

Professional competences for the management of university radio stations in Spain

Competencias profesionales para la gestión de emisoras universitarias en España

Competências profissionais para a gestão de estações de rádio universitárias na Espanha

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ABSTRACT | University radio stations are media that have a long history at the international level, mainly in Latin America and in some European countries. However, in Spain, their strong emergence begins in the 21st century thanks, among other things, to the possibilities offered by the Internet and the technological convergence. There are currently almost 30 stations that make up a diverse map of this type of media in the country. This has led to a research work corpus focused mainly on the content and shape of these stations programs and their possible social function, leaving a research niche concerning who constitute the teams that make them a reality. Thus, this article presents the results of a research into the professional skills required for management in Spanish university radio stations. As a research technique, we applied an online survey to their directors, validated by six academics from different Spanish universities linked to Communication Sciences and Education Sciences, which was completed with an interview with two female directors of university radio stations. The results reveal the importance of competencies for planning, management and organization of work, as well as a considerable relevance of social skills, and they could be taken into account to update the curricular content of university degree courses related to this medium.

KEYWORDS: university radio; professional skills; professional profiles; journalism; audiovisual communication.

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RESUMEN | *Las radios universitarias son medios de comunicación con una amplia trayectoria a nivel internacional, principalmente en América latina y algunos países europeos. Sin embargo, en España, a partir del siglo XXI emergen con fuerza gracias, entre otras, a las posibilidades ofrecidas por Internet y la convergencia tecnológica. Actualmente, casi 30 emisoras conforman un mapa diverso de este tipo de medios en el país. Esta realidad ha dado lugar a un corpus de investigación, centrados principalmente en sus contenidos, programaciones y su posible función social, quedando un nicho investigativo sobre quiénes conforman los equipos que las hacen realidad. Así, este artículo presenta los resultados de una investigación sobre las competencias profesionales necesarias para la gestión en las emisoras universitarias españolas. Como técnica de investigación, se aplicó una encuesta en línea a sus directores, validada por seis académicos de diferentes universidades españolas vinculados a las Ciencias de la Comunicación y a las Ciencias de la Educación, que se completó con una entrevista a dos directoras de emisoras universitarias. Los resultados revelan la importancia de las competencias para la planificación, la gestión y la organización del trabajo, así como una considerable relevancia de las habilidades sociales, y podrían tenerse en cuenta para actualizar los contenidos curriculares de las asignaturas de los grados universitarios relacionados con este medio de comunicación.*

PALABRAS CLAVE: *radio universitaria; competencias profesionales; perfiles profesionales; periodismo; comunicación audiovisual.*

RESUMO | *As estações de rádio universitárias são meios de comunicação que têm uma longa história a nível internacional, principalmente na América Latina e em alguns países europeus. No entanto, é a partir do século XXI que começam a emergir com força na Espanha graças, entre outras coisas, às possibilidades oferecidas pela Internet e pela convergência tecnológica. Atualmente, existem quase 30 estações que constituem um mapa diversificado deste tipo de mídia no país. Esta situação originou a um corpus de trabalho de pesquisa focada principalmente no conteúdo e forma da programação destas estações e da sua possível função social, deixando um nicho de pesquisa sobre quem compõe as equipes que as tornam realidade. Assim, este artigo apresenta os resultados de uma pesquisa sobre as competências profissionais necessárias para a gestão em estações de rádio universitárias espanholas. Como metodologia, foi aplicado um questionário online aos seus diretores, validado por seis acadêmicos de diferentes universidades espanholas ligadas às Ciências da Comunicação e Ciências da Educação, que foi completado com uma entrevista com duas diretoras de estações de rádio universitárias. Os resultados revelam a importância das competências para o planejamento, a gestão e a organização do trabalho, bem como uma considerável relevância das competências sociais e poderiam se considerar para atualizar os conteúdos curriculares das disciplinas dos graus universitários relacionados com este meio de comunicação.*

PALAVRAS-CHAVE: *rádio universitário; competências profissionais; perfis profissionais; jornalismo; comunicação audiovisual.*

INTRODUCTION

University radio is a relatively recent phenomenon in Spain when compared with the long history of its Latin American and European counterparts, where there are university radio experiences that go back to nearly a century of life, such as the station of the Universidad de La Plata, in Argentina, which already has almost a hundred years of history (Vázquez, 2012). In France, there is Radio Campus Lille, whose first experiences date back to 1969, although some authors argue that, in that country, we can only talk about an organized structure of university radio stations as of the entry into force of the Law on free radio stations, in the 1981-1982 academic year, promoted by President François Mitterrand (Lefebvre, 2011; Ortiz Sobrino, Rodríguez Barba, & Cheval, 2014). In Spain, the first radio experience of this type dates to 1973 (Ortiz Sobrino, 2018).

Spanish university radios are conceived as authentic testing laboratories so that undergraduate students in communication acquire the specific professional skills they require for their job placement, as well as means of dissemination for the educational community to which they are addressed (Ortiz Sobrino, Marta-Lazo, & Martín-Pena, 2016b). The organization and management of these stations usually is in the hands of the university students and professors, in an organizational system that does not exactly reproduce the operating model of the professional and commercial radio sector of the large radio networks. During their time participating in broadcasts, students and teachers acquire and implement transversal skills related to resources' management —technical, human, and logistical—, as well as the management and planning of the contents of their programming. However, and to point out the value of the research whose results are presented in this paper, it should be noted that these are people in the process of training, such as students, or teachers who come from areas that, on many occasions, have no direct relationship with the radio. Therefore, the focus has been placed on the management competencies that the collaborators must possess to develop certain positions of responsibility to guarantee the radios' correct functioning.

In this regard, this article presents the results of a study conducted in Spain that analyzed the professional competencies needed by some of the profiles and professional positions related to management in Spanish university radio stations. In parallel, and considering the training dimension of these radio stations, it is also of interest to know what type of training and academic curriculum were the most appropriate for these positions. The research satisfies the need for information on one of the core aspects for the sustainability of this type of radio, given that the main responsibilities focused on management are implemented in a context of learning and a certain amateurism. The study specifically focuses on the skills needed for the direction and resource management tasks, the programming

coordination and content production functions, and the technical supervision tasks of the broadcast. As a case study, we present the organizational models of two stations: RadioUnizar, from the Universidad de Zaragoza (Spain) and UniRadio, from the Universidad de Huelva (Spain).

This work can be considered as a contribution to the current discussion and to the expansion of scientific knowledge on the subject. Until now, in Spain, this type of radio has been studied in some depth in aspects related mainly to its content, structure and mission. However, this research covers a gap in the scientific knowledge of this offering, in crucial aspects for its existence and sustainability: management and planning.

For the purposes of the research, the starting point was a question regarding the necessary competencies for each of the management positions, which was answered, through a questionnaire, by different responsible of university radio stations. As a research tool, the questionnaire was completed with two in-depth interviews with two station directors.

In short, the study detects the professional competencies needed by the managers of the radio's different areas so that, in the future, the results can be used as a reference to update the curricular contents of the subjects of university degrees related to this means of communication.

The results are preceded by a historical contextualization of university radio and, in a conceptual framework on the subject, in the light of the scientific literature. Subsequently, and after explaining the objectives and research methodology, we present the main findings in the corresponding section; finally, we end with a series of considerations and conclusions and point out a possible line of continuity of the research.

UNIVERSITY RADIO: MEDIA CONTEXT AND SCIENTIFIC LITERATURE

Some of the scientific literature places the first university radio experiences in the experimental broadcasts made by students of the Colegio Mayor de San Fernando, part of the Universidad de La Laguna (Tenerife) in 1987 (Fidalgo Díez, 2009). However, other authors consider that experience a free radio initiative and argue that the beginning of what is now known as university radio was marked by the first broadcasts of the Universidad Nacional de Educación a Distancia (UNED), in 1973- 1984 (Ortiz Sobrino, 2018; Marta-Lazo & Martín Pena, 2014). Starting in the early years of the 21st century, the number of stations has been gradually increasing throughout the Spanish territory.

Especially since the nineties, there has been an increase of radio stations in Spanish universities that began to broadcast through the Internet, taking advantage of the possibilities offered by Web 2.0, causing their technological convergence (González- Conde & Salgado Santamaría, 2009) thanks, among others, to podcasts, which have also been a catalyst for these university media (Piñeiro Otero & Ