses saw the greatest decrease with employees receiving 33% less training in 2008 than in 2007 (Training, 2008, p. 22).

Non-newspaper companies also spend the least amount of money training their executives and managers, who received, on average, 9.5% and 24%, respectively, of the companies' training budgets. Overtime exempt employees received 32% and non-exempt employees received 34%, and these allocations have held fairly steady for the past five years (Training, 2008, p. 24).

When it comes to dividing money between different types of training, companies nationwide devoted the most dollars in 2008, by spending 21% of their training budgets, to profession/industry specific training. Management/supervisory training was fourth on the list with 13%, following mandatory/compliance and sales training, Training (2008) magazine found (p. 22). Examples of profession/industry specific training include accountants on new tax rules, manufacturers on new equipment and/or health-care workers on new regulations. The category of management/supervisory training includes leadership and executive development, management, and supervision of employees (Training, 2008, p. 24).

Manufacturers were the largest group responding to Training magazine's survey, encompassing 21% of the overall responses. Businesses accounted for 19% and health care at 11% (Training, 2008, p.18).

Despite the recent cutbacks, the business industry also knows that ongoing learning is a key to a business's ability to gain and sustain a competitive advantage (Bogner & Bansal, 2007). Without a better understanding of where innovative ideas come from, managers will be confined to the role of a knowledge steward, rather than a creator. While Bogner and Bansal's study was a regression analysis of 30,022 patent records from 42 firms, their study did quantitatively show that firms that generate innovation have above-average growth and profitability.

Warren Bennis, University of Southern California professor and author of two dozen books on leadership, has spent years studying 150 different corporate leaders. Bennis found the strongest leaders possess a guiding vision, pragmatic dreams, constancy, candor, ambition, competence, and integrity. The best leaders focus on being the transmitter, not creator, of ideas (Loeb, 1994).

Bennis posits the key to effective leadership "will be the capacity of top leadership to create the social architecture capable of generating intellectual capital" (Loeb, 1994, p.241). Too many managers are focused on rearranging resources rather finding new management techniques to lead their employees (Mills, 1985).

For that to happen, Amabile said employees can't just walk in the door and follow simple instructions; they need to bring a higher level of creativity and innovation, and an effective manager is the key to helping employees tap into those skills through constructing an environment where employees receive a high-level of responsibility for initiating new activities with a low level of interference from bosses (Amabile, 1983).

“Criticism and imparting feelings of failure will destroy creativity – avoiding them are the keys to fostering creativity,” Amabile wrote.

Large businesses facing competition and market change are more apt to have formalized training for employees, but can training affect change? The answer is yes, under certain conditions.

Sociological theorists have long studied training and training effectiveness in fields other than newspapers, though theory building in the area of organizational development has been challenging because of varied sizes, goals, and resources among organizations. Most research has been limited to specific situations, making it difficult to generalize results or build theories.

Leadership skills to create a culture of innovation aren't an intangible mystery. They are “learned and stable patterns of collective activity through which the organization systematically generates and modified its operation routines” (Zollo & Winter, 2002, p. 340).

Since training after school takes place while participants are employed, both the employee and employer play a role (Lynch & Black, 1998, p. 65), and a company's commitment to training is a key factor in effectiveness (House & Tosi, 1963; Hand & Slocum, 1970). In cases where training is not followed through with corporate commitment and continued reinforcement, through avenues such as performance evaluations, the effects of training tend to dissipate (Hand & Slocum, 1970). In addition, researchers have found not allowing time to implement new skills and ideas generated in training sessions creates a negative cycle in which employees reject future training correlation between training outcomes (Mathieu, Tannenbaum, & Salas, 1992).

Those employees most predisposed to adopting change initiatives in training appear to be employees with high job satisfaction, job security, and a sense of authority

(House & Tosi, 1963, p. 314). Another key to effectiveness is an employee's perception of individual needs for training (Guthrie & Schwoerer, 1994, p. 405).

Conclusion

Beyond leading their employees to reach higher goals, managers must lead their companies to reach new heights. Today's managers cannot simply maintain the profit goals of the organization; they must be visionaries dedicated to change (Pascarella & Frohman, 1989; Ticky & Devanna, 1986). Today's managers must focus less on "managing" and more on "leading" to create a culture of innovation. Those that are mere managers who simply maintain the status quo will lead today's newspapers into oblivion (Ticky & Devanna, 1986). True visionaries know how to leverage leadership potential in employees to gain more initiative, innovation, and productivity (Katzenbach et al., 1995).

The research on newspaper management has not caught up to the realities of newspapers today. Shrinking budgets, profits and staffs are changing the way leaders are managing, and what's relevant now may not be what was relevant during the past 20 years.

For decades, the corporate world has researched, theorized and created management models to help managers evolve into great leaders, yet it's only recently that newspapers find themselves searching for the same answers.

In the late 1990s, newsroom managers could see trouble as massive changes were looming on the horizon and started discussing how to combat the "revolution" as databases of knowledge were shifting from newspapers to the Internet (Branson, 1996).

In part, journalists are behind the times because managers are much more focused on strategies and readers (Readership Institute, 2000), but it's clear that newspapers can

no longer focus on producing a daily product that simply transmits the news. Readers are demanding a higher level of news and have clearly demonstrated their willingness to explore different outlets for information. In addition, employees are demanding a higher level of involvement in their own careers and more interaction with their supervisors. A newspaper's ability to meet those demands will determine whether it will thrive in this era of change.

While further study is needed on performance management in the area of newspapers in particular, it is clear that the corporate culture needs to shift in media companies. What gets measured gets done, and companies must measure leadership skills in their managers through annual reviews, hiring, promotion, and succession planning (Dulye, 2004).

As long as newspapers continue to evaluate managers based up maintaining budgets or vocational journalism skills, then newsrooms will fill with more technocrats, more journalists will settle for mediocrity and readers will turn to alternative sources of information.

It is interesting to note that, in 1995, a yearbook adviser wrote an article giving survival tips for advisers.

Sharon P. Sheya, in "Train, Delegate, Guide, Then Stand Aside," notes that running a yearbook staff is more like running a small business than teaching a course. Advisors need to know the consumer market, financial/business/legal constraints, time management, and must know how to motivate personnel, maintain positive morale, sustain production, and resolve conflicts (Sheya, 1995, p. 46).

Should the skill sets be any less for newsroom managers?

DEFINITIONS

1. Formal management training: College courses, professional seminars and in-house seminars dealing with personnel management or fiscal management.
2. Managing editor: The person who oversees newsroom employees and is responsible for the day-to-day operation of the newspaper.
3. On-the-job observation: Learning by watching other managers a person works with.
4. Audience: The readers of a newspaper.
5. Journalism school: Colleges or universities offering degrees in journalism or mass communications.
6. Performance evaluations: Formal written or verbal feedback on job performance.

METHODOLOGY

This study employed scientific methods to compile empirical and normative evidence to ascertain the level of management training among managing editors and their attitudes toward management, and newspaper hiring policies for managing editors.

Four hypothesis were tested using two online surveys through Zoomerang:

H1: The more formal management training managing editors have had the easier they will find management tasks.

H2: Managing editors with formal management training rate themselves as stronger managers than those without training.

H3: Managing editors with more management training place a higher value on such training than those who have not had training.

H4: Newspapers with management training as a hiring prerequisite for managers evaluate those managers more on leadership skills instead of technical journalism skills.

In part one, a survey of managing editors at U.S. newspapers was conducted. The questionnaire was designed using open-ended questions to gauge attitudes toward management and to allow respondents to address issues the researcher may have overlooked. Fixed-response quantitative questions, dichotomous questions, partially close-ended questions and rank-order scaling were employed to empirically measure the amount of training, which was defined as any college coursework, professional seminars or in-house training sessions. Close-ended questions with ordered choices were also used to rank the value managing editors place on different types of training and to collect basic demographic data (see Appendix I for survey).

Managing editors also were asked to rate their difficulty level on nine different management challenges using a Likert scale, with one being “not challenging” and six being “very challenging.”

A list of 3,000 U.S. newspapers was collected from <http://www.usnpl.com/>. Through phone calls and Web site searches, a list of e-mail contacts was compiled for all 3,000 managing editors. That list was narrowed to 1,803, once student newspapers and defunct newspapers were removed and multiple papers with one managing editor were taken into account.

The managing editors were then sent an e-mail invitation to participate in an online survey. As an incentive, they were offered the opportunity to receive the results of the survey. Two reminder e-mails were sent to encourage more responses.

In part two, a questionnaire on policies regarding promotion into or hiring for management positions was e-mailed to human resource directors at U.S. newspapers to ascertain if management training is a job requirement, specifically asking if there was a list of objective requirements and what was contained in those lists. Because it was not clear whether human resource departments are involved in newsroom hiring decisions, the survey involved both quantitative and qualitative questions to probe answers on both levels (see Appendix II for survey).

The goal of the human resources survey was to gather basic facts, rather than probe specific attitudes into management, to gauge whether newspapers value and reinforce leadership skills through annual reviews, hiring choices, and promotions.

A list of human resources directors at U.S. newspapers was collected from <http://www.usnpl.com/>. Again, a list of e-mail contacts was compiled through Internet searches and phone calls. The list was narrowed to 1,127, once student and defunct newspapers were removed and multiple papers with one human resource director were

taken into account. Two reminder e-mails were sent to encourage more responses. As an incentive, participants were invited to receive the results of the survey.

Hypothesis testing

The results were input into SPSS and were calculated using a Likert scale of formal training and scale of difficulty to evaluate if there is a directional correlation between the two and analyzed using Spearman's rho.

The 1-6 difficulty rating scale selections of managing editors on dealing with coaching, communication, peer/vertical management, hiring, strategic planning, conflict resolution, employee motivation and budgeting were compared to their reported level of management training.

The 1-6 rating scale selections of managing editors on their self-reported skills as a manager were compared to their reported level of management training (question 14 and question 16 in Appendix IV).

The 1-6 rating scale selections of managing editors on how valuable they find management training were compared to their reported level of management.

The amount of goals managing editors are evaluated on (less than a third, a third and more than a third) were compared between newspapers that require management training as a job prerequisite and those that don't to see if there's a directional correlation.

RESULTS

Two hundred fifty-three managing editors responded to the survey (14%); 101 human resource directors responded (9%), making the response rate too low to allow the results to be generalized to newspapers at large.

Table 1
Frequency: Managing editor responses

Type of newspaper	Frequency	Percent
Independent	23	9.1
Chain	101	39.9
Other*	129*	51
Total	253	100

*Other: Respondents identified papers as independent chain or family chain

Table 2
Frequency: managing editor responses

Circulation	Frequency	Percent
Under 25,000	26	9.5
25,001-50,000	162	64.0
50,001-100,000	25	9.9
100,001-300,000	22	8.7
300,001+	16	5.9
Other*	3	1.2
Total	253	100.0

*Other: Respondents identified newspapers publish weekly, more than once a week but less than daily, and bi-monthly.

Table 3*Frequency: Human resources responses*

Type of newspaper	Frequency	Percent
Independent	61	60.4
Chain	40	39.6
Total	101	100.0

*Other: Respondents identified papers as independent chain or family chain

Table 4*Frequency: human resource responses*

Circulation	Frequency	Percent
Under 25,000	9	8.9
25,001-50,000	50	49.5
50,001-100,000	24	23.8
100,001-300,000	9	8.9
300,001+	5	5.0
Other*	4	4.0
Total	101	100.0

*Other: Respondents identified newspapers publish weekly, more than once a week but less than daily, and bi-monthly.

It should be noted that 632 newspapers had no human resource department and requested survey responses be sent to an editor or publisher or requested they not receive the survey. It also should be noted that 490 newspapers did not have a direct e-mail for managing editors and directed e-mails to be sent to generic addresses, such as news@xxx.com or letters@xxx.com.

Descriptive statistics for the surveys can be found in Appendix III. Full results for the managing editor survey can be found in Appendix VIII. Full results for the human resources survey, can be found in Appendix XIV.

Managing editors

The three hypotheses were analyzed using Spearman’s rho with a 1-tailed significance to test for correlation.

H1: The more formal management training managing editors have had the easier they will find management tasks.

The hypothesis was partially supported. The results showed a positive correlation between the amount of management training and lower difficulty ratings in dealing with peer/vertical management. A negative correlation between training levels and delegating tasks would indicate the opposite is true.

No correlation was found between training and difficulty ratings on coaching and development, communication, hiring, strategic planning, conflict resolution, employee motivation and budgeting (see results for analysis in see Appendix IV; Table 11 and 12).

Table 5

Spearman's rho		Hours of training
Peer/vertical management	Correlation Coefficient	.142*
Delegating tasks	Correlation Coefficient	-.140*

*. Correlation is significant at the 0.05 level (1-tailed).

Results from other questions support data collected in the literature review. The majority of editors (72%) had no prior management training before their first promotion,

but it would appear editors receive more training as they move up in the ranks. Only 23% reported receiving no management training at all; 40% reported receiving more than 80 hours in training.

The data reveals some interesting conflicts in challenges managers face.

When asked to rate the difficulty of tasks, motivating employees and coaching/development were rated the most difficult. Delegating tasks, along with budgeting, was rated the least difficult. In open-ended questions about their greatest weaknesses, delegating tasks was by far the most common issue raised with comments such as “I would rather do it myself and get it right” and “I tend to just do

“I feel like I'm walking in the dark sometimes, making it up as I go along. Difficult employees get ignored more often than I like simply because of time constraints and deadlines.”
- survey respondent

things so I know they are done.” Managing editors don’t always view an inability to delegate as a weakness. One managing editor cited his or her strength as “work hard and always be here” while another wrote “being available 24 hours a day.”

Journalism skills, communication and coaching were the top strengths editors reported (for results of open-ended strengths question, see Appendix IX).

In addition, 62% reported that during a typical work week, they spend less than 10 hours on personnel/management issues, which may indicate delegation is a greater challenge than managing editors realize. The managing editors that spend the least amount of time per week on personnel/management issues are those at papers with a circulation under 25,000 and weekly papers, which may be a result of fewer employees

to delegate tasks to. Those that spend the most, on average, are managing editors at newspapers with circulations between 25,001 and 50,000.

*“We operate with a skeleton crew, and the biggest requirement I currently have is that employees be able to manage themselves because I have so many other tasks to attend to.”
- survey respondent*

The type of management challenges varied by circulation. Editors at small and mid-sized papers (under 25,000 and 50,001-100,000 average daily circulation) reported motivating employees was the most challenging. Hiring was the toughest challenge for editors at 25,001 to 50,000 newspapers while budgeting was the most challenging for managers at 100,0001-300,000. The largest circulation size, 300,001 and larger, found communication the most challenging.

H2: Managing editors with formal management training rate themselves as stronger managers than those without training.

The hypothesis was accepted. Analysis showed there is a strong positive correlation between levels of management training and how managers rate themselves (for results of analysis, see Appendix V, Tables 13 and 14).

Table 6

Spearman's rho		Self-rating
Amount of training	Correlation Coefficient	.415**

** . Correlation is significant at the 0.01 level (1-tailed)

While the majority of managers rated themselves above average, the broad responses in open-ended weakness/strength questions reveal most are struggling with some fundamental management issues, as opposed to more narrow issues, such as budgeting.

Issues associated with temperament and personality, such as impatience, was the second most common weakness cited in open-ended responses (see Appendix X for weakness responses). Also evident was a frustration with managing creative employees with strong personalities.

In addition, the general comments section on management issues showed the majority of managing editors, 92, are concerned with staffing and budget cuts, and taking on new tasks associated with social media and the Internet. Since this survey follows what some may see as the toughest few years in newspaper history, a good manager may be one that simply survives. Comments pertaining to the need for increased management and business skills totaled 44.

H3: Managing editors with more management training place a higher value on such training than those who have not had training.

The hypothesis was supported with high correlations between training levels and the value placed on professional/management seminars (see Appendix VI, Tables 15 and 16 for analysis results).

Table 7

Spearman's rho		Value of training
Amount of training	Correlation Coefficient	.231**

** . Correlation is significant at the 0.01 level (1-tailed)

The data shows managing editors believe on-the-job-observation is the most important in learning how to be a good manager. Professional seminars were the second most valued, yet, of those indicating they wanted more training, the majority reported wanting to learn in seminars.

Managing editors at small newspapers have received the least amount of training, with 89.5% receiving less than 8 hours. Managers at mid-level (25,001-50,000) papers received the most training with 17% having more than 80 hours.

In addition, managing editors at papers with a circulation of less than 25,000, received little management training prior to their first promotion into management (71% had taken no college courses in business or management, 82% never attended seminars, and 78% received no in-house training).

Human resource editors

H4: Newspapers with management training as a hiring prerequisite for managers evaluate those managers on leadership skills instead of technical journalism skills.

The hypothesis was accepted after Chi-square analysis showed a significant correlation (See Appendix VII, Tables 17 and 18 for calculations) between management hiring prerequisites and management goals on performance evaluations.

Table 8

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.483 ^a	3	.015
Likelihood Ratio	10.806	3	.013
Linear-by-Linear Association	2.168	1	.141
N of Valid Cases	101		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is 2.45.

The results supported the picture the literature review painted of newsroom culture where promotion into management is often based on technical skills. Only 8% require management training for entry-level managers; only 22% require such training of managing editors.

The predominate hiring requirement among the survey respondents is newsroom experience, college degree and performance in current position. Interestingly, the most common requirement for entry-level management positions is a college degree (69%), but for managing editors is previous newsroom experience (92%).

The results are mixed on whether newspapers value journalistic skills over management when it comes to evaluating the job performances of managing editors.

Of those that do give performance evaluations, 92% evaluate news judgment skills and 75% evaluate journalistic skills; 85% evaluate coaching and development, and communication skills. Only 28% evaluate managing editors on hiring/firing skills. Of the skills managing editors are evaluated on, 31% report less than a third are on management skills, 33% report a third are, and 36% report more than a third are.

DISCUSSION

Of those who responded, there does not appear to be a strong culture of management training at newspapers both among the managers themselves and within the corporate culture that sets the hiring practices and performance evaluations of managers.

While 40% of managing editors responding reported more than 80 hours of training, the bulk of it from professional seminars, and 50% wished they had more training in those seminars, managers still place the highest value on on-the-job observation for developing management skills. Newspapers also value work on the job over management training in hiring managers and, once promoted, evaluate those leaders more on technical journalism skills.

Some of the results were surprising when broken down by circulation.

Hours spent each week on management/personnel issues don't increase with circulation, as might be the perceived notion. While managers at the smallest daily newspapers and weeklies reported spending the least amount of time, managing editors at papers with a circulation between 25,001 and 50,000 spent the most time, with 12% spending more than 31 hours a week. The majority of editors at papers with circulations between 50,001 and 300,000 spent an average of 11 to 20 hours a week.

In-house training does appear to correspond with circulation: The higher the circulation, the more in-house training managers have had. Likewise, the lower the circulation, the less training managers received, in-house or otherwise.

Additionally, an interesting picture emerged when looking at all the data by circulation. It would appear that mid-sized papers are the best papers to work at, under the criteria of this survey. Managing editors at mid-sized papers (50,001-100,000

circulation), report, on average, they have received the most amount of training and also report strong numbers in seminar and in-house training. They also, on average, rated themselves as stronger managers than those in other circulation categories and reported spending 11 to 20 hours a week on personnel issues.

Newspapers that responded to the survey do not appear to evaluate managers more on personnel and fiscal management skills as their circulation rises. The newspaper circulation that evaluates managing editors most on management skills, versus technical journalism skills, is 25,001-50,000; second is newspapers in the 50,001-100,000 circulation category. It should be noted that some of the responses that would apply to these circulation categories might be lumped into the “various” responses since some human resource directors oversee papers that fall into different circulation categories.

These survey results should be evaluated within the context of the current state of the newspaper industry. While this survey, in part, was designed to explore whether managers are focusing on leadership skills versus their more comfortable role as journalists, the results may be skewed by the fact that many are taking on more daily tasks to cover for employees they have lost.

The American Society of News Editors, which conducts an annual census of newsrooms, reported in April of this year that 5,900 journalists were laid off so far in 2009 and 2,400 in 2008. Overall, newspaper jobs have decreased by 9,700 since a high of 56,400 in 2001.

In addition, Myers-Briggs personality type indicator tests indicate that people don't function as they normally would when they are in the “grip” of a crisis (Manes, 2001). Another issue to consider is job tenure since presumably there is a learning curve with developing leadership skills. Reaching the level of managing editor would indicate employees have some experience in newsrooms; quantifiable data isn't available to test

for correlations between difficulty ratings and length in a job. In addition, quantifiable data isn't available on what positions laid off employees have held to tell if cutbacks are translating into less experienced managing editors leading newsrooms.

Newspapers may need a different type of leadership in the future than what's been valued in the past, and there are good lessons to be learned from industries outside newspapers.

The literature review explores data spanning several decades that demonstrates delegating tasks and leadership skills have long been a challenge for newspaper managers. Previous studies also demonstrate that newspapers don't invest or evaluate managers on leadership skills as much as technical skills. Given that managers are thrust into jobs without leadership training and develop most of their leadership skills by observing other newsroom managers, both bad and good skills are passed down from one generation to the next.

“I think that for decades, the best-performing journalists were promoted to management positions without regard to whether they were good at managing people. This led to a lot of poor managers with no ability/desire to think strategically, develop employees or communicate with people. In my newsroom, at least, this has changed. The business requires it.”
- survey respondent

Would newspapers be in better shape today if the training investment had been there in the past? There is no evidence to state that empirically, but, logically, it would stand to reason if newsroom culture valued innovation and more business knowledge.

For example, newspapers have not found an effective way to monetize their content online, but news aggregators have and are making money off stories newspapers have paid to produce. But the results do show that managers with more training feel they are more skilled leaders than those who have not had such training.

The 2007 Frontline Editors project surveyed more than 100 journalists and journalism educators over a three-year period and identified seven roles frontline editors play in the newsroom: leader, thinker, innovator, administrator, partner, coach and seller (Frontline Editors Project, 2007). One survey respondent's view on newspaper leadership echoes that: "Newsroom leaders need to have an unwavering sense of ethics and fair and balanced reporting. They need to always have a clear understanding of mission, only a modest level of ego while at the same time the backbone to stand up for what is right, and, oh yes, by the way, they need to know how to manage people and budgets."

The challenge of juggling all those roles is only increasing and, while training dollars may be evaporating, leadership training is an investment with hard-cost payoffs, as demonstrated in the literature review. It not only reduces costs associated with personnel turnover, it is a critical element in innovation, which newspapers are sorely in need of.

Since the majority of managers who participated in this study have college degrees, journalism and mass communication undergraduate programs have an opportunity to not only prepare journalists for their first job, but also for the jobs they could hold further in their careers. Among these survey respondents, prior to their first promotion into management, 72% had not taken any college courses in business or management. Given the shrinking budgets for training, they might not be likely to get that training elsewhere.

Survey respondents addressed the issue of college courses and see a lack of management courses as a shortcoming of learning institutions:

“Traditionally, newsrooms promoted people to editors if they were good reporters. There's more to that in management, and the business as a whole would be healthier if, starting in college, our industry demanded even the most basic training on the principles of management.”

“Most of us received no training at all. I think this is a failure of most journalism schools. I could have used at least one newsroom management course.”

On the other hand, as one manager pointed out, college courses may not be able to provide lessons that have long-term relevance: “Nothing I could have learned in college in the 70s would have been applicable to the fast rate of change we have to deal with today.”

If journalism schools and newsrooms invest in leadership training, will it alter the culture of anti-management in newsrooms? It's an important factor to consider. Previous efforts, as demonstrated in the literature review, ended in failure when perceived as being based solely on profit margins, but the results of this study show, that among the respondents, management training does increase the confidence of managers and the value they place on training. It is possible those old attitudes may have shifted as ideals were confronted with the stark reality of the recession. It's also possible that training sessions need to be tailored to the unique challenges editors face.

Some managing editors expressed a desire to have sessions geared toward how to manage creative people, such as one who wrote: “There needs to be some really good training on how to manage creative people. I haven't seen anything like that.” And, oddly enough, four editors compared managing journalists to herding cats.

If newspapers are to emerge from the recession and recapture readership and re-energize employees, it will be through the skills of strong leaders. Waiting until revenues

improve, may only prolong the downturn. And while time and resources are tighter than ever, the open-ended responses make it clear that editors want to develop stronger management skills.

One participant, in an e-mail to the researcher, offered valuable insight:

“From a leadership/management standpoint, I do find your low response rate to be interesting — perhaps in itself worth further exploration. Being a newsroom manager in our industry is more and more challenging all the time — given resource and time demands — yet it also can be more rewarding for those who can effectively navigate and be nimble amid ever-changing circumstances, be they journalistic- or business-related. So, my nut graf is this: As evidenced by your low response rate, it would seem on the surface that these 1,800 newsroom managers do not have the time to re-invest into the potential betterment of their craft through your project. So, do they also not have the time to re-invest in their staffs/publications — or even themselves?”

Limitations of this research/future research

There are some inherent flaws in choosing to study managing editors. While it is more common in newsrooms for first-time supervisors to be chosen based upon their technical skills, this is not always the case with managing editors. Given that managing editors might be more promotion-oriented than other managers, they may exhibit a greater interest in management and leadership skills, and may have sought more training, making the results somewhat skewed. The survey also relies on a respondent’s ability to recall training spanning several years, but, while memory may be faulty, it is this researcher’s opinion that respondents will remember training they perceive as valuable.

This study, in part, was formed to explore the viewpoints of managers after the Readership Institute study in 2000 on employee satisfaction, and the results stem from managing editors evaluating themselves, which may not be a predictor of employee satisfaction or a newspaper’s financial performance. For example, one managing editor

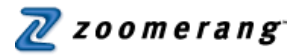
cited his or her greatest strength as “employees love me,” which may be a weakness as much as a strength.

The Readership Institute study documented employees’ high dissatisfaction rates with their supervisors without defining what supervisory position employees are critiquing. It is more likely those respondents were referring to their direct supervisor, such as an assigning editor or copy desk chief, as opposed to the managing editor, which is why this study attempts to measure the amount of management training managing editors received prior to their first promotion, in addition to management training received since. There would be value in future research in exploring the relationship between employees perception of good management and the skills of those specific managers.

This study also does not delve into issues associated with gender, race, age, time in a job, or the number of employees the editors supervise. It also does not explore the value of mentorships in developing management skills, which is an area that has not explored in newspaper research but might be quiet influential in how newspaper leaders develop management skills .

Ideally, a follow-up study would quantify the management training at newspapers in that survey and correlate those results with employees’ responses to see if more training would have a positive impact on job satisfaction. It also would be valuable to probe whether managing editors paid for their own management training or whether it was company funded to further gauge management training attitudes.

The study did not include those who resigned or were terminated after being promoted into their first newspaper management positions, which could skew the results. There would be great value to the subject of management training in exploring if a lack of training causes managers to leave the newspaper industry.



Managing editors

Survey of managing editors on management training

Page 1 - Question 1 - Choice - One Answer (Bullets)

[Mandatory]

What is your education level?

- No college
- Some college but no degree
- Associates degree in journalism/mass communications
- Bachelors degree in journalism/mass communications
- Associates degree in business
- Bachelors degree in business
- Graduate degree or higher

Page 1 - Question 2 - Choice - One Answer (Bullets)

[Mandatory]

What was your first management job?

- Supervisor of reporters
- Supervisor of copy editors
- Supervisor of graphic artists
- Supervisor of photographers
- Management position outside of newspapers
- Other, please specify

Page 1 - Question 3 - Yes or No

[Mandatory]

Prior to your first promotion into management did you take any college courses pertaining to management or business?

- Yes
- No [Skip to 3]

Page 2 - Question 4 - Choice - One Answer (Bullets)

How many college courses did you take in management or business?

- One
- Two
- Three or more

Prior to your first promotion into management, did you attend any professional management training seminars?

- Yes
- No [Skip to 5]

How much time did you spend in training seminars?

- Less than 8 hours
 - Between 9-24 hours
 - Between 25-32 hours
 - Between 33-40 hours
 - More than 41 hours
 - Other, please specify
-

Prior to your first promotion into management, did you receive any in-house management or business training?

- Yes
- No [Skip to 7]

How much in-house management or business training did you receive?

- Less than 8 hours
 - Between 9-24 hours
 - Between 25-32 hours
 - Between 33-40 hours
 - More than 41 hours
 - Other, please specify
-

What type of management training have you received between your first promotion into management and now? Please pick all that apply.

- College courses
 - Professional management training seminars
 - In-house training sessions
 - None [Skip to 9]
 - Other, please specify
-

In total, how many hours of the types of training selected above have you received?

- Less than 8 hours
- Between 9-24 hours
- Between 25-32 hours
- Between 33-40 hours
- Between 41-80 hours
- More than 80 hours
- Other, please specify

What type of training do you wish you had received or received more of?

- College courses
- In-house training seminars
- Professional management seminars
- None
- Other, please specify

On a scale of 1 to 6, with 1 being "not important at all" and 6 being "very important," how valuable do you think formal management training is?

Not important	2	3	4	5	Very important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On a scale of 1 to 6 with 1 being "not important at all" and 6 being "very important," how valuable do you think the following are in learning to be a good manager?

	Not important	2	3	4	5	Very important
College courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional training seminars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-house training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-the-job observation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now, let's take a look at some of the challenges newsroom managers face.

On a scale of 1 to 6, with 1 being "not challenging" and 6 being "very challenging," how difficult do you find the following issues as a manager?

	Not challenging	2	3	4	5	Very challenging
Coaching and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer/vertical management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H i r i n g	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B u d g e t i n g	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delegating tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On a scale of 1 to 6 with 1 being poor and 6 being excellent, how would you rate yourself as a manager?

P o o r	2	3	4	5	E x c e l l e n t
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you think is your greatest strength as a manager?

.....

.....

.....

What do you think is your greatest weakness as a manager?

.....

.....

.....

During a typical week at work, how many hours do you spend on personnel issues, such as coaching employees, interviewing hires or resolving conflicts, as opposed to journalistic tasks such as editing stories?

- 0-10
- 11-20
- 21-30
- More than 31 hours

Any comments or thoughts on newsroom management?

Finally, please give us a bit of information about yourself for statistical purposes. Remember, your answers are anonymous. What type of newspaper do you work for?

- Independent
- Chain
- Other, please specify

What is the average weekday circulation of your newspaper?

- Under 25,000
- 25,001 to 50,000
- 50,001 to 100,000
- 100,001 to 300,000
- More than 300,001
- Other, please specify

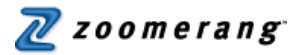
Thank you very much for your time. Your answers in this survey are confidential. If you would like to receive the results of this survey, enter your e-mail address below and I will send you a copy.

Thank You Page

Thank you again for taking the time to complete our survey. If you have any questions or concerns, please contact Teresa Schmedding at tmsgf7@mail.missouri.edu or her faculty supervisor, Dr. Clyde Bentley at bentleycl@missouri.edu



APPENDIX II



Survey of human resource directors at newspapers

Page 1 - Question 1 - Yes or No

[Mandatory]

Are you, or the human resources department, involved in the hiring process for the managing editor?

- Yes [Skip to 3]
- No

Page 2 - Question 2 - Open Ended - Comments Box

If you are not involved, who makes that decision?

Page 3 - Question 3 - Yes or No

[Mandatory]

Does your newspaper have a list of job requirements or skills for entry-level management positions in the newsroom?

- Yes
- No [Skip to 5]

Page 4 - Question 4 - Choice - Multiple Answers (Bullets)

Which of the following are required?

- College degree
- Formal management training through in-house seminars, professional seminars or college courses
- Good performance at current position
- Previous management experience
- Other, please specify

Page 5 - Question 5 - Yes or No

[Mandatory]

Does your newspaper have a list of job requirements or skills for the managing editor position?

- Yes
- No [Skip to 7]

Which of the following are required?

- College degree
- Formal management training through in-house seminars, professional seminars or college courses
- Good performance at current position
- Previous management experience
- Previous newsroom experience
- Other, please specify

Does your newspaper have job descriptions on file for managing editors?

- Yes
- No [Skip to 9]

Please detail the key requirements in the job description.

Do your managing editors receive formal job performance evaluations?

- Yes
- No [Skip to 12]

Of the goals listed on performance evaluations, how many deal with management skills v. other aspects of the job, such as news judgment?

- Less than a third
- A third
- More than a third

Which of the following management skills are managing editors evaluated on?

- Budgeting
 - Coaching and development
 - Communication
 - Conflict resolution
 - Employee motivation
 - Hiring/firing
 - Strategic planning
 - Working effectively with peer and supervisory managers
 - Other, please specify
-

Finally, please give us a bit of information about yourself for statistical purposes. Remember, your answers are anonymous.
Do you work for an independently owned newspaper or a chain?

- Independent
- Chain

What is the average weekday circulation of your newspaper?

- Under 25,000
- 25,001 to 50,000
- 50,001 to 100,000
- 100,001 to 300,000
- More than 300,001

If you would like to receive the results of this survey, please enter your e-mail address. Your answers will still be anonymous.

Thank You Page

Thank you again for taking the time to complete our survey. If you have any questions or concerns, please contact Teresa Schmedding at tmsgf7@mail.missouri.edu or her faculty supervisor, Dr. Clyde Bentley at bentleycl@missouri.edu.



APPENDIX III

TABLE 9

Descriptive statistics - managing editors survey

	N	Min.	Max.	Mean	Std. deviation
Hours of training	193	-1	6	4.15	1.888
Value of training	253	1	6	4.30	1.290
Importance of coaching and development skills	253	1	6	3.78	1.396
Importance of communication skills	253	1	6	3.60	1.486
Importance of peer/vertical management skills	253	1	6	3.66	1.352
Importance of hiring skills	253	1	6	3.76	1.482
Importance of strategic planning skills	253	1	6	3.84	1.380
Importance of conflict resolution skills	253	1	6	3.99	1.386
Importance of employee motivation skills	253	1	6	4.04	1.404
Importance of budgeting skills	253	1	6	3.66	1.534
Importance of delegation skills	253	1	6	3.29	1.378
Self-rating	253	2	6	4.39	.827
Valid N (listwise)	193				

TABLE 10*Descriptive statistics – human resources survey*

	N	Min.	Max.	Mean	Std. deviation
Performance evaluation criteria: management skills v. technical	61	1	3	2.05	.825
Valid N (listwise)	61				

APPENDIX IV

TABLE 11

Testing of Hypothesis 1: Question 10 to Question 4

Spearman's rho		Hours of training
Coaching and development		
	Correlation Coefficient	.032
	Sig. 1-tailed	.330
	N	193
Communication		
	Correlation Coefficient	.069
	Sig. 1-tailed	.170
	N	193
Peer/vertical management		
	Correlation Coefficient	.142*
	Sig. 1-tailed	.024
	N	193
Hiring		
	Correlation Coefficient	-.020
	Sig. 1-tailed	.392
	N	193
Strategic planning		
	Correlation Coefficient	.033
	Sig. 1-tailed	.323
	N	193
Conflict resolution		
	Correlation Coefficient	.043
	Sig. 1-tailed	.275
	N	193
Employee motivation		
	Correlation Coefficient	.050
	Sig. 1-tailed	.246
	N	193
Budgeting		
	Correlation Coefficient	-.100
	Sig. 1-tailed	.083
	N	193
Delegating tasks		
	Correlation Coefficient	-.140*
	Sig. 1-tailed	.026
	N	193

*. Correlation is significant at the 0.05 level (1-tailed).

TABLE 12*Results summary*

		N	%
Cases	Valid	253	100.0
	Excluded	0	.0
	Total	253	100.0

APPENDIX V

TABLE 13

Testing of Hypothesis 2: Question 10 to Question 15

Spearman's rho		Self-rating
<hr/>		
Hours of training		
	Correlation Coefficient	.415**
	Sig. 1-tailed	.000
	N	193

** . Correlation is significant at the 0.01 level (1-tailed)

TABLE 14

Results summary

		N	%
Cases	Valid	193	76.3
	Excluded ^a	60	23.7
	Total	253	100.0

- a. Listwise deletion based on all variables in the procedure.

APPENDIX VI

TABLE 15

Testing of Hypothesis 3: Question 10 to Question 12

Spearman's rho		Value of formal management training
Hours of training	Correlation Coefficient	.231**
	Sig. 1-tailed	.001
	N	193

** . Correlation is significant at the 0.01 level (1-tailed)

TABLE 16

Results summary

		N	%
Cases	Valid	193	76.3
	Excluded ^a	60	23.7
	Total	253	100.0

Listwise deletion based on all variables in the procedure.

APPENDIX VII

TABLE 17

Crosstab

Testing of Hypothesis 4: Question 6 to Question 10

	Performance evaluations: management skills v. technical				Total
	0	>1/3	1/3	<1/3	
T					
A	0	>1/3	1/3	<1/3	
B Job requirement	39	15	14	20	88
L	1	4	6	2	13
E Total	40	19	20	22	101

TABLE 18

Chi-square tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.483 ^a	3	.015
Likelihood Ratio	10.806	3	.013
Linear-by-Linear Association	2.168	1	.141
N of Valid Cases	101		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is 2.45.

APPENDIX VIII

Results of Managing Editor survey

- 62% of respondents have a bachelors degree in journalism or mass communication, 6% a bachelors in business, and 14% a graduate degree or higher.

- 60% of managing editors' first management job was supervising reporters.

- Prior to their first promotion into management, 72% had taken no college courses in management or business; 79% did attend any professional management/business seminars; 75% did not receive any in-house management training.

- Between their first promotion into management and now, 29% have taken college courses in business or management; 58% have attended professional management/training seminars; 51% have received in-house management training; and 23% have received no training. The types of training varied by circulation:

TABLE 19

Training type	College	Professional	In-house	None	Other*
Circulation					
		seminars			
under 25,000	11%	53%	44%	25%	5%
25,001-50,000	16%	76%	60%	11.5%	4%
50,001-100,000	9%	73%	77%	14%	0%
100,001-300,000	13%	93%	73%	6%	0%
300,001+	33%	67%	100%	0%	0%
Other	13%	33%	50%	33%	21%

** Examples of “other” responses included specific seminars, Webinars, books, networking, on-the-job observation*

- Between their first promotion into management and now, 40% of managing editors report receiving more than 80 hours of management/business training; 18% received between 9 and 24 hours; 12% received between 41 and 80 hours of training; 10% received between 33 and 40 hours of training; 10% received less than 9 hours of training; 9% received between 25 and 32 hours of training; 1% was uncertain. The amount of training varied by circulation:

TABLE 20

Training Circulation	Less than 8 hours	9-24 hours	25-32 hours	33-40 hours	41-80 hours	80+ hours	Other*
under 25,000	14%	23%	8%	9%	10%	34%	1%
25,001-50,000	0%	5%	0%	10%	20%	65%	0%
50,001-100,000	11%	0%	5%	16%	11%	58%	0%
100,001-300,000	0%	7%	7%	7%	14%	64%	0%
300,000+	0%	33%	0%	0%	0%	67%	0%
Other	0%	19%	13%	13%	19%	13%	0%

**The “other” answer was uncertain*

- Managing editors place the highest value on on-the-job observation (48%) in learning to be a good manager; 17% said professional management/training seminars were very important, 14% thought in-house training sessions were very important and 6% said college courses were very important. The values were fairly consistent when broken down by circulation with on-the-job training receiving the

highest rankings and seminars the second highest; only managing editors at papers larger than 300,001 valued in-house training sessions second.

- Of those that wished they have received more management training, 50% wanted professional seminars; 23% wanted more college courses; 21% wanted more in-house training sessions. Twenty-four percent did not wish they had received more training. The types of training desired vary by circulation:

TABLE 21

Training type Circulation	College	Professional seminars	In-house	None	Other*
under 25,000	25%	27%	52%	20%	1%
25,001-50,000	16%	12%	44%	44%	4%
50,001-100,000	36%	5%	45%	23%	9%
100,001-300,000	6%	13%	40%	40%	13%
300,001+	33%	0%	0%	33%	33%
Other	17%	13%	54%	21%	21%

* “Other” responses pertained to specific skills such computer/Web training or human resource issues. The types of training in other were mentorships and training targeted for newspapers only

- Managing editors were fairly split on what management tasks they found “very challenging”: 17% rated employee motivation was very challenging, hiring and conflict resolution tied with 15%, and 14% rated budgeting as very challenging. The range for all categories was 1-6 on a 6-point Likert scale, with 1 being “not challenging” and 6 being “very challenging.” The mode was four for coaching and development (66 responses), communication (57 responses), peer/vertical management

(72), hiring (55), strategic planning (66), conflict resolution (79). The mode was five for employee motivation (61); three for budgeting (57) and delegating tasks (61). In addition, the types of management issues MEds find challenging varied by circulation:

under 25,000 rated employee motivation very challenging

25,001 to 50,000 rated hiring the very challenging

50,001 to 100,000 rated motivating employees very challenging

100,001 to 300,000 rated budgeting very challenging

more than 300,001 rated communication very challenging

- One a six-point scale, with one being poor and six being excellent, 7% gave themselves a rating of 6, 38% a rating of 5, 43% a rating of 4, 10% a rating of 3, 2% a rating of 2, none rated themselves as poor. The ratings varied by circulation:

TABLE 22

Self-rating	Poor	2	3	4	5	Excellent
Circulation						
under 25,000	0%	2%	12%	48%	33%	6%
25,001-50,000	0%	0%	8%	32%	56%	4%
50,001-100,000	0%	0%	0%	32%	64%	5%
100,001-300,000	0%	0%	0%	20%	60%	20%
300,001+	0%	0%	0%	33%	33%	33%
Other	0%	4%	13%	46%	29%	8%

- The responses to the open-ended question regarding what managing editors saw as their greatest strength were re-coded into the following categories to correspond with the Likert scale questions with

categories added for journalistic skills, temperament/personality traits and miscellaneous responses (see Appendix IX for responses):

- Journalistic skills: 67
- Communication: 61
- Coaching and development: 59
- Temperament/personality traits (such as decisive, empathetic,

intelligent): 43

- Strategic planning: 24
- Peer/vertical management: 12
- Misc.: 12
- Employee motivation: 10
- Conflict resolution: 5
- Delegating tasks: 8
- Hiring: 3
- Budgeting: 0

*Responses are listed as numbers as opposed to percentages since several managers listed more than one greatest strength.

• The responses to the open-ended questions regarding what managing editors saw as their greatest weakness were re-coded into the following categories to correspond with the Likert scale questions with categories added for journalistic skills, temperament/personality traits and miscellaneous responses (see Appendix X for responses):

- Delegating tasks: 68
- Temperament/personality traits (such as impatient, indecisive,

arrogant): 60

- Coaching and development: 32
- Conflict resolution: 28
- Strategic planning: 15
- Employee motivation: 15
- Communication: 13
- Misc.: 9
- Budgeting: 8
- Journalistic skills: 7
- Peer/vertical management: 6
- Hiring: 1

*Responses are listed as numbers as opposed to percentages since several managers listed more than one greatest weakness.

• During a typical work week, 62% reporting spending less than 10 hours a week on personnel issues, 27% reported spending 11-20 hours, 9% 21-30 hours and 2% more than 31 hours. The hours varied by circulation:

TABLE 23

Hours	0-10	11-20	21-30	31+
Circulation				
under 25,000	73%	20%	6%	1%
25,001-50,000	28%	44%	16%	12%
50,001-100,000	32%	55%	14%	0%
100,001-300,000	27%	53%	13%	7%
300,001+	33%	33%	0%	33%
Other	79%	8%	13%	0

- 65% work for newspapers with an average weekday circulation under 25,000, 10% work at 25,001-50,000; 10% work at “other,” which included papers not published daily and managing editors who oversaw papers of various circulations; 9% work at 50,001 to 10,000; 6% at 100,001 to 300,000; 1% at more than 300,001.

- 42% work for independent newspapers.

APPENDIX IX

Open-ended question on managing editors' greatest strengths

Except for spelling corrections, responses are as editors wrote them:

i mull before i decide

Creating a team approach in the newsroom with me as the leader.

Communication

Care and concern for each worker individually. Seeing that they reach potential.

My listening skills

experience

I'm a good communicator: I listen to people on all levels--up and down, I make and communicate timely decisions, I take a lot of time in the day to walk around and make contact with as many people as possible

Communication. I'm very straight with my people.

Willingness to pick up any of the slack. Having done most of the jobs makes me better able to help someone else with it and more realistic with expectations.

I never ask anyone to do anything that I cannot do myself.

COACHING AND DEVELOPMENT

Getting people to do their work, be productive and not feel overloaded.

empathy, smarts.

communications and interpersonal relationships

Getting all eyes forward. Making the team move toward a goal.

Putting my experience to use. I'm the oldest editor in the company.

Strong people skills.

Always looking out for my employees.

I want everyone to be as successful as I am.

Organization

knowledge and action; decisiveness

matching the combination of a person's enthusiasm and potential to the work that needs to be completed -- Bad fits that you inherit must be fixed immediately, for everyone's sake.

Communication

Experience at various papers in a wide range of roles and circumstances

Willing to look at many sides of an issue

dedication and compassion

Patience.

Creative strategic thinking, crisis management, budgeting, personnel management.

the ability to read people

Ability to understand employees' needs, interests.

Employees love me

Giving my people the freedom to be able to thrive at the same time I guide them toward always becoming better journalists.

I'm able to understand the challenges faced by my reporters and to set realistic goals.

I don't know why, but the staff will do anything for me. I consider myself very demanding, but also lots of fun and understanding.

experience

My greatest strength is my ability to work with people, even poor performers, to elicit improved behavior and raise the bar for them and, as a result, our publication. In doing this, it helps to keep the big picture in mind while adjusting the details.

Experience, maturity, willingness to listen, willingness to delegate, willingness to let surrogates and subordinates have discretion to act independently, frequent feedback and critiques that are two-way streets, and enthusiasm for journalism and recognizing when others do a good job

Motivating my employees to do their best and to feel that the success is theirs to celebrate.

Flexibility and compassion. I give my employees the freedom to do their work without someone constantly hawking over their shoulders ... unless, that is, they're not doing what they need to be doing.

Keeping staff motivated despite economic issues (tight budgets, no raises, etc.)

Listening and working to build consensus with broad-based buy-in.

Good listener.

Patience

experience

Attention to detail; coaching

Listening and cooperating

Giving people the tools and opportunities to succeed.

I make it very easy for staff to talk with me and I believe I am very understanding of their situations. However, that could also be a fault.

Developing a team atmosphere

Emphasis on communication and holding people accountable.

I respect and care about the people I manage.

working with reporters/enterprising/relating to their needs

Communication

The ability to do all tasks relating to a newspaper, and experience of 20 years in the field.

Ability to article and uphold standards; results oriented

Working with an employee's strength.

Ability to motivate others to do their best work

Recognition of the value of the employees to the organization

Seeing the big picture and communicating that to employees so they understand their contribution.

Communication

Listening to others

Understanding of employee needs, compassion

Work ethic. Lead by example. Motivating by example.

Motivating and encouraging employees to grow and develop as the industry changes.

I'm not that far removed from being a reporter, so I know what it's like to be on their end.

Intelligence.

My ability to listen and discern how to deal with different types of employees.

Flexibility

I possess excellent communication skills.

Being fair. Being able to look at both sides of an issue. Having compassion yet demanding the best.

My ability to relate to my employees as equals.

Empathy with reporters and copy editors, having done their jobs.

Knowing what it takes to be a successful reporter allows me to help employees achieve those skills.

Experience and empathy at having "worked in the trenches" as a reporter for many years

I put myself in their shoes.

Desire to do a good job

Coaching, assignment desk.

Creativity

listening and leading by example

I get along well with all kinds of people and can relate to my employees since I started as a reporter and worked my way up the chain of command.

My empathy.

I listen.

Willingness to accept responsibility

Coaching and developing talent - when I have the time to do it.

That I am understanding and kind.

My ability to listen to others.

Calmly looking at each side of an issue and developing the best possible solution.

My greatest strength is that I've held the positions of those in my department, so I understand their needs, their issues, etc.

Ability to communicate successfully with people at all levels of the company.

Problem solving, conflict resolution

I listen and reflect before I speak.

Motivating employees

Understanding

The ability to listen and not judge.

Overall knowledge, breadth of experience, able to retool systems

Open door policy. I enjoy listening to my employees and writers ideas and welcome their input.

Motivation, respect, forward thinking

The ability to community with my staff and to make sure they enjoy what they are doing

I listen to people and work with them to get better. I also set a good example by working hard and doing whatever it takes to get the job done.

My ability to think ahead

My background in having had done the same tasks as the assignments I give reporters today

promoting team work and leading by example

I listen to employees' challenges and try to work with them to devise solutions.

Consistency and a willingness to listen. People know what to expect day in and day out and people are treated the same.

skill assessment, vision for staffing. getting right peope in right place for more dynamic papers

Leadership ability

Empowering my employees to make decisions and have confidence in their abilities.

Strategic thinking, organizing, planning, delegating

Seeing the big picture and getting everyone to work together toward it.

Willigness to understand where others are coming from while making clear where I, too, am coming from.

My ability to communicate with my staff and create a cohesive working environment that maximizes our productivity.

I set a good example in terms of working hard.

consistent, communicative, listener,

patience

Ability to empathize with the positions others hold.

Setting goals, sharing them and turning folks loose to attain them.

Patience

Developing and executing strategy and vision in tough times.

calm, reasonable manner

My willingness to listen and remain flexible.

Identifying persistent problems within departments and taking the time to listen to employee concerns then making clear goals to mediate or eliminate identified problems or concerns. Not being afraid to take short-term pain for long term gain, i.e., firing a staffer and having to do more work until the position is filled with the type of employee I believe would work best at our newspaper.

Ability to see the big picture and how pieces / individual contributions fit into that picture.

patience

Respect employees and want them to be successful

communication

My ability to get the most out of people by listening and understanding what motivates them.

Building good rapport with staff members.

Patience, but with the ability to act when necessary.

Organization and planning

Understanding many sides of situations.

I lead by example. I listen to my staff.

Motivation, experience

motivation, resolving conflicts, and planning

fairness

Ability to find and develop talented individuals while also producing a superior publication.

Having a vision for what we've accomplished and what we'd like to do in the future.

Gentle guidance one-on-one.

Clear communication

Empowering employees

Open communication. honesty

Empathy

The ability to honestly listen to what staff members have to say and then take steps to address the situation. Empathy but firmness.

* I've done their jobs in the past, so I know them. I set clear goals. I set a good example. I take time to understand their struggles/goals/ideas. I listen.

Longevity, knowledge of current and old manufacturing processes.

A hands-off style...if you do the job well you don't get dictated to. Try to be understanding and stick up for my staff against those who would berate them, etc. That's something that I believe is much appreciated.

Organization

delegating

My age and experience in working with public and managing employees.

Giving my section editors the tools and leeway to do their jobs.

experience

Conflict management.

Finding the right motivators for direct reports. Coaching and mentoring.

Empathy, ability to get everyone working as a team, ability to create an atmosphere that values excellence

Understanding the big picture, the work required to accomplish it, having the ability to perform it myself and working with people daily as an example of how we get it done, and done well.

My ability to analyze situations and make quick decisions.

I can motivate people to do their best work, and can help them figure out how to do that work.

The ability to not only listen, but to actually hear what my employees are saying.

My ability to trust in my people's strengths and let them use those strengths to make the paper better.

flexibility

I have a good sense of right and wrong in dealing with people; I'm fair; I recognize hard work and loyalty and know how to reward it.

I have selected a small, well-qualified, dedicated staff and I let them do their job and I tell them how good they are. I also compensate them well.

Ability to let those who know what they are doing proceed and encourage those lagging in skills to develop those skills or seek other positions.

Finding solutions.

Flexibility.

The ability to listen...plus I've been in my reporters' shoes and I never forgot it.

communication and listening to employees

Communication skills

Understanding our product

Ability to take action, even when it's distasteful

I am understanding and flexible. very approachable

Knowing the newspaper, my few employees, and the area.

delegating

Facilitation -- prioritizing needs and matching them with resources

That I was a reporter before being an editor, so I know what the job entails.

Strong communications skills

Ability to lead by showing empathy and respect

Experience coupled with a firm, caring personality.

Ability to include others in processes

Empathy

Ability to work with reporters, copy editors and others. good communication skills knowledge of what I'm doing

Open communication

good planning, communications, delegating skills

Expressing appreciation often

Hard worker

Dependable.

186 I make sure people know what to do and let them know I expect them to do it without a lot of micro-management.

I'm told I have strong people skills and I get stuff done.

I am respected by those who work for me because I work hard and they see that.

Listening. Explaining. Adapting. Implementing. Follow-up.

Willingness to listen

Creating team efforts, giving as many people input as possible before a decision is made with the understanding that once it is made, everybody heads in the same direction at the same time with the same tools.

Juggling ability; problem-solving

I'm approachable and easy to talk to, but I know when to deploy a firm hand to make things happen. Constantly looming threat of physical violence helps, too. Kidding!

leading by example

Planning, developing

communication

Listening and waiting to give suggestions

Ability to communicate.

I know my job - the newspaper business - and can teach it to others.

problem solver

I let my folks be their own people. Ours is a unique industry. You cannot manage everyone the same way.

Ability to hire well.

Evaluating personnel, assigning tasks and working with varying types of personalities.

The ability to listen and problem solve.

Flexibility to allow employees to work toward their strengths

Being able to tell people exactly what I think and not holding back.

Work hard and always here

Strategic planning.

Getting all the stories covered with a limited staff. Keeping the staff on the same page.

Organization, communication, coaching.

Experience as the owner of a professional practice before getting into journalism.

jack of all trades

Listening and trying to figure out a solution.

Ability to consider various and diverse inputs and determining how to make them work for the company as a whole.

My ability to play to the strengths of my staff.

Patience.

respecting my employees

Being engaged in the process of producing the paper hopefully leading by example.

I try to create a relaxed atmosphere, but at the same time everyone knows who's running the newsroom.

Want to involve others, listen to their ideas, put them into action

Working with the staff to set goals and develop methods to achieve them, from stories to projects to staff development and communication.

Communication

passion for the business

My open, honest approach in dealing with colleagues

I treat people as I would like to be treated. I try to maintain my sense of humor no matter what.

Getting it done.

I don't jump to conclusions. There are two sides to each story. I'm calm, calculating and I listen well. I also realize I don't know it all and communicate well with my direct-reports.

I'm a good listener and I learn all jobs that my managers supervise.

Good judgment

Motivating

Motivation and management by objectives.

ability to solve conflicts, or intercept them problems before they become conflicts

Being available 24 hrs a day.

keep line of communication open

Caring about the people. Listening. Hoping to be fair.

Work ethic, fairness, discipline, organization, ability to motivate and congratulate staff on a job well done

Knowing people and their motivations, and interests.

The ability to listen to members of my team, take advantage of their expertise and deflect credit to them.

Decisive but thoughtful.

My ability to clearly define performance goals.

That I've done the work that the people I manage do myself.

Patience

Intuition about people, by staff and my readers

Ability to listen and incorporate ideas from around the room.

I set clear expectations and hold supervisors and staff accountable.

Ability to listen to people and work through difficulties.

Listening skills, ability to get people to work together

Communication

Communication skills; appreciation for employees' time and talents;
optimism

Vision, clear expectations, am able to perform nearly all the tasks myself or can find people to perform them. Sense of humor, empathy, but don't put up with bad work or mishandling job.

Especially in this economy, am up front with employees about the effect on the company and the need for them to share in the sacrifices if we are to get through.

Experience and knowledge of journalism and multimedia.

I'm able to perform virtually any task that I ask others to perform.

My skills as a journalist, a sense of humor and kindness

APPENDIX X

Responses open-ended question on managing editors' greatest weaknesses.

Except for spelling corrections, responses are as editors wrote them:

i mull too long some times

Delegating work.

Strategic planning

Delegating duties

Conflict avoidance

"experience"

I'm not particularly good at reading financial spreadsheets, despite YEARS of experience with it.

Keeping calendars, technology to an extent.

Balancing hard edge management style with friendship. Also having all the answers.

I would rather do it myself and get it right

DELEGATING

Sometimes take good performance for granted. I wish I would do better telling people they did a good job rather than letting them assume that since they didn't hear anything to the contrary, everything is fine -- which is the case.

empathy

organization skills

Conflict avoidance

Too easily frustrated by incompetence.

Distaste for bureaucratic detail; frank, direct and forthright nature.

Not looking out enough for myself, not delegating enough.

I work too hard.

Training

lack of time

not pausing long enough between tasks to let people know that more is expected of them -- the tendency to be a fixer needs to be curbed

Delegating tasks

Impatience, failure to always be clear in my expectations of others

Too weak in dealing with employees who are also friends

motivation

Planning.

time management, personnel management.

delegating

Wanting to keep employees happy in a market where this isn't possible.

Arrogance

Not paying enough attention to the "big picture."

Not great at organization and discipline.

Sometimes it is just too much fun to say what I really think.

too easy-going

My personal style is cooperative rather than authoritative and I rely on building consensus, so employees sometimes make the mistake of thinking they are my peers, not my employees.

low tolerance for bureaucratic formalities and other requirements, including formal staff evaluations (as opposed to informal critiques)

keeping my desk tidy.

Communication. When I'm stressed (either personally or professionally), I tend to withdraw.

Keeping focused on future - implementing vision

Used to be not delegating enough, but time and reorganization has aided that.

Delegating tasks.

Lack of general knowledge. I'm not worldly.

getting tough with employees

time management; setting deadlines

Time management and budget resources

Ability to maintain momentum in the absence of new challenges.

In a difficult economic time for newspapers, I think my greatest weakness would be my ability to motivate staff.

Discipline

In earlier years, I didn't realize how significant the coaching role was to management.

self-promotion

human resource issues

I have a problem saying no at times.

Not feeling like dealing with motivating workers who refuse to motivate themselves.

communication

Not enough time to team build.

confrontation of personnel problems

Through a series of promotions, have found I have less and less time for direct interaction with employees below the supervisor level; have not had much success in correcting this imbalance.

I don't like telling people what to do.

Decision-making

Letting my employees think for themselves

Structuring sr employees

Organization. Employment laws. Things pertaining to human resources.

Addressing conflict

Communicating with staff, being consistent.

Arrogance.

I am not a drill sergeant and sometimes one is needed.

Focus on details instead of larger picture

I do not handle employee conflicts effectively.

Expecting too much or not appreciating the daily difficulties of the job.

My inability to delegate tasks effectively.

Dealing with staff members' personal problems.

My struggles with conforming to corporate cost-cutting initiatives in a difficult economy.

none

I put myself in their shoes.

Correcting poor performance

Delegation, fact I run a newsroom for a thrice weekly with five other people.

Impatience

lack of patience

I do not have as much time as I would like to coach and help weaker reporters become better at their jobs.

A reluctance to be tough in dealing with problem employees.

Little time for one-on-one work with individuals.

Lack of formal training

Not understanding how to communicate and motivate the generation of reporters in their 20s.

That I have no formal training.

Sometimes I am not tough enough.

Addressing personal conflicts within a work setting.

Time management

Managing conflict, disciplinary issues

Communication

I let people bully me.

Delegating

Quiet

Don't particularly like confrontation.

Bringing along people who are fearful of change

I have a hard time with constructive criticism. I tend to come off as either too weak or too harsh.

Organization skills, delegation

Delegating duties

Multi-tasking is often difficult, as well as finding the time to do focus on the important stuff.

I need to stick to my guns more

taking on too much myself

assuming people will get their work done on time; sometimes not enough "nudging" on my part

Don't have enough time or resources to provide them with all the training I'd like them to have.

Impatience with people who don't want to work or be held accountable for their actions.

managing in a time of scarce resources and losing my temper when man hours, low staff motivation equal mediocre product.

lack of patience

Not letting people go quickly enough when I know that things are not working.

Salesmanship...selling my mission to those outside my department who can affect what I want to accomplish.

Communication

Experience with new, untried work systems.

When my reporters are stressed out, it shows in their performance. While I have been able to identify when these slips are likely to happen, I have yet to figure out how to coach them through it so they maintain the level of quality rather than let it slide.

I tend to take on too much and don't delegate enough.

planning

not delegating

Lack of organization.

Motivating others.

Indecision

Not being able to motivate people to the degree necessary during times of downsizing and stress.

not cutthroat enough

Delegating tasks. I tend to just do things so I know they are done.

Not having enough business training in my background, primarily in working with advertising and budget planning.

Due to small staff size, I too often leave the task for myself rather than push other staff members to fulfill the need.

delegation

Personal organization (or lack thereof)

conflict management

Sometimes I am too nice.

confrontation under certain situations

Trusting others

Delegation

Reprimands

I have no budgeting experience, and that's a huge hole in my skill set.

Budgeting

lack of time to have adequate interchange with reporters

juggling all the details

Confronting and/or firing poorly performing employees.

Being able to effectively delegate tasks and communicate both compliments and constructive criticism in a way that's well-received.

Developing group into a team.

Delegating

Too quick to form an opinion

delivering bad news... evaluations, disciplinary troubles.

sympathy

Slow to delegate tasks from time to time

I do not delegate well.

Lack of delegation of duties.

Unwillingness to be dictatorial, even when it is required and expected.

Not real good with confrontation. I try to lead by example...when that doesn't work I'm kind of screwed sometimes.

Managing

delegating

I like everyone and have trouble when a "friend" tries to run over me.

Staying "up" in the face of economic adversity in our business.

compassion

Time management

Being innovative with budgets.

I'm not particularly authoritarian

I'm not organized and structured. I don't file and don't make lists.

Working with unmotivated, older employees

I don't always recognize that, because I say something, it takes on extra importance because of the job I hold. It's not just me talking; it's the job talking.

Lack of ability to resolve resource deficit challenges.

Being secure in my ability to manage.

budgeting

I am not patient with poor performers. I have difficulty sometimes following the rules as set by a Human Resources department.

I let them bring their dogs to work.

Not enough time to devote to minor issues that could develop into major ones.

Inexperience.

Consistency.

Being tough. Sometimes I'd just rather do it myself than hear them whine.

once I make up my mind I tend to have tunnel vision and am already onto the next challenge

I haven't been told of any weaknesses.

Follow-through

Impatience
Not delegating
Not many people here to manage.
following through
Can get lost in the forest while I'm focused on the trees
Lack of time/staff.
Conflict resolution
Follow-up on details
reluctance to be the heavy
Making fast decisions
Empathy
Delegating
Being a pushover
taking on too much work
Motivating people into being detail-oriented
Not being able to delegate work
Take things too personally.
I don't like to delegate.
Not sure, I set my personal bar pretty high so I think I could improve in a number of areas in which others rate me highly -- organization, mentoring my top people.
I manage the staff from a remote location, so hands-on work with the staff is difficult.
Giving full attention each and every time it's needed. Too many distractions. Not enough time to deal with everything.
Doing too much myself
I don't suffer fools well.
Employee motivation
Following up on stories assigned to staffers.
unwillingness to give up control
delegating
budgeting
Letting poor or slow performance slide.
lack of high-level knowledge of journalism standards and practices
Lack of time in the day to devote to training new reporters.
too nice

Faith that the stragglers will step up. Fortunately, it happens 98% of the time.

Getting bogged down in detail work too often

Follow through after tasks have been assigned, seeing trouble spots early enough to keep them from being growing into more serious issues.

delegation

Organizational - finding time to manage in addition to my writing and editing work load

my temper

follow-up, if the person says they understand I give them the time to adjust, but it doesn't always work

Willingness to give people a third chance.

Not always having a handle on all of my people all of the time.

Financial budget.

Empathy

not tough enough

Communication

Probably not enough of a cheerleader, motivator.

I hate conflict

Delegation.

Dislike of confrontation

Challenging employees who lack motivation, particularly now, knowing that if I fire them I won't be able to replace them.

Delegating tasks. I always weigh in my mind what's easier: Doing something myself and knowing the finished product will be good, or having someone else doing it and then sweating the quality of the finished product.

High expectations: I expect people to be as motivated as I am.

Reluctance, at times, to delegate

Delegating

communication

Organization

I have a hard time forcing myself to not let my concern for the individuals outweigh my concern for the group.

Not firm enough.

Communicating up the chain of command. I get tunnel vision of what I think needs to be done and sometimes don't communicate that well enough or soon enough with my bosses.

I have a problem delegating work and I can be impatient.

Inability to handle all of the small issues as they arise.

Motivating weaker staff

Patience

sometimes too easy going

budgeting

don't spend as much time with reporters as I'd like

Delegating.

Try to take on too many responsibilities myself

Knowing people and their interests.

Strategic planning and managing up.

Focus

My lack of obvious ambition. I tend to think the job I have is the most important job and others may perceive that as a lack of ambition on my part.

Holding people accountable for what they said they'd do

communication

Not demanding enough

Having to play defense too much of the time. It's taxing.

Under-communication

Being able to accomplish as much as I'd like to accomplish on a given day. Sometimes I get bogged down in too many mundane tasks.

Consistently keeping employees motivated and on-task

conflict resolution

Addressing budget both in growing revenue and making cuts.

I want things to happen NOW and perfectly, and can often find myself pushing people when that doesn't happen. I have to slow down and allow for the pace that different individuals are able to sustain.

motivating people

After 37 years I have difficulty admitting to any.

taking on too much

APPENDIX XI

Managing editor comments on open-ended question regarding additional concerns about newspaper management.

Except for spelling corrections, responses are as editors wrote them.

Best training was being the mother of six kids.

Gets a bit difficult with the added responsibilities of reporting and production of a small town newspaper

Budget and staff cuts make an already challenging job downright hard at time.

I think that for decades, the best-performing journalists were promoted to management positions without regard to whether they were good at managing people. This led to a lot of poor managers with no ability/desire to think strategically, develop employees or communicate with people. In my newsroom, at least, this has changed. The business requires it.

I was fortunate enough to start my career as a sports writer. A lot of coaches are excellent managers. I got to observe and discuss broad management issues with them.

younger reporters, a volatile media environment and greater technology is evolving our role at a rapid pace

This is a very small newspaper, so it is easier to manage the staff.

Vital to keeping good people in the industry

Newspapers never emphasize the importance of this element.

It's not that different from management in another type of organization. Strong people skills are required to be effective.

Be prepared to spend more time than you may feel you should have to spend with young people on developing good work habits and on being honest and thorough.

I've worked for good managers, worked for bad ones. I think I fall somewhere in between. It's a balancing act with many facets – at least at the bi-weekly level.

Cross training of staff members is vital, as budgets tighten. Start with the publisher. If he doesn't know how to shoot pics, get him started. The more staffers see the higher-ups rolling up their sleeves, the more they too will be willing to learn and do.

Be consistent. Reporters are like pets they need constant nurturing and discipline.

You're managing a group of artists, or artistic temperments, who are paid and trained to question authority. Each one is different and you have to be ready to manage that way.

more money, more money, more money

difficult in shrinking newsrooms

With the downsizing of the newsroom, it is harder to relegate tasks just to management or just to reporters. Multi-tasking has become not just desirable but imperative.

Gets more fun by the day.

I think employees appreciate it the most when they feel like you actually know what they do.

Managing reporters is a lot like managing software developers (aka herding cats) - each is working independently from the others, yet we have to make the end product that exactly fits the bill.

The demands of new technology, especially for the web, requires editors to be too much of a technician, especially on small newspapers with limited staff and other resources

Newsroom leaders need to have an unwavering sense of ethics and fair and balanced reporting. They need to always have a clear understanding of mission, only a modest level of ego while at the same time the backbone to stand up for what is right, and, oh yes, by the way, they need to know how to manage people and budgets.

The emphasis on profit has seriously damaged the ability to cover the news effectively, either through position cuts or space cuts.

Being now 35+ years removed from college, what I might or might not have learned in additional courses seems irrelevant today. On-going professional training, outside consultants and in-house training aimed at updating practices are much more valuable. For instance in advance of reorganizing the newsroom, we put all news employees through a weeklong program directed by an outside firm which prepared them to understand and deal with change. It was good at all levels and nothing I could have learned in college in the 70s would have been applicable to the fast rate of change we have to deal with today.... just one example.

In a downsized newspaper, I have little time for real management of people, since I simply have so much production to do on deadline.

Becoming more difficult as reporters get their hours cut. Reporters are being asked to do more with less.

It is the single most neglected area in a journalist's education. This should be addressed.

I think it's important that you know I work for a small newspaper, where the editor has more journalist responsibilities than management responsibilities.

I think the failure of the industry to train people to be strong managers instead of just strong journalists has contributed greatly to the delays in adequately embracing the changes needed for the new business environment in newspapers. As the industry became "professionalized" in the 1970s, with college degrees a requirement, the recognition by publishers that top managers would need to be business innovators was sorely lacking.

Some helpful tips, courses are important, a Web site location would help for a small-town paper such as ours

Newsrooms often feel like they are in an "us vs. them" situation because so many publishers and general managers come from the advertising side. Promoting from the news side more often might help lessen this.

It's really not different from management in other workplaces, with the exception that managing creative people is in itself a greater challenge.

It's like herding cats.

Generally, need more lines of communication. Effective lines of communication so that you know your or your employee's issues are being addressed

It's mostly management and not much editing. In balancing getting the newspaper out and dealing with other issues pertaining to news gathering, there isn't much time to be spent on coaching reporters and those types of activities.

Our newsroom is much "flatter" in terms of management than it was even a year ago. So managers are closer to employees, and doing more "hands on" work. That's good, but doesn't leave as much time to learn to manage, or how to manage in that changing nature of the newsroom. We're more like a start-up company than we have been in the past, which is good but also very unfamiliar to some.

It's not boring.

Our paper is perhaps not the best example. We operate with a skeleton crew, and the biggest requirement I currently have is that employees be able to manage themselves because I have so many other tasks to attend to.

Formal training is important, but day-to-day discussion of issues and willingness to work through them is key to successful management whether it's with a newsroom or any other organization.

None

The challenges have magnified in this tight economy because of smaller staffs, less financial rewards for the employees you oversee and the need to make money;

It's too often a Peter Principle exercise in promotion. Good reporters don't necessarily make good managers, etc.

I believe the biggest key to a successful newsroom is finding employees who are motivated to learn and improve. I also believe it is imperative to have employees with a positive attitude and outlook as you encounter change.

More to do, less time to do it with. Maybe we can just add more things for us to do and cut our pay some more. That should fix it.

Every day is different - what it lacks in satisfaction it makes up in entertainment (but it can still be very satisfying).

Generally speaking, newspapers are poorly managed from the top down. Corporate attitudes (and bottom-line driven publishers) have taken much of the management responsibility and fun away from newsroom managers. Newsroom managers are spending more and more time on non-departmental functions, forms, hoops and hurdles, etc., and less time on making important content decisions. Newsrooms have been relegated to "secondary internal service departments" in the eyes of many company employees.

I manage a very small staff and we get along well and have few conflicts or problems other than a shrinking corporate budget that limits our activities and things we would like to do to improve the newspaper.

"It's a dirty job, but someone's got to do it."

I feel like I'm walking in the dark sometimes, making it up as I go along. Difficult employees get ignored more often than I like simply because of time constraints and deadlines.

It's tough.

Us older folks in management need some help learning how to get through to the younger ones coming up. They have different motivations and priorities than our generation.

Newsrooms are poorly managed. The vast majority of managers are those that have been loyal to newspapers and rise to management positions because they have seniority. They are rarely promoted because they have strong management skills or training.

It is what it is ... a nightmare of deadlines mixed with huge egos coupled with some of the most rewarding yet frustrating moments you'll ever experience.

There needs to be some really good training on how to manage creative people. I haven't seen anything like that.

It's sometimes like herding cats.

Lead by example, be fair, be firm, be supportive and inspire trust and respect whenever and wherever possible.

I think there's a lot more balance required now, I still have to do line editing and assigning, and lead the newsroom. All those responsibilities can make it hard to be good at any one thing.

Stay on your toes. Review EVERYTHING that comes across your desk because at the end of the day, no matter who wrote it, your name is on the final product.

It is not a 9-5 job.

It is much harder to deal with owners and publishers than employees. They simply do not have the same goals that journalists do.

It's getting more difficult to manage people as the newsroom staff and resources dwindle. Many don't see the big picture and want to preserve what they did before. The trick is to motivate them to do more than they've ever done, such as Web work.

Traditionally, newsrooms promoted people to editors if they were good reporters. There's more to that in management, and the business as a whole would be healthier if, starting in college, our industry demanded even the most basic training on the principles of management.

staffing cuts are making it more difficult. Reporters have additional work and worsened schedules; managers have to work more with less-skilled freelancers

Hardest part is to learn to let others do their jobs without too much interference on my part, but am always available for guidance and cheerleading and hand-holding when necessary.

In some ways, it's getting easier because we have fewer employees today than last year or two years ago. But it's tough because we have fewer people to do more work.

Programs that identify and begin to train potential managers BEFORE their promotions are invaluable.

fewer dollars for staff resources means greener reporters who require more coaching -- exhausting.

I think in today's environment, the best practices often get lost in most newsrooms. we simply don't have the time we used to have to develop and manage people, though we all agree that's the most important thing we do.

You spend more time on things other than writing/editing, etc. than you ever thought your would - both with employees and with the general public/readers.

The roles of editors are changing and I believe as our duties become more supervisory, management training will become more and more valuable. I took two years of business management curriculum before changing my major to journalism and it has proved extremely helpful in the advancement of my career.

The smaller the newsroom the more hands-on of a manager, and a better chance to develop talent.

Becoming more challenging in a changing environment. Retaining and articulating core values regularly to staff is crucial.

Not really.

With more demands across the board -- both on the Web and in print -- things sure aren't getting any easier...

Must be able and willing to identify each person's strong and weak points.

I've been lucky in that my publisher has taken the time to explain and or elaborate on specifics and long-term goals of financial management of the paper. I've also been given the responsibility and power to implement change where I've seen fit throughout the paper. I worked for 15 years as sports editor, seven as managing editor and have been managing editor/general manager for the past year. I believe my experience is unique in that I was able to meet many people in the community through sports. That helped smooth the way when I became managing editor, and being general manager allowed me to "fix" some interdepartmental problems that have been ongoing. I have been told by many of the department heads that they enjoy work more now that some "communication issues" and employee "personality issues" were addressed or eliminated. Of this, I am proud.

Always stress / keep to deadlines and keep a reserve of additional story leads for those that show talent and drive.

I think the best education in newsroom management comes from observing and learning as you go. College courses or other things can only teach so much.

While I think more professional development seminars would be useful, for the most part good instincts, good judgment and experience are the keys to being a strong manager.

We're in a time when innovative thinking is required. However, revenues can't be risked, which inhibits creativity.

Lead by example, be a resource reporters can trust, listen don't talk too much.

Good employees with a good work ethic make the job easier

Hire the right people first and you'll make life much easier for everyone involved in putting out the paper.

It's a great job, and any training can only help. The advice and guidance my publisher has given me has been extraordinarily helpful, and I wouldn't be where I am today without it.

Great challenge, great fun and hard work

Good managers need to be cultivated themselves from those above them. This sometimes is an oversight.

A "managing up" philosophy -- where the goal is to please one's boss -- is misapplied or misunderstood by managers. Most tend to alienate subordinates with a "boss is always right" approach that falls flat. More supervisors should advocate for their employees rather than crush them.

It is often difficult to train photojournalist how to get the "full" story instead of just the spoon-fed information.

People have to be self-driven and find their motivation from within to be good in the newsroom. People that must be assigned every single thing they do and be driven around like robots are very difficult to manage. People who find their own stories and can't wait to write them are easy to manage.

It's like herding cats.

No. Everyone is different.

Who has time? Everyone is doing twice what they used to. We're bailing as fast as we can.

Your survey is so poorly thought out that you didn't include a box for an editor who has an undergraduate degree that is not in journalism or business. It's a huge oversight and makes me wonder about the validity of the survey.

Not enough attention paid to developing good managers. Too often good reporters are simply assumed to be good newsroom managers and put in charge with no idea about how to manage people.

Most of us received no training at all. I think this is a failure of most J schools. I could have used at least one newsroom management course.

Time, task, thought, selfless commitment to your employees, your readers, your advertisers.

Experience is the best training

Generally, people are promoted for past performance, not for future expectations. I put a premium on leadership, more than management. Leaders can learn to manage.

"Much of what I have learned as a manager was gained through my experiences as a staff member at various newspapers and the exposure to a wide variety of management styles. Prior military service has also exposed me to a range of leadership styles.

In many ways, managing newsroom personnel is less challenging than meeting readership expectations in light of resource constraints brought by the downturn of the newspaper industry."

It is critical to have a diversity of skills and experience and to respect that, while still managing those talents into a cohesive product.

Great editors/reporters don't always make great managers ...

Hire local folks who know the players.

By hiring competent people newsroom management becomes fairly easy, but must never be ignored.

It's a new breed of reporters coming into the newsroom and in the last four or five years, they have not been prepared in college for what

actually happens in a newspaper. I have to spend six months to bring them to reality, as opposed to what they've been taught.

we know we have to take calculated risks but rarely given the go-ahead

Education was running campus newspaper, not a formal class. Training sessions most important to gaining network of peers for support and advice.

just because a person is a good reporter/editor does not mean they would make a good manager (and vice versa).

You have to be prepared for adults to act like 5-year-olds. :)

With less resources, the loss of many long-term experienced employees, it's getting harder.

Journalists _ reporters, photographers, copy editors, etc. _ tend to be intelligent, creative and observant, so managing them seems much easier than managing other departments of the newspaper and elsewhere, based on my observation. If you set the bar on what you expect, and you set the example, and you demand no less, these guys will work with you; then, they need recognition for initiative.

Very few employees, hardly an issue.

Trust employees make sure lines of communication are open don't hesitate to tell them they are doing a good job

Staff is not very motivated to produce quality work

Becoming more difficult as our numbers dwindle and multimedia expectations increase.

A real challenge these days.

More educational seminars would be helpful

Be nimble, flexible, and not tied to tradition (but certainly respect that tradition)

We need better training overall and ways to motivate ourselves as well as our young charges.

Finally, newspaper management grasps the realization that every one who is an outstanding reporter won't be an outstanding editor just by promoting them. True leaders demonstrate outstanding leadership whether or not they have a title. Dick Brautigam, who was managing editor for the 11 years I was editor in Decatur, Ill., often described leaders in the ranks as "leaders without portfolio." Dick and I also subscribed to the theory that we should hire people who were smarter than we were at that age, give them the correct tools, give them clear directions, set the bar of expectations high, then get the hell out of the way and let them do their jobs. Ninety-five percent of the time, they did their jobs exceedingly well.

You can't learn it in college before you've done the time as a reporter. That's where more than half the learning comes from. But there needs to be more training to make the transition to editor, and particularly a supervising editor, more seamless. It's a hard job, worse than for most managers because reporters are a natural pain the butt, as we need them to be. They don't follow quietly.

It all goes back to the truism of "lead by example" for me. Also, I find people tend to thrive when I respect their talent, and resist the impulse to put a finger in everything.

Tougher today than ever due to the many types of communication and resource management issues.

It is a tightrope. You have to listen and watch.

it's hard

There is no course that can teach it. It has to be learned in the trenches.

Micromanaging is worst thing any manager can do, in particular in a newsroom. Empower your employees to be part of the decisions and structure. And if they don't step up, replace them. Eventually, you develop a self-policing culture that is better all around.

Not everyone can do it; you need to know your stuff, but also be able to deal with people. With the current state of the industry, mid-level management is one of the worst jobs in journalism (where 10-15 years ago it was one of the best).

We've cut our staff so deeply that I was entering items into the calendar and writing briefs. How can I have time to manage a 23-person staff?

As newsrooms get leaner, management is being forced to be more hands-on in the daily production of newspapers. This takes time away from coaching and training.

It's getting tougher each day with the Internet and all of the added duties.

Often people go into management for better pay, or are put into management because they are a good reporter/photographer, etc. That doesn't always lend well to having a good management style.

Don't hesitate to get rid of the problem in the newsroom, even if it is a key employee.

It's not like managing a store. Lots of egos, each with their own needs, and qualities. Lots of skill sets, each with their own needs. Lots of eyes on your results, and, in our case, a very open newsroom with lots of public input and scrutiny.

Staff reductions have taken away from coaching and mentoring as I'm now spending considerable time on production/planning that had fallen to others.

Good reporters are promoted to editors' positions without proper mgt training: it's the Peter Principle

It's a unique environment, because we're all in one room together; it's not like I'm in an isolated office. In that respect, we're all a team trying to complete a task, and we're all on the same level.

Mid-level leaders with no room for advancement can be a cancer on the entire group. If that person doesn't believe he or she can advance in their career, then they do little to demonstrate growth or motivation. That means others are to show similar levels of motivation, or risk outshining their boss.

A successful newsroom manager needs to understand all jobs and be able to do most if not all of them. Building a good team or training the team you inherited are key.

It's a bigger challenge as we evolve. We need to teach multimedia skills to folks who have become expert at one discipline. Those who adapt thrive and those who don't seem to get out of the business. We need to bring our folks along in a more inclusive way.

A newsroom manager should listen to his/her staff for ideas and observations.

It is always difficult; even tougher in this economic environment.

Frustration over lack of AP style training, grammar and using spell.

Budget restraints and upper management paralysis have been difficult to deal with in recent months.

It's tough. With lean newsrooms more managers have to become players and it's a tough balancing act

Veritas

Newsroom management will continue to be challenging and rewarding as newsrooms shrink.

It's tough!

It's hard. It's hard to be fair when all newsroom employees aren't created equally. It's hard not to overload the ones who can pull that weight, while not being demanding enough of the ones who can't. It's hard to give employees their head and let them be independent and allowed to work their beats, while making sure that the bases are covered as you want them to be. It's hard, especially on a small staff, to respect their personal lives and still get the news covered at every hour of the day.

It's my least favorite part of the job

The key to success is building a good team. Find people with strengths in different areas and blend them together so your newsroom offers diverse styles and skills

I'd like to have a strong mentor to call and consult with and observe.

Communication.

Very different than other types of managers. That's why professional seminars tailored to the biz are so helpful.

APPENDIX XII

Sample of managing editor comments on skills to open-ended question regarding additional concerns about newspaper management.

Except for spelling corrections, responses are as editors wrote them:

- You're managing a group of artists, or artistic temperaments, who are paid and trained to question authority. Each one is different and you have to be ready to manage that way.

- Newspapers never emphasize the importance of this element.

- It is the single most neglected area in a journalist's education. This should be addressed.

- I think the failure of the industry to train people to be strong managers instead of just strong journalists has contributed greatly to the delays in adequately embracing the changes needed for the new business environment in newspapers. As the industry became "professionalized" in the 1970s, with college degrees a requirement, the recognition by publishers that top managers would need to be business innovators was sorely lacking.

- Newsroom leaders need to have an unwavering sense of ethics and fair and balanced reporting. They need to always have a clear understanding of mission, only a modest level of ego while at the same time the backbone to stand up for what is right, and, oh yes, by the way, they need to know how to manage people and budgets.

- Newsrooms are poorly managed. The vast majority of managers are those that have been loyal to newspapers and rise to management positions because they have seniority. They are rarely promoted because they have strong management skills or training.

- Traditionally, newsrooms promoted people to editors if they were good reporters. There's more to that in management, and the business as a whole would be healthier if, starting in college, our industry demanded even the most basic training on the principles of management.

APPENDIX XIII

Results of Human Resources survey

- 60% of human resource directors reported their newspaper has a list of job requirements for entry-level management positions. Of that 60%, a college degree was the most common requirement at 69%; 62% require good performance at current position; 61% require previous management experience; 8% require formal management training; 13% have “other” requirements, such as character or specific vocational journalism skills.

- 59% reported their newspapers have a list of job requirements for managing editors. Of that 59%, previous newsroom experience was the most common requirement at 92%; 71% require a college degree; 69% require good performance at current position; 69% require previous management experience; 22% require formal management training; of the 7% require other, two reported experience equivalent to a college degree was allowed, one reported previous budgeting experience was required and one reported peer/vertical management skills were required.

- 61% reported that managing editors receive formal job performance evaluations. When asked what managing editors were evaluated on:

- 92% on news judgment
- 85% on coaching and development
- 85% on communication
- 82% on peer/vertical management
- 75% on journalistic skills
- 69% on employee motivation
- 51% on strategic planning
- 43% on conflict resolution
- 43% on budgeting
- 28% on hiring and firing

7% on other skills (all of which were technical skills except for one response, which was community involvement)

The criteria in performance evaluations varied by circulation:

TABLE 24

Skill*	1	2	3	3	5	6	7	8	9	10	11***
Circulation**											
under 25,000	88%	77%	77%	65%	81%	58%	46%	46%	38%	27%	4%
25,001-50,000	94%	89%	94%	72%	78%	78%	50%	33%	33%	22%	6%
50,001-100,000	100%	89%	100%	100%	67%	67%	67%	44%	67%	44%	11%
100,001-300,000	75%	75%	75%	75%	75%	75%	50%	25%	50%	25%	25%
Various	50%	100%	100%	100%	50%	100%	50%	50%	50%	0%	0%
Other	100%	100%	100%	100%	100%	100%	50%	100%	50%	50%	0%

*Table headings: 1: News judgment; 2 coaching and development; 3 communication; 4 peer/vertical management; 5 journalistic skills; 6 employee motivation; 7 strategic planning; 8 conflict resolution; 9 budgeting; 10 hiring and firing; 11 other

**No responses in the 300,001+ circulation were received

***7% on other skills (all of which were technical skills except for one response, which was community involvement)

- 50% of the respondents were from newspapers with less than 25,000 average weekday circulation; 24% were from 25,001 to 50,000; 9% were from 50,001 to 100,000; 5% were from 100,001 to 300,000 and 4% were from HR directors that oversee various newspapers. No HR directors from newspapers larger than 300,000 responded.

- The percentage of management skills versus other skills on performance evaluations was fairly evenly divided: Of the skills managing editors are evaluated on, 31% report less than a third are on management skills, 33% report a third are, 36% report more than a third are. The amount varied by circulation:

TABLE 25

Eval. on mgt. skills. Circulation**	Less than a third	A third	More than a third
under 25,000	35%	42%	23%
25,001-50,000	28%	22%	50%
50,001-100,000	33%	33%	33%
100,001-300,000	0%	0%	100%
Various	50%	50%	0%
Other	50%	50%	0%

***No responses in the 300,001+ circulation were received*

- Human resource directors were asked to share key criteria in managing editor job descriptions in an open-ended question. The responses were:

Manage daily pages being prepared and sent to press, editing, headlines, posting to website, opinion column 3 days min per week

Education: Required: Four-year degree or equivalent professional experience; Desired: Four-year degree in journalism.

