

Poynter. **KF** Knight Foundation

CONSTANT TRAINING

NEW NORMAL OR MISSED OPPORTUNITY?

Newsrooms need it. The web delivers it. Are journalists getting it?



PG.

TABLE OF CONTENTS

1	Foreword
4	Executive Summary
6	Journalists Want More Training
11	Journalists Need Training Flexibility
14	How Participants See Print vs. Digital Focus, Goals
17	Training Works, but More Supervisor Support Needed
19	E-Learning Works
20	Methodology and Survey Demographics
21	Resources
22	Core Skills and Competencies for Journalists
25	Newsroom Training Survey Questions

PROJECT LEADER: Howard Finberg

SURVEY COORDINATOR: Steve Kircher

COPY EDITOR: Pam Hogle

DESIGNER: Nuria Peña

This project was funded by a Knight Foundation Grant to The Poynter Institute.

FOREWORD

By Eric Newton
Knight Foundation

Even during the industrial age, journalists wanted training. Back in 1938, Agnes Wahl Nieman's bequest launched the famed fellowship program at Harvard to "promote and elevate the standards of journalism." We wanted to know more about the skills and issues that make up the craft and the profession as well as the complexities of the topics we must cover to make sense of the world.

But the digital age has raised the bar on training. Journalists and newsrooms incapable of reinventing what it means to train will face a bleak future.

Today, journalism schools and midcareer training programs debate whether we should teach 1) storytelling craft, such as writing, multimedia production, interviewing and research; 2) professional ethics, law, history and mass media theory; or 3) topic knowledge, ranging from the inner workings of city hall to that of the human brain. Despite the protestations of frazzled professors and professionals, teaching these three areas can't be an either-or scenario. Each must be learned.

The digital age forced the wholesale rewrite of craft and profession, to say nothing of topic education. Classrooms and newsrooms are starting to understand more about numeracy, design, new media forms and community engagement.

Yet craft, profession and topic education are no longer enough. The digital age demands a new, permanent category of training and education.

Call the fourth category "change competencies."

These include curiosity, creativity, flexibility, openness, innovation, iteration and, of course, understanding the nature of change itself. Once, many of these domains were thought to be unteachable; today, they are crucial. Show me a journalist capable of continuous creativity, and I'll show you a person better equipped to face a future we finally have come to admit we can't even imagine.

Yes, you still need to know how to write, stay out of jail and know something about the stories you're doing. But you also need to stay perpetually up-to-date.

This is why I am uneasy with what by the old standards might be seen as great progress in journalism training in the United States in the past 25 years. In 1992, when I co-wrote “[No Train, No Gain](#),” only about one in 10 journalists had any type of regular training. By 2002, when the Knight Foundation produced “[Newsroom Training: Where’s the Investment?](#)” the number had grown to three in 10. By 2007, when “[News, Improved](#)” was published, the number had risen to nearly seven in 10. Even now, after the greatest recession in 80 years, that average has more or less held.

Many of the obstacles to training (money and time, for example) have been reduced or removed. Poynter News University, NewsTrain and dozens of other such programs help train thousands of journalists each year, allowing individual training no matter what newsrooms do.

The increase in training would seem to be good news. But the numbers are only averages. Some journalists seem to be getting significantly more training than others.

The ones getting a lot of training are the self-starters, lifelong learners, as enterprising about staying up to date as they are about their journalism. The report “[Digital Training Comes of Age](#)” studied folks already in training programs: Journalists who are not so busy sawing down the tree that they can’t stop to sharpen the saw. They extol the benefits of e-learning, saying it is often as good as or better than in-person training.

The ones who care less about training? They might be too young to know or too old to care. They might have bosses who don’t get it. Or perhaps they are just floating along within the newsroom culture.

That is a mistake.

Owners of news organizations without regular, relevant training for all are steering their ships toward the iceberg. The newsroom leader who shrugs off training is throwing the lifeboats overboard. If you are young or mobile and this is your newsroom, with no chance of change, then get off that ship.

What’s worse, even the good newsrooms aren’t providing or encouraging enough training, especially the strategic kind that can help journalism find its best possible future in the 21st century.

Here’s why:

- Supply is nearly infinite. Digital-age changes are coming faster than the training: data journalism, social journalism, mobile journalism, new tools, entrepreneurial journalism — and they won’t stop coming. In today’s world, no one is ever “fully trained.” How can a regimen of even seven in 10 journalists getting regular training in a few things a year keep up with the challenges?

- Demand is nearly infinite. The more you know, the more you want to know. Nine in 10 of journalists in today's newsrooms are college graduates. The growing use of NewsU's e-learning (craft and profession) and the Journalist's Resource (topic knowledge) is proof that they want to know more. But they need to be encouraged to use what they are learning.
- The new category of training — change training — is only now making itself known. Few of us learned how to transform newsrooms into learning cultures, never mind rearranging things to spark constant innovation. It's fine for the news to change every day. It is not fine for the process of journalism to change that often. Yet that's where things are headed.

This report hopes to provide insights into the current training needs at daily newspapers. The journalists want more training, especially digital training. Social media, video and mobile all are high on the list, but so is writing. The journalists also are figuring out ways to get more of what they need on their own. To the editors running the 31 newsrooms participating in the study, the data should be useful.

But only a third of the journalists surveyed say their newsrooms are digitally focused. Though most of the journalists in this study see their recent digital training as part of a company plan, if that strategic plan is to go digital-first, they would not say they have arrived. That suggests the challenge is increasing the pace of change.

Former Nieman Curator Bob Giles once said that no American industry is as dependent upon charity as the news industry. He was right. Another training veteran, former Fresno Bee executive editor Beverly Kees, campaigned for every newsroom to have a training coordinator. Newspapers, she liked to say, are “inching toward greatness.” Today, if Bev were alive, she might amend her statement to say papers are “shuffling toward greatness.”

There are exceptions, certainly. You see reports of those bright spots at the conventions of professional journalism organizations such as Investigative Reporters and Editors or the Online News Association. But all in all, print journalists still move at industrial, not digital, speed.

We have not yet learned how to overwrite (to use a computer metaphor) our own software. Some at digitally native news organizations have done it. But what of traditional news organizations? Will they survive? Not that many, I fear. Will any make it without increasing training? Doubtful. So should we quit trying to help old companies make the transition? If you love journalism — what it is, what it does and what it can be — that question was asked and answered long ago. We have to try.

EXECUTIVE SUMMARY

By Howard I Finberg
The Poynter Institute

News organizations have faced a whirlwind of disruptions during the past two decades, but there's good news amid the changes. More journalists are getting journalism training than ever before, and they have an appetite for even more.

The "No Train, No Gain" report, published in 1993 by the Freedom Forum, revealed that only 14 percent of the journalists surveyed received regular weekly or monthly training at their newspapers. A follow-up report, "Newsroom Training: Where's the Investment," in 2002 painted a similar picture, with more than two-thirds of the journalists surveyed saying they "receive no regular skills training."

Today, the training situation, like the media industry, is very different. Two-thirds of journalists report that they have received training the past 12 months. In addition, more than half [56 percent] of those journalists were mostly satisfied or very satisfied with the training.

These results are from an anonymous survey of staff members from 31 newsrooms around the country conducted by The Poynter Institute on behalf of the Knight Foundation.

The survey was conducted in newsrooms that ranged in size from 20 to 150 staff members. More than 1,650 staff members were possible participants for the survey, which achieved a 72.5 percent response rate. The survey was conducted online in June–July 2014.

Is the glass two-thirds full? Or, more important to ask, is it one-third empty?

A third of the journalists in the survey [34 percent] said they received no training in the past 12 months. But the numbers varied widely in different newsrooms. While in some newsrooms, nearly everyone had gotten training, in one newsroom, only 17 percent reported receiving training. In six of the newsrooms, less than half of the staff members had received training. Considering the abundance of free or low-cost training available, those numbers seem strikingly high.

Today's rapidly changing media ecosystem demands that journalists continually refresh their skills. In 1993, the Internet as a means to deliver news and information was a glimmer in a digital futurist's eye. Today, digital-first isn't just a slogan; it's what is needed to get journalism to the public.

The survey participants, when asked what kind of training they wanted, put digital topics at the top of their lists. Seven of the top 10 training topics had a digital focus, with social media, the use of digital tools and video skills as the top three areas where journalists thought that training could help them in their profession during the next 12 months.

One of the key findings of the survey was how training generated hunger for more training. A vast majority [88 percent] of journalists who participated in the survey said they were “likely” or “extremely likely” to absorb more training.

Another indication of the hunger for training was the response to the question about what training participants wanted. For example, 59 percent of the journalists who took digital tools training wanted more training on that topic. There were similar high levels of hunger among those who took training in Web analytics, data journalism and blog or Web writing.

This raises the point that everyone, especially journalists, lives in a world of constant learning. Each new technology creates new opportunities and new challenges. Which create new openings for training. To be successful in the digital world, a journalist needs to embrace the idea of “constant training” to meet the changing demands of the workplace.

Other results from our training survey are more troubling.

Actually doing the training presents a significant problem. Lack of time was cited by 62 percent of the participants as the number-one factor that prevented them from getting the training they needed or wanted. That’s twice as many responses as lack of funds, the second-place factor, which was selected by 34 percent.

The survey also provides an unsettling insight into the focus of the newsrooms surveyed. The journalists surveyed still see their newsrooms as print-centric or straddling the fence. Only one in 10 said that their newsrooms are thoroughly “digital-first.”

In addition, newsrooms are dominated by older workers — the median age of the survey participants is 48 years old — raising questions about how managers make sure that they are effectively engaging younger staff members and providing digitally focused and relevant training to all staffers, regardless of age or digital background.

JOURNALISTS WANT MORE TRAINING

1

DIGITAL TRAINING IS SEEN AS MOST IMPORTANT

Given the pace of change in the media industry and newspapers, the desire for digital training shouldn't be a surprise. Seven out of the top 10 topics requested by participants in the Poynter-Knight Newsroom Survey were digitally focused, indicating that many journalists see digital training as "most important" in their career in the next 12 months.

“

It's tough to keep up with the pace of advancing technologies. Journalists, especially older ones, could use some help in keeping up.”

Social media was the top training topic, requested by half of the respondents [51 percent]. Training on digital tools, at 43 percent, and video skills, at 35 percent, were the second- and third-most requested topics. Data journalism was cited by about a third of the respondents [30 percent]. Rounding out the top digitally focused topics were training on mobile devices [26 percent], Web analytics [25 percent] and Web design [24 percent]. (Survey participants were asked to select from a list of 22 topics. They could choose as many topics as they wished or add a topic in the "other" field.)

“

I am eager to adopt more digital tools as a journalist. I love how it opens us to new audiences.”

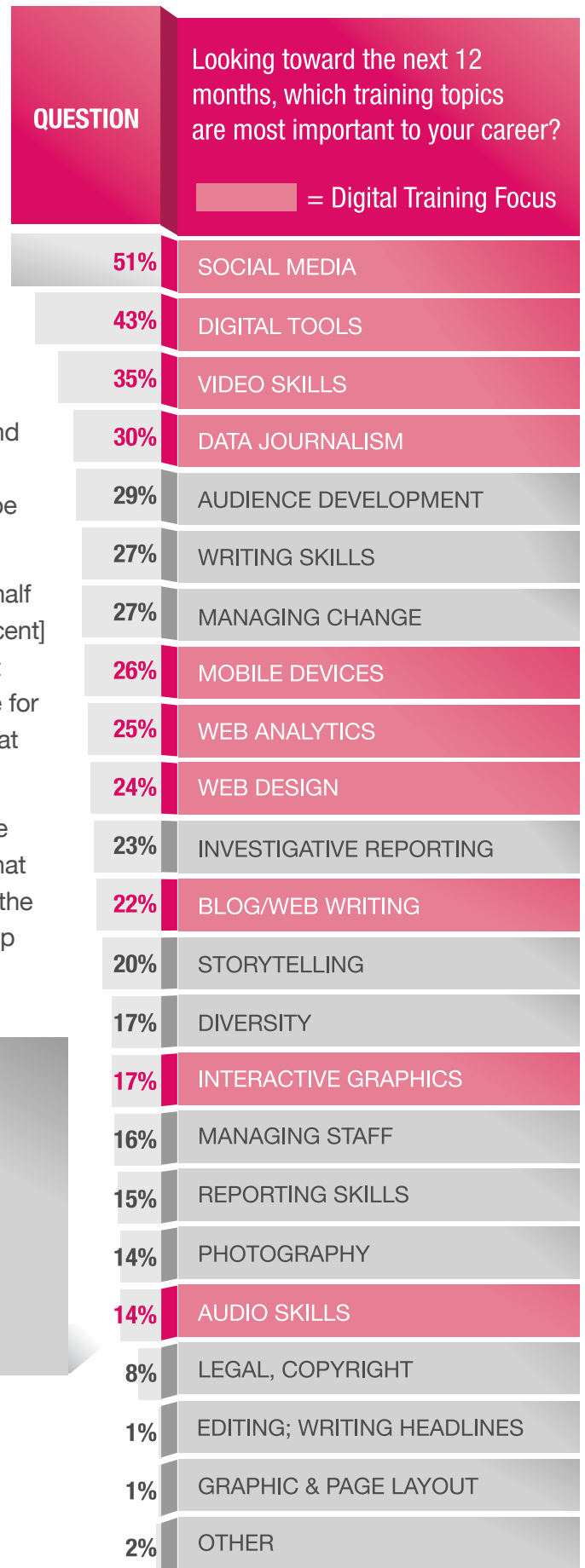
When it came to social media training, there was no difference between managers, reporters and copy or production editors. Only the visual staff members had slightly less interest in social media training, which might be a reflection of the nature of their role in the newsroom. Conversely, video training was more important to 47 percent of the visual staff members.

Two other topics related to digital are essential to today’s media ecosystem — audience development and managing change. More than a quarter of the survey participants said that these two training topics would be important in the next 12 months.

This was especially true of managers, with more than half of the managers who responded to the survey [55 percent] saying that “managing change” would be an important training topic in the next 12 months. This was also true for “audience development,” with 52 percent indicating that this is an important topic.

Only one “traditional” training topic, writing skills, made the top 10 list, with 27 percent of participants saying that this topic would be “most important” to their career in the coming year. Reporters, not surprisingly, were the group most interested in this topic, at 37 percent.

“I would love to see our newsroom put more focus and emphasis on training for reporters, and would love to learn more about free or low-cost online training tools. I would even go as far as to pay personally for training if our newsroom couldn’t, and the training was accessible.”





2

DIGITAL TRAINING CREATES A HUNGER FOR MORE DIGITAL TRAINING

Among those survey participants who have received digital training in the past 12 months, there's still a hunger for more training on those topics.

This seems to indicate an appetite for training that hasn't yet been satisfied. For example, of the 43 percent of participants who took social media training in the past 12 months, a third [33 percent] want more training on the topic.

Where this hunger is really seen is in digital tools training. Of the 16 percent of the respondents who received digital tools training, 59 percent want more. The same appetite is seen for those who received training in Web analytics, data journalism and blog or Web writing.

The survey results indicate that a high demand for training in some competencies is not being met. The number of respondents who desire training in managing change [27 percent] and audience development [29 percent] is far greater than the number who have received it in the past 12 months, 6 percent and 10 percent respectively. Investigative reporting, storytelling and diversity are additional areas where far more respondents want training than have received it in the past year.

Given the fast pace of change, survey participants may feel that they can't keep up without additional training.

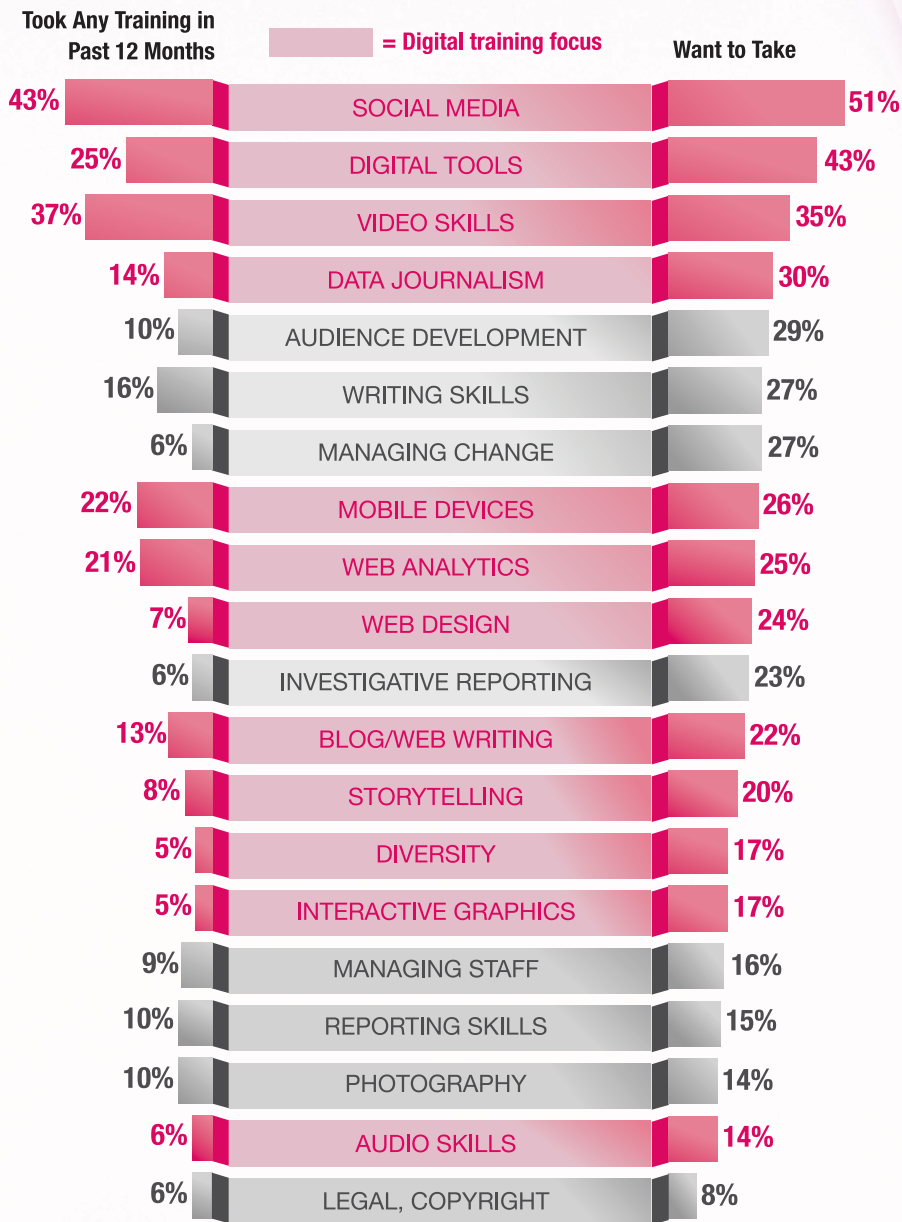


“At a time when there are fewer people to produce a paper/ website, and greater demands on that shrinking staff, I think training employees to be confident and efficient in performing new tasks is more important than ever. I don't know what the answer is.”

HUNGER FOR MORE

Comparison of past training and training desired in the next 12 months

(Sorted in descending order by total "Want to Take")



3

JOURNALISTS SAY THEY CAN ABSORB MORE TRAINING

The vast majority [88 percent] of journalists who participated in the survey said it was “likely” or “extremely likely” that they could absorb more training.

Only 12 percent of participants said it was “not likely” or “slightly likely” that they could absorb more training.

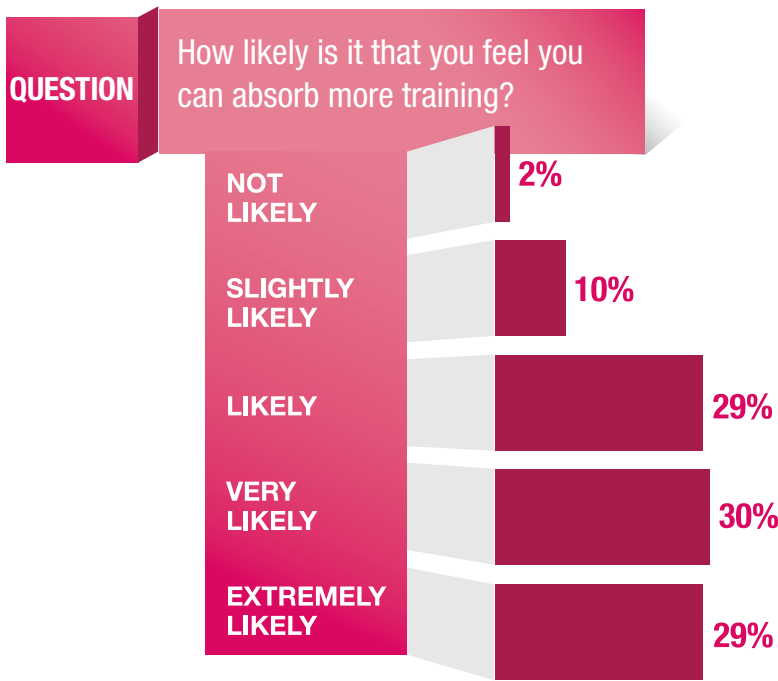
The high level of willingness to do more training was somewhat a surprise, given the increased pressure on staff members to do more in newsrooms that are considerably smaller than they were 10 years ago.

There is some difference between younger or less-experienced staff members and veteran journalists. For those who have less than five years’ experience, 92 percent say they are “likely” or “extremely likely” to absorb more training. That number drops to 85 percent for those who have 20 or more years of experience.

However, we should not presuppose that there’s resistance to training by older journalists.

“Don’t assume that veteran journalists are resistant to change just because we’ve been in the business a long time. Some of the recent changes that are meant to put more emphasis on online journalism promise to make the profession more interesting and even fun (goodness knows we’re not in this for the money). I’ve seen a lot of changes in this biz, hope to see more and would welcome any training that will help us get where we’re going.”

“Still learning new tricks in my 60s and still eager to do so. I am leading training for a new system we are installing in the next few months.”



4

LACK OF TIME IS A KEY TRAINING DETERRENT

JOURNALISTS NEED TRAINING FLEXIBILITY

While journalists say that they can absorb more training, the lack of time is still the number-one factor when it comes to preventing them from getting that training.

Sixty-two percent of survey participants rated “no time” as the reason for not getting training or additional training. That’s almost twice as high [at 34 percent] as those who cited “lack of funding” as the reason.



“I’m a journalist who wants to be more digital-savvy, because it’s clear that print has taken a backseat in many ways to online content. However, I know that I don’t have many of the skills I need to be a digital journalist. I’m bad with a camera and often am more concerned with my print deadline, perhaps out of habit. I need more training, but I’m often too concerned about producing content and too consumed with my home life after work to take advantage of training opportunities. Kind of a vicious cycle.”

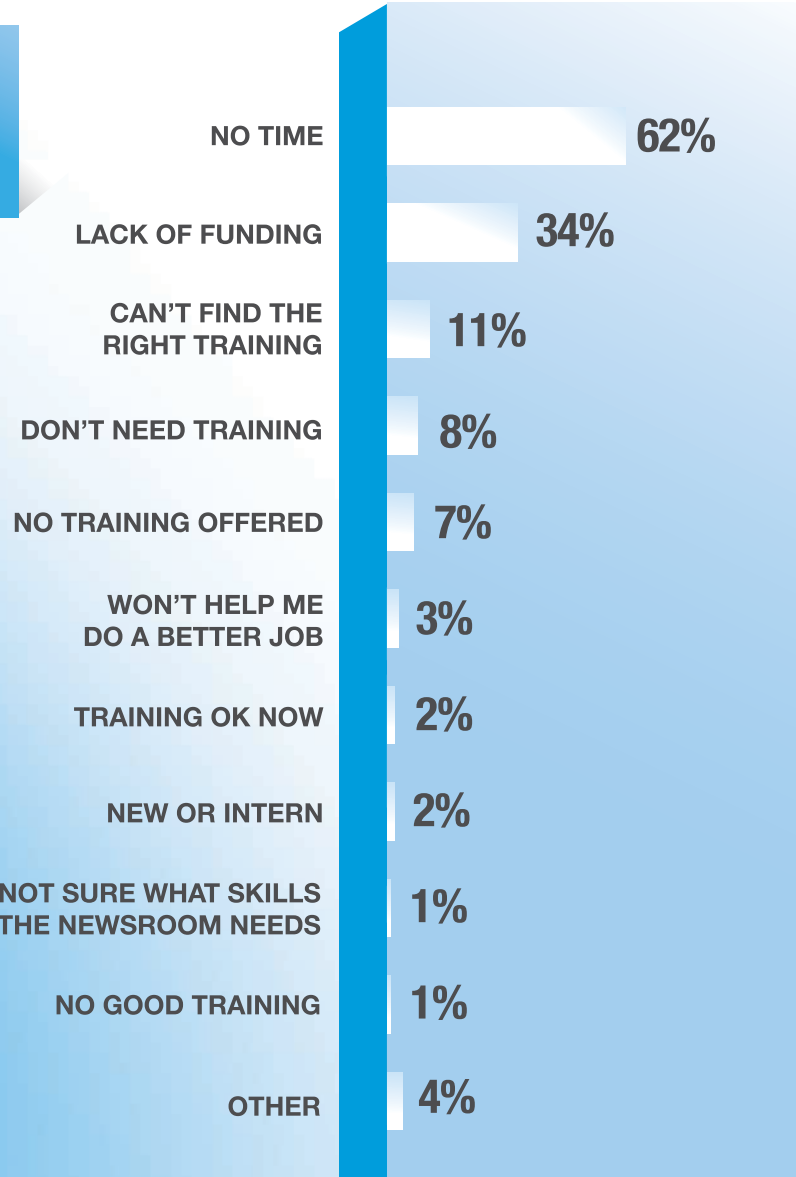
Only 11 percent said they “can’t find the right training,” and even fewer respondents, at 8 percent, said they “don’t need training.”



While most of the responses were the same across job role and experience, the survey participants with less than five years' experience were twice as likely, at 16 percent, to say they "don't need training" than those with more experience.

“Training is a terrific tool for newsrooms, but as our staff shrinks, it becomes increasingly difficult to fit in the training we want to do. Can the training programs be more succinct, or more tightly edited?”

QUESTION What do you feel has prevented you from receiving training or additional training?



5

THERE ARE SOLUTIONS TO THE “TIME” PROBLEM

If lack of time is a major deterrent to more training for journalists, what are the solutions for organizing training effectively? We put a number of suggestions before survey participants and asked them to select one method that would likely be the most successful during a work week.

Two ideas got high marks, with two-thirds of the survey participants selecting either “specific time to train at work” [36 percent] or “select a day with my manager” [33 percent]. The other suggestions received less support:

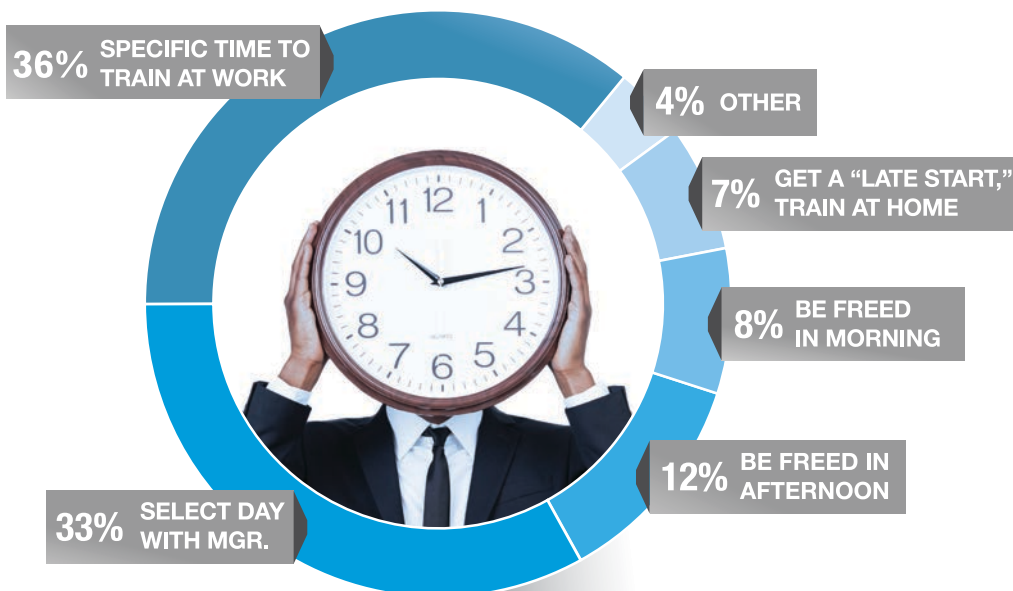
- Be freed in the afternoon, 12 percent
- Be freed in the morning, 8 percent
- Late start/train at home 7 percent
- Other, 4 percent



“Our editors strongly encourage the reporters to take the Poynter courses, but we simply don’t have time to juggle that among filling two newspapers every day and feeding the website. I’d be happy to cruise through some of the courses, and I’m certain they’d be helpful. We just need to find a way to fit them into the routines we’ve built around creating content. I don’t have a solution, but I suspect there’s a way to build it into the systems we already have in place to help us take advantage of the training.”

QUESTION

In thinking about how to organize your own training, which ONE method would likely be most successful during your work week?



6

STAFFERS SEE HOW TRAINING FITS COMPANY GOALS

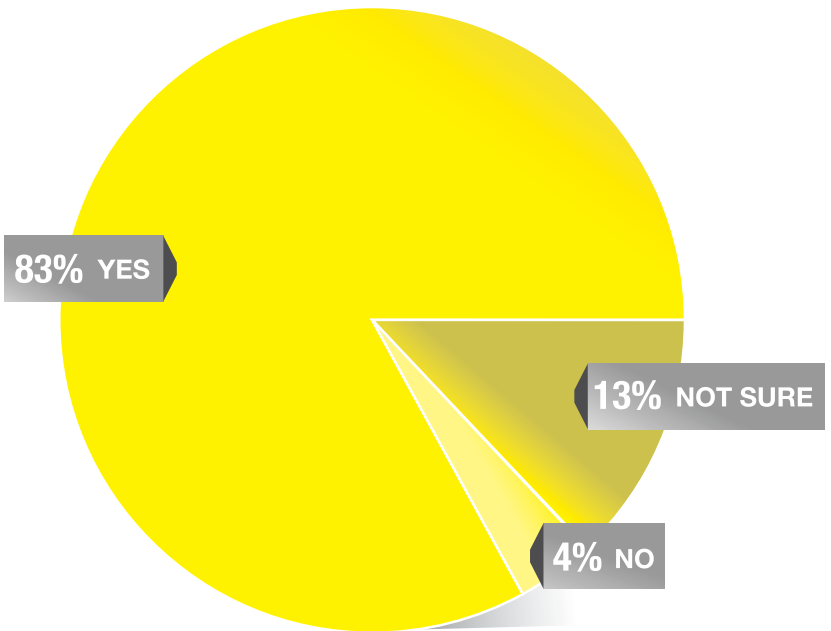
HOW PARTICIPANTS SEE PRINT VS. DIGITAL FOCUS, GOALS

When asked about whether they understand how “training would align with the company’s goals,” the vast majority [83 percent] of journalists said “yes.” Only 4 percent said “no,” and the rest were “not sure.”

This should be good news for supervisors who are linking their training to strategic goals within the company to be more digital and audience-focused. The desire for more social media and digital tools training, along with video training, would support efforts to move newspapers away from being print-centric.

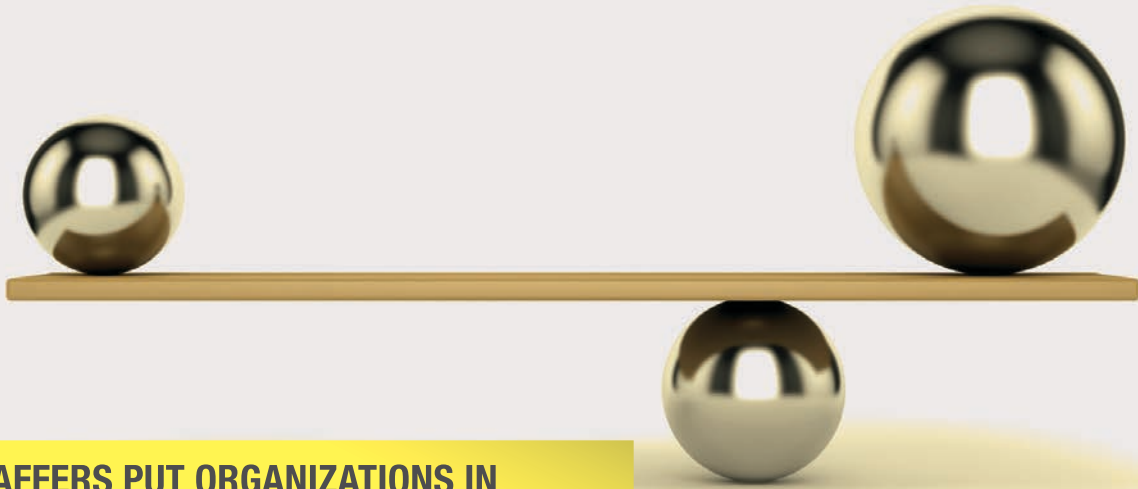
QUESTION

Do you understand how this training would align with the company’s goals?



7

STAFFERS PUT ORGANIZATIONS IN THE MIDDLE OF PRINT-DIGITAL SCALE



When asked to place their organization on a scale of one to five, with one being “print-centric” and five being “digital-first,” half of the survey participants put their company in the middle.

Fewer than a third [28 percent] said their organizations were “digital-first,” with 22 percent saying their company was “print-centric.”

The gap of perceptions between less-experienced and veteran journalists is evident: A third [33 percent] of those with five years of experience or less said their organizations were “print-centric,” versus 17 percent of those who have 20+ years of experience.

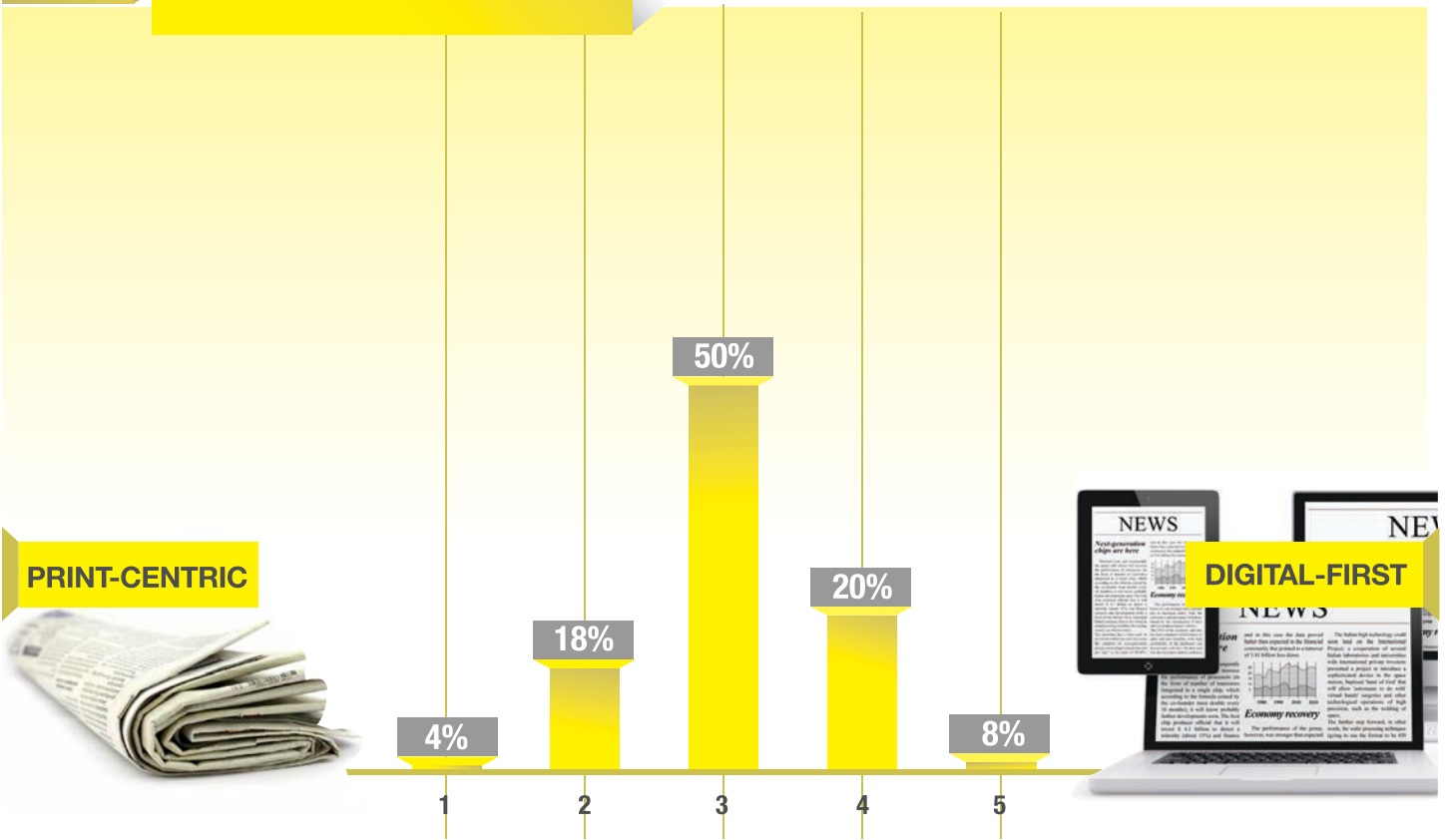
When looking at the mean score for this ranking, the experience gap is also evident:

- Less than five years’ experience: 2.9
- Five to nine years of experience: 2.8
- 10 to 19 years: 3.2
- 20 or more years: 3.2

It seems safe to say that younger, more digitally savvy staff members have a much harsher view of their companies’ efforts to be digitally focused. However, participants’ views of their organizations might be informed by their own focus. Two-thirds [64 percent] said their primary job was print-focused; 22 percent said their job was digitally-focused; 14 percent said both.

QUESTION

How would you describe your organization regarding its print-digital focus, on a 1-5 scale?



“I really wish my news organization would reward tech-savvy people like me, instead of retaining workers who merely show up five nights per week but don’t understand the Web or digital journalism. The attention paid to content for the Web (and the staff hours to make it a priority) has actually *decreased* in the past year, when it should be massively expanded. It simply does not occur to most of my coworkers to add value to content that’s headed for the Web; they don’t even do the simplest things, like hitting a button to make a URL into an active hyperlink, with any reliability or insight as to why it matters. I don’t know that any amount of training will change that, as long as they’re not required to innovate to keep their jobs.”

8

MOST JOURNALISTS ARE HAPPY WITH THE TRAINING THEY RECEIVE

TRAINING WORKS, BUT MORE SUPERVISOR SUPPORT NEEDED

Of those journalists who took training in the past 12 months, more than half [56 percent] were “mostly” or “very satisfied” with the training they received. Fewer than a fifth of those surveyed [18 percent] were “mostly” or “very dissatisfied.” The rest of the survey participants [26 percent] were neutral.

This result might indicate that quality is not the issue facing media organizations today when it comes to training. Rather, it might be that there is a “quantity” issue. This might indicate that effective training can generate hunger for even more training, as noted in Item #2.

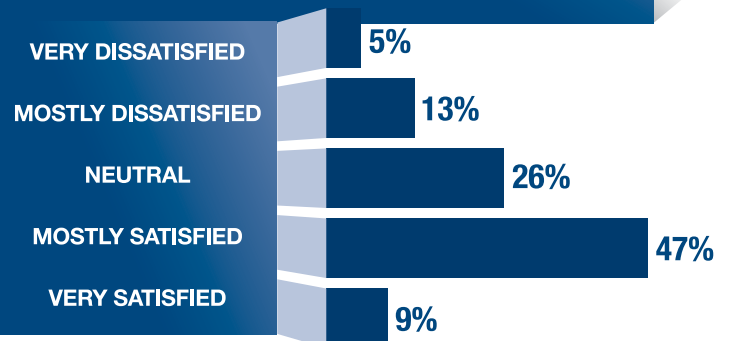
In other words, it’s a virtuous cycle of training creating a demand for more training.



“My supervisor has been very supportive, and I appreciate that I have had opportunities this year to participate in both paid conferences out of the office and in free Webinar training during my workday. To improve, the newsroom could make it more of a priority to make sure every journalist gets some training every year in his or her specialty (I would not have done these trainings if I had not suggested them of my own initiative).”

QUESTION

On average, how satisfied were you with the training you received during the past 12 months?



9

THERE'S STILL RESISTANCE FROM MANAGERS

However, for all of the desire for more training, the willingness to absorb more training and the satisfaction with the training they are receiving, a significant number survey participants say that their managers are still not supportive of training.

Twenty percent of journalists in the survey said that their managers are “not supportive” or “slightly supportive” toward training. A similar number, 22 percent, said their managers are “neutral” toward training. Together, that means that almost half [42 percent] of managers aren’t helpful when it comes to training.



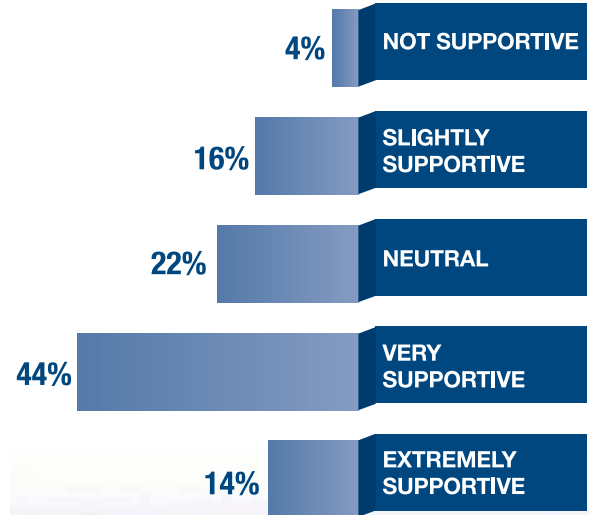
“Specific time must be set aside for training. The likely scenario at my organization would be you’d be given the morning for training, but before you left at night, you’d still be expected to accomplish everything you needed to do that day — i.e., putting in extra hours.”

Only 14 percent of participants said their managers were “extremely supportive,” with 44 percent “very supportive.”

There was very little difference by job role and only a slight difference in terms of experience. Those staff members who have five to nine years’ experience were even more critical of their managers, with 26 percent saying that their managers were “not supportive” or “slightly supportive.”

QUESTION

How supportive do you feel your manager is toward training?



E-LEARNING WORKS

10

NEWSU IS WELL-KNOWN AND ADDING TO TRAINING OPPORTUNITIES

One of the goals of this project was to help Knight understand the reach of one of its most successful training projects, The Poynter Institute's e-learning site, News University.

In less than 10 years, NewsU has established itself as the premier journalism e-learning site, with almost three-quarters of those participating in the survey [72 percent] knowing of the program. Of those who said they knew of Poynter NewsU, 50 percent said they had taken a course in the past four years.

QUESTION

Have you ever heard of the Web-based journalism training at The Poynter Institute, News University (NewsU.org)?

YES

72%

NO

28%

QUESTION

Have you ever participated in any NewsU courses?

YES, IN PAST 1-2 MONTHS

31%

YES, IN PAST 2-4 YEARS

19%

YES, 5+ YEARS AGO

6%

NO

44%



METHODOLOGY AND SURVEY DEMOGRAPHICS

The survey was conducted in 31 newsrooms that ranged in size from 20 staff members to 150 staff members. The total number of possible newsroom staff members who could participate in the survey, which was conducted in June–July 2014, was slightly more than 1,650; 1,188 [72.5 percent] responded to the survey. The survey was anonymous.

Of those who responded, 59 percent were male and 41 percent female. The median age of survey participants was 48 years.

Most of the survey participants [56 percent] have 20 or more years of experience. Two-thirds have a degree in journalism [69 percent].

When asked what their job is, 46 percent of the survey participants said reporter. The other job categories were:

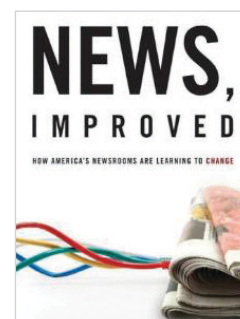
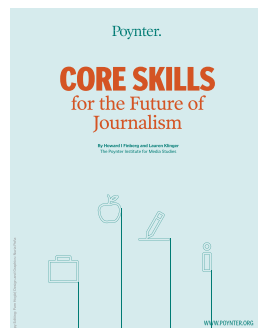
- Manager or supervisor: 23 percent
- Copy editor or production editor/worker: 19 percent
- Designer, photographer, visual staff member: 12 percent

The survey was funded by a grant from the Knight Foundation to The Poynter Institute. The project was coordinated by Howard Finberg, director of training partnerships and alliances. Steve Kircher, an independent market researcher, provided data analysis. The copy editor was Pam Hogle, a freelance editor based in Petaluma, California and St. Petersburg, Florida. The report design was created by Nuria Pena, a freelance designer based in Austin, Texas.

The Poynter Institute would be happy to share or conduct this survey on behalf of other media organizations. Please contact Howard Finberg at hfinberg@poynter.org.

RESOURCES

- Finberg, Howard and Lauren Klinger, “Core Skills for the Future of Journalism.” The Poynter Institute, 2014.
- Finberg, Howard, et al., “State of Journalism Education 2013.” The Poynter Institute, 2013.
- Kees, Beverly, “Newsroom Training: Where’s the Investment?” Princeton Survey Research Associates and the John S. and James L. Knight Foundation, 2002.
- McLellan, Michele and Eric Newton, “Digital Training Comes of Age.” The John S. and James L. Knight Foundation, 2012.
- McLellan, Michele and Tim Porter, “News, Improved.” CQ Press, 2007.
- Newton, Eric, et al., “No Train, No Gain: Continuing Education in Newspaper Newsrooms.” Freedom Forum, 1993.
- Stencel, Mark, Bill Adair and Prashanth Kamalakanthan, “The Goat Must Be Fed: Why Digital Tools Are Missing in Most Newsrooms.” Duke Reporters’ Lab, 2014.
- Willnat, Lars and David H. Weaver, “The American Journalist in the Digital Age: Key Findings.” School of Journalism, Indiana University, 2014.



CORE SKILLS AND COMPETENCIES FOR JOURNALISTS

By Lauren Klinger
and Howard Finberg
The Poynter Institute

The challenges facing managers when it comes to newsroom training are legend. Ask any manager and you'll hear about a lack of time, lack of money, and lack of focus. Perhaps there's one more challenge, one that we don't talk about enough: a lack of understanding of the career stages of the workforce.

There is no single training solution for a newsroom. There are training solutions for individuals, who are in different roles and different junctures in their careers. Identifying what a newsroom's training goals are is the first step, and the four competencies Eric Newton identifies in his foreword make strong scaffolding through which to build the most effective training program.

In reading Newton's foreword to this report, we were struck how his four competencies fit around the concepts discussed in The Poynter Institute's "Core Skills for the Future of Journalism" report, which was released in early 2014.

In that report, we revealed that professionals and educators differ dramatically in their assessment of the importance of the essential attributes, skills and knowledge a beginning journalist needs in today's media world.

The biggest gap we found was between the way educators and professionals value those skills that are essential for telling stories on new platforms and gathering and delivering news using new methods in the digital age.

"Professionals at media organizations ranked the importance of all of the multimedia skills much lower than did educators, students and even independent or freelance journalists," we wrote.

Whether a newsroom's training blueprint is developed to emphasize the digital or more traditional is a question for that newsroom. But managers must think about goals and strategy, the tools and plan that will allow a newsroom to maximize its resources and create a strong foundation. Newton's competencies and our 37 core skills provide the vocabulary for thinking strategically about what is needed and how to build it.

Newton's competencies for journalists, the "buckets" of storytelling craft, professional skills, topic knowledge skills and change competencies align with Poynter's 37 Core Skills. He contends (and we agree) that a successful journalism program needs to teach not only traditional journalistic skills but also new digital skills and attributes for working in today's intense media landscape.

KNOWLEDGE, ATTITUDES AND PERSONAL FEATURES

Inquisitiveness	CHANGE COMPETENCY
Curiosity	CHANGE COMPETENCY
Accuracy	PROFESSIONAL EXPERTISE
Handle stress and deadlines well	PROFESSIONAL EXPERTISE
Handle criticism well	CHANGE COMPETENCY
Have broad general knowledge	TOPIC KNOWLEDGE
Have good social skills	STORYTELLING CRAFT
Be a team player	CHANGE COMPETENCY
Be acquainted with journalistic ethics	STORYTELLING CRAFT
Knowledge of other cultures	TOPIC KNOWLEDGE
Knowledge of government	TOPIC KNOWLEDGE
Understand the media landscape	TOPIC KNOWLEDGE
Be familiar with copyright	STORYTELLING CRAFT
Be familiar with journalism laws	STORYTELLING CRAFT
Have knowledge of the business of media	CHANGE COMPETENCY
Have good news judgment	PROFESSIONAL EXPERTISE
Have knowledge of current events	TOPIC KNOWLEDGE
Select information based on reliability	STORYTELLING CRAFT
Be a team leader	CHANGE COMPETENCY
Ability to embrace change and innovation	CHANGE COMPETENCY

NEWS GATHERING SKILLS

Analyze and synthesize large amounts of data	STORYTELLING CRAFT
Network, make contacts and develop sources	STORYTELLING CRAFT
Search online information on an advanced level	STORYTELLING CRAFT
Master interview techniques	STORYTELLING CRAFT
Search for news and check sources without the use of the internet	STORYTELLING CRAFT
Look at news with a historical perspective	PROFESSIONAL EXPERTISE
Interpret statistical data and graphics	STORYTELLING CRAFT

NEWS PRODUCTION SKILLS

Storytelling	STORYTELLING CRAFT
Write in a fluent style	STORYTELLING CRAFT
Write using correct grammar	STORYTELLING CRAFT
Master various forms of journalistic writing	STORYTELLING CRAFT
Understand audience expectations and needs	CHANGE COMPETENCY
Speaking skills	STORYTELLING CRAFT

MULTIMEDIA SKILLS

Ability to work with HTML or other computer languages	STORYTELLING CRAFT
Shoot and edit video	STORYTELLING CRAFT
Shoot and edit photographs	STORYTELLING CRAFT
Record and edit audio	STORYTELLING CRAFT
Ability to tell stories with design and visuals	STORYTELLING CRAFT

NEWSROOM TRAINING SURVEY QUESTIONS

INTRODUCTION

The John S. and James L. Knight Foundation advances journalistic excellence in the digital age. We have funded many journalism programs; so many that we aren't sure whether newsrooms know about all of them. We are interested in what you think of them and what your training needs are, present and future. Those are the reasons for this anonymous survey. Thanks in advance for helping us better understand what you know and think about training. We'll use the results to suggest new topics, classes, fellowships and other programs.

The survey should take seven to eight minutes. It is important that you complete all of the questions. Each newsroom where 50% of the journalists complete this survey will receive a tool for digital journalism, such as a camera or tablet computer. The newsroom with the highest response rate will receive an additional digital tool. Again, your responses will be kept private.

1. Please select your newsroom:

2. Which ONE of these best describes your job?

- Reporter, columnist, blogger, researcher
- Copy editor, online producer or newsroom production staff member
- Designer, artist, videographer or photographer
- Senior or midlevel editor or assistant department manager [i.e., assistant city editor] or department manager

SECTION 1: GENERAL QUESTIONS ABOUT TRAINING

This first section explores what training you have received recently and what training you want in the future.

3. Have you received any training during the past 12 months?

- Yes
- No

4. What did the training cover? (Please select all that apply.)

- Using mobile devices [phones and tablets] in reporting
- Blogging and Web writing
- Photography skills; shooting and editing
- Legal, copyright knowledge
- Writing skills; clarity and sharpening
- Web analytics, SEO skills
- Social media; skills and strategy
- Diversity and covering untold stories
- Interactive graphics
- Audio skills; recording and editing

- Audience development and engagement
- Investigative reporting
- Web design and coding
- Improving reporting skills, such as developing sources
- Data journalism
- Video skills; shooting and editing
- Managing and coaching staff
- Managing change and innovation
- Digital tools; finding and using
- Narrative storytelling
- Other (please specify)

5. On average, how satisfied were you with the training you received during the past 12 months?

- Very dissatisfied
- Mostly dissatisfied
- Neutral
- Mostly satisfied
- Very satisfied

6. What training was the most successful? (Please select all that apply.)

- Photography skills; shooting and editing
- Web design and coding
- Blogging and Web writing
- Web analytics, SEO skills
- Audience development and engagement
- Interactive graphics
- Narrative storytelling
- Legal, copyright knowledge

- Writing skills; clarity and sharpening
- Managing and coaching staff
- Video skills; shooting and editing
- Investigative reporting
- Audio skills; recording and editing
- Managing change and innovation
- Improving reporting skills, such as developing sources
- Digital tools; finding and using
- Using mobile devices [phones and tablets] in reporting
- Diversity and covering untold stories
- Data journalism
- Social media; skills and strategy
- Other (please specify)

7. What training was the least successful? (Please select all that apply.)

- Photography skills; shooting and editing
- Web analytics, SEO skills
- Blogging and Web writing
- Managing change and innovation
- Writing skills; clarity and sharpening
- Digital tools; finding and using
- Diversity and covering untold stories
- Interactive graphics
- Legal, copyright knowledge
- Social media; skills and strategy
- Using mobile devices [phones and tablets] in reporting
- Narrative storytelling

- Improving reporting skills, such as developing sources
- Audience development and engagement
- Video skills; shooting and editing
- Investigative reporting
- Web design and coding
- Data journalism
- Managing and coaching staff
- Audio skills; recording and editing
- Other

8. What do you feel has prevented you from receiving training or additional training? (Please select all that apply.)

- Training won't help me do a better job
- Can't find the right training
- I don't feel I need training
- No time available for training
- Not sure what skills are needed in my newsroom
- Lack of funding for training
- Other (please specify)

9. How supportive do you feel your manager is towards training?

- Not supportive
- Slightly supportive
- Neutral
- Very supportive
- Extremely supportive

10. Looking toward the next 12 months, which training topics are most important to your career? (Please select all that apply.)

- Narrative storytelling
- Diversity and covering untold stories
- Web design and coding
- Interactive graphics
- Writing skills; clarity and sharpening
- Legal, copyright knowledge
- Using mobile devices [phones and tablets] in reporting
- Social media; skills and strategy
- Photography skills; shooting and editing
- Digital tools; finding and using
- Data journalism
- Audience development and engagement
- Managing and coaching staff
- Audio skills; recording and editing
- Video skills; shooting and editing
- Web analytics, SEO skills
- Managing change and innovation
- Improving reporting skills, such as developing sources
- Blogging and Web writing
- Investigative reporting
- Other (please specify)

11. Do you understand how this training would align with the company's goals?

- Yes No Not sure

12. How likely is it that you feel you can absorb more training?

- Not likely
 Slightly likely
 Likely
 Very likely
 Extremely likely

13. In thinking about how to organize your own training, which ONE method would likely to be most successful during your work week?

- Given a "late start" so I can take the training at home
 Be freed from assignments for an afternoon
 Allow me to work with my manager to select a day when I take training
 Be freed from assignments for a morning
 Given specific time to do the training at work
 Other
 Other (please specify)

14. When it comes to technology, which ONE of these best describes you?

- I am skeptical of new technologies and use them only when I have to
 I am usually one of the last people I know to use new technologies
 I usually use new technologies when most people I know do

I like new technologies and use them before most people do

I love new technologies and am among the first to experiment with and use them

YOUR JOB AND DIGITAL TRANSFORMATION

This section looks at your job needs and the pace of digital transformation.

15. How satisfied are you with your current job in each of the following areas?

Chances for promotion

- Very dissatisfied Mostly dissatisfied Mostly satisfied Very satisfied

Opportunities to make a contribution to society

- Very dissatisfied Mostly dissatisfied Mostly satisfied Very satisfied

Your ability to influence decisions affecting your work life

- Very dissatisfied Mostly dissatisfied Mostly satisfied Very satisfied

Job security

- Very dissatisfied Mostly dissatisfied Mostly satisfied Very satisfied

Opportunities for journalist training and professional development

- Very dissatisfied Mostly dissatisfied Mostly satisfied Very satisfied

Pay and benefits

- Very dissatisfied Mostly dissatisfied Mostly satisfied Very satisfied

16. What is the pace of digital transformation at your news organization?

- Way too slow
- A little too slow
- About right
- A little too fast
- Way too fast

17. Which of these best describes your company's approach towards innovation? (Please select all that apply.)

- Trailblazing
- Negligent
- Strategic
- Adventurous
- Reluctant
- Inconsistent
- Leading
- Tracking
- Ordinary
- Slow
- Cutting edge
- Cautious
- Reactive
- Average
- Noncommittal
- Proactive
- Inattentive
- Guarded
- Ambitious

- Lagging
- Patient

18. How would you describe your organization regarding its print-digital focus on a 1-5 scale where 1=Print-centric and 5=Digital-first?

- | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Print- | | | | Digital- |
| centric | | | | first |

SECTION 2: KNIGHT TRAINING PROGRAMS

In this section we ask you questions about various Knight Foundation training programs. Only one more section after this one.

19. Have you ever heard of the Web-based journalism training at The Poynter Institute's News University (NewsU.org)?

- Yes
- No

20. Have you ever participated in any NewsU courses?

- Yes, in past 12 months
- Yes, in past 2-4 years
- Yes, 5 or more years ago
- No

21. Please indicate if the courses were: (Please select all that apply.)

- Free
- Paid (I paid the fee)
- Paid (My company paid the fee)
- Not sure

22. What kind of courses did you participate in? (Please select all that apply.)

- Self-directed
- Webinar
- Online group seminar, with faculty or teacher
- Live or recorded training broadcast
- Certificate programs
- Other

23. Rate your overall experience with your NewsU training.

- Very poor
- Poor
- Fair
- Good
- Very good

24. In a few words, please tell us how the training might be improved or why you liked it:

25. Have you ever heard of Poynter NewsU's Digital Tool Webinar Tutorials?

- Yes
- No

26. Have you ever participated in any of the NewsU Webinars that explain new digital tools?

- Yes
- No

27. Rate your overall experience with the Digital Tools Webinar(s) you've attended.

- Very poor
- Poor
- Fair
- Good
- Very good

28. In a few words, how might they be improved or why did you like them?

29. How likely is it that you would use a Poynter NewsU training program, such as the Digital Tools Webinars or other NewsU Webinars, in the future?

- Not likely
- Slightly likely
- Likely
- Very likely
- Extremely likely

30. Have you ever heard of the journalism training at the Knight Center at the University of Texas?

- Yes
- No

31. Have you ever participated in any of the courses offered through the Knight Center at the University of Texas?

- Yes, in past 12 months
- Yes, in past 2-4 years
- Yes, 5 or more years ago
- No

32. Rate your overall experience with the courses offered through the Knight Center at the University of Texas.

- Very poor
- Poor
- Fair
- Good
- Very good

33. In a few words, how might they be improved or why did you like them?

34. Have you, or do you know a journalist who has, applied for a Knight fellowship program through Stanford, the University of Michigan, Columbia or MIT?

Yes No

35. How likely is it that you would use any type of Knight-funded journalism training or fellowship program in the future?

- Not likely
- Slightly likely
- Likely
- Very likely
- Extremely likely

SECTION 3: DEMOGRAPHIC QUESTIONS

This is our final section. We need to ask you some questions so we can better qualify your responses.

36. Your gender:

- Male
- Female

37. What is your age?

- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65-74
- 75 or older

38. How long have you been working as a journalist?

- Less than 1 year
- 1-4 years
- 5-9 years
- 10-19 years
- 20+ years

39. Would you say your primary job focus is...

- Print
- Online

40. Do you have a bachelor's or master's degree in journalism or mass communications?

Yes No

41. Do you have any additional comments you would like to add?

42. Would you be willing to be contacted if we have any follow-up questions?

Yes No

43. Please provide your name, work phone number and the best time to reach you.

THANK YOU!

Thank for your time and attention to this survey.

ABOUT THE POYNTER INSTITUTE

The Poynter Institute for Media Studies is an international leader in journalism education, and a strategy center that stands for uncompromising excellence in journalism, media and 21st century public discourse. Poynter faculty teach seminars and workshops at the Institute in St. Petersburg, Fla., and at conferences and organizational sites around the world. Its e-learning division, News University, www.newsu.org, offers the world's largest online journalism curriculum in 6 languages, with more than 400 interactive courses and 300,000 registered users in more than 200 countries. The Institute's website, www.poynter.org, produces 24-hour coverage of news about media, ethics, technology, the business of news and the trends that currently define and redefine journalism news reporting. The world's top journalists and media innovators come to Poynter to learn and teach new generations of reporters, storytellers, media inventors, designers, visual journalists, documentarians and broadcast producers, and to build public awareness about journalism, media, the First Amendment and protected discourse that serves democracy and the public good.

ABOUT THE JOHN S. AND JAMES L. KNIGHT FOUNDATION

Knight Foundation supports transformational ideas that promote quality journalism, advance media innovation, engage communities and foster the arts. The foundation believes that democracy thrives when people and communities are informed and engaged. For more, visit KnightFoundation.org.