Experience: Required: Five to seven years related experience and/or training, at least three years of supervisory experience or equivalent combination of education and experience; Desired: 3 years experience in an equivalent position at a daily paper.

Skills: Required: Excellent writing and editing skills, good communication skills, strong supervisory skills, strong planning and organizational skills layout and computer experience. Overall knowledge of production techniques and methods required in the production of the daily paper.

Oversee day to day operation of newsroom; direct supervision of reporting staff and digital editor; leads breaking news and digital reporting planning and execution; leads efforts for watchdog and digital goals; serves on editorial board and writes editorials; backs up editor when editor is out of the office; works with editor on long-range planning.

Newspaper management experience, journalism degree or equiv, computer knowledge, ability to know news, good people skills

10 years experience in newspaper business; at least 5 in management. Journalism degree preferred. Proven leadership capabilities. Good quality writing skills and good local news judgment. General knowledge of all tasks performed in the newsroom, a grasp of local and world events.

Undergraduate degree in journalism, English or related study. Six to eight years of experience in reporting, writing, layout and editing. Two to four years experience as a supervising editor or as a manager. Excellent skills in planning, organizing and communicating (written and oral). High commitment to provide and uphold best news coverage and quality possible. Knowledge of community and coverage area. Creativeness, resourcefulness and objectiveness. Ability to work in a positive and a cooperative manner with staff, other departments, other subsidiaries, publications, news services (broadcast and internet) and the public.

News/Editorial: Coordinate and participate in writing, editing, and design functions of newspaper. In consultation with Executive Editor, assign stories for daily paper and special sections. Attend 10 a.m. and 3:30 p.m. budget meetings and weekend planning meetings. Budget: Oversee news operations/budget. Assist Executive Editor in creation of annual budget for newsroom areas. Create master list of capital expenditures for the coming year and work with Executive Editor and other editors to make purchases, if help is needed. Assist Executive Editor in creating FTE budget. Participate in Strategic Planning. Personnel: Hire for news areas and coordinate internship program. Act as liaison with area universities. Perform administrative functions for newsroom personnel (timekeeping, evaluations, etc.). Work with human resources department on personnel issues. Write memo each week to keep staff informed about news, deadlines, etc. Online/Convergence: Coordinate with CJ Online for newsroom-online content. Work with convergence partners on convergence projects, communicating on joint projects. Other: Coordinate editorial aspects of annual project (working with advertising and marketing staff). Track usage and revenue from Lexis and Data Times on selling electronic data from the news library. Liaison with company attorney addressing public access issues, subpoenas (if Executive Editor is unavailable). Represent newspaper in APMI organization. Attend Tuesday 8:30 a.m. department head meeting. Serve as ombudsman

dealing with the public in resolving issues. Participate in content evaluation meetings.

Lead planning, evaluating and scheduling of Targeted Local Enterprise and breaking news and photos for online and print reports. Recruit, hire, train, supervise editors.

college degree, newspaper management experience, good job performance, attention to detail, people skills.

Coaching /communicating, Collaboration, Competitive Awareness, Customer-Focused, Decisiveness, Entrepreneurial, Leadership, Reader Awareness, Online news gathering, People Development, Productivity and Personal Accountability, Strategic, Technological Proficiency

Confers with manager and editorial staff to formulate policy, coordinate activities, establish production schedules, solve publication problems and discuss makeup plans. Recommends newsroom capital expenditures and monitors newsroom budget. Plan special news series and projects and collects and researches related material. Directs major spot news breaking stories. Writes or assigns staff members or freelance writers to write articles, reports, and or editorials. Reads and evaluates material submitted for publication consideration. Assigns staff member, or personally interviews individuals and attends gatherings, to obtain items for publication, verify facts, and clarify information. Organizes material, plans overall and individual page layouts, and selects type for all sections of the newspaper. Edits locally produced copy for style, grammar, spelling, factual errors, appropriate length and all news content. Marks dummy pages to indicate position and size of printed and graphic material. Reviews final proofs and approves or makes changes. Responsible for content, copy editing, headline writing and layout of features sections.

The managing editor supervises the day-to-day operations of the newsroom. Provides leadership and guidance for the newspaper's daily news content. Works with management staff to provide newsroom-wide leadership on hiring, discipline, promotion and termination of staff; content; ethics; and newsroom culture. Job Skills: Excellent news judgment with the ability to analyze sensitive stories and make judgments about content, libel, newsworthiness, fairness, and accuracy. Strong management skills, ability to lead, motivate, communicate expectations, recognize achievements, assist with performance improvement plans, address complaints, resolve problems, discipline staff, and oversee operating budgets. Excellent writing and editing skills. Effective verbal communication skills; listens well. CCI proficiency. Is able to handle multiple projects; prioritize and organize work to meet deadlines. Ability to work independently as well as a contributing member of the management team. Ability to deal professionally with the public. Manage the weekly content of company website.

Manages execution. Maximizes resources. Demonstrated leadership and communication skills. Strategic planner.

Manage or supervise assigned personnel in the performance of their job duties, including, but not limited to, scheduling, identification of training needs, performance management and basic employee relation issues. Ensure the production and development of daily news products. Conduct daily news budget meetings where decisions are made on stories and photos for the day's editions. Utilize news judgment to recognize need for news stories and photos and see that they get done. Organize and disseminate list of weekly story assignments — scheduling. Assist with making assignments for special sections. Provide guidance and feedback to various editors. Conduct weekly meeting with reporters, providing feedback on past work and guidance for future work. Keep Executive Editor informed regarding coverage of major issues, staff issues and other items of importance. Seek Executive Editor's guidance and carry out EE's requests regarding various decisions. Help plan and implement in-depth community probing projects.

manages sub-departments within the news room. Oversees editing and appearance of the newspaper. Runs day-to-day budget planning meetings.

Knowledge: thorough knowledge of all aspects of news department operation and overall functions and operation of a newspaper, of reporting, editing and photography practices, techniques and procedures, of research sources, of readership being served, of human relations, of management techniques to plan, organize and direct department, of company personnel policies and practices. Skill: in communicating effectively, in short and long-term planning, in use of English, spelling, grammar and punctuation in writing and editing, in supervising, motivating and evaluating employee performance, in use of computers. Ability: to develop and achieve predetermined goals through delegation and communication, to plan, organize, direct and control areas of responsibility, to utilize time and establish priorities in order to effectively handle a large workload, to recruit and select new employees, to train and develop employees, through coaching and motivation, to optimum professional potential, to create a work environment which maximizes the ability of employees to achieve personal and company goals, to identify, analyze and solve problems, to make sound judgments, to establish and maintain constructive working relationships with other departments, to establish and maintain meaningful community and industry involvements which do not present a conflict of interest. Education and/or Work Experience Requirements: A bachelor's degree, or related course work in journalism sufficient to demonstrate proficiency in fulfilling job requirements, and five years of daily newspaper experience including at least two years of supervisory or management experience. Prior

experience working with MBO or similar goal-oriented program preferred.

Skills: High level of skills required in the following areas: story formation and word editing, problem solving, organization, handling of people. Also, knowledge of budgeting process and expense control. Thorough knowledge of all aspects of a newsroom operation. Sound judgment in sensitive areas of the daily newspaper operation, such as taste, fairness and libel. Computer skills (requires prolonged keyboarding, sitting and use of mouse). Valid driver's license, excellent driving record and reliable transportation required. Willingness to work long and irregular hours most desirable. Knowledge in layout skills or computer pagination desirable. Abilities: Ability to get along with people, work through others to accomplish goals. Ability to effect desired group performance. Ability to sit for prolonged periods of time. Ability to meet deadlines and handle multiple projects. Education: Bachelor's degree or beyond required. Experience: Minimum of 7 years in the newspaper business, including supervisory experience required. Equipment used: Personal computer, calculator, telephone, vehicle.

College degree, five-plus years at a daily and previous copy editing/page design experience

prior newsroom management

Plan news coverage. Direct news coverage. Deal with personnel problems. Community relations. Long-range planning. Correspondence. Deal with unexpected crises. Serve as Division director (and related duties). Monitor quality, fairness and accuracy of the work of reporters, artists photographers and editors.

news judgement, managerial experience in a newsroom

managing editor will lead a team to produce three print editions per week, constantly update the website, manage content for niche publications and help define the focus of our overall operations.

College, 5 years newsroom experience

Management, long-range planning, Implement and monitor content production, accuracy and employee compliance, public corporate advocate

Supervises staff in accordance with newspaper policy. Also, develop editorial and operating procedures, and negotiate decisions.

Who they are responsible for and their responsibilities.

Bachelors degree in journalism, 5 years journalism experience, familiarity with requirements of photo journalism, strong communication skills, strong time management skills, proficient in using computers to write and the internet to research records and filing Freedom of Information Act letters.

BA in Journalism or related field or work experience; 3-5 years experience in a newspaper/publishing env.; Excellent written/oral communication skills; Experience with page layout software; Ability to plan and work to tight deadlines

Required minimum education, skills, knowledge and abilities: Bachelor's degree. Fifteen years of daily newspaper experience, with at least eight years as an editor. Outstanding communication skills, ability to work well in teams, demonstrated leadership skills, able to represent the institution in public. Ability to coach and collaborate. Ability to think strategically, set goals, conceive, evaluate and implement plans. Experience with budgets and budgeting.

Gather news, manage editorial emails, generate features ideas, work in press room, fulfill paper route.

college education, 10 years management experience

experience

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned. With editor, sets and carries out journalistic vision for Bismarck Tribune and web site. With editor, supervises newsroom managers. Oversees daily news, features and photo reports for accuracy, completeness, quality, creativity, utility, depth, fairness and timeliness. Helps set editorial positions as a member of the editorial board. With editor, recruits and hires newsroom managers and oversees recruitment and hiring of other newsroom staff, with special attention to gender and cultural diversity. Handles broad production matters such as the book of the paper, space requests, daily page allocations, deadlines. Manages non-salary portions of newsroom budget. Oversees internship programs and training for newsroom staff. Maintains contact with community in various ways, such as responding to reader calls and letters, speaking to groups and organizing community events. Performs other duties as assigned. Regular attendance is an essential job function.

newsroom experience including work on the desk. Good people skills, able to motivate. vision in understanding what is news for the community. demonstrated ethics

solid newspaper career, previous management position or leadership potential, strong news sense

The managing editor must have at least five years experience in publication editing, troubleshooting, and problem-solving skills to efficiently facilitate editorial workflow; proficiency in line editing and copy editing; the ability to function calmly in a deadline-oriented environment.

Be experienced in newspaper business; have excellent knowledge of the people and community; be able to communicate well with the community; have excellent news sense

Managing editors must have held a management position in the publishing field.

APPENDIX XIV

Dear Investigator:

Your human subject research project entitled Management training at newspapers was reviewed and APPROVED as "Exempt" on September 01, 2009 and will expire on September 01, 2010. Research activities approved at this level are eligible for exemption from some federal IRB requirements. Although you will not be required to submit the annual Continuing Review Report, your approval will be contingent upon your agreement to annually submit the "Annual Exempt Research Certification" form to maintain current IRB approval. You must submit the "Annual Exempt Research Certification" form by July 18, 2010 to provide enough time for review and avoid delays in the IRB process. Failure to timely submit the certification form by the deadline will result in automatic expiration of IRB approval. (See form: <http://irb.missouri.edu/eirb/>)

If you wish to revise your activities, you do not need to submit an Amendment Application. You must contact the Campus IRB office for a determination of whether the proposed changes will continue to qualify for exempt status. You will be expected to provide a brief written description of the proposed revisions and how it will impact the risks to subject participants. The Campus IRB will provide a written determination of whether the proposed revisions change from exemption to expedite or full board review status. If the activities no longer qualify for exemption, as a result of the proposed revisions, an expedited or full board IRB application must be submitted to the Campus IRB. The investigator may not proceed with the proposed revisions until IRB approval is granted.

Please be aware that all human subject research activities must receive prior approval by the IRB prior to initiation, regardless of the review level status. If you have any questions regarding the IRB process, do not hesitate to contact the Campus IRB office at (573) 882-9585.

Campus Institutional Review Board

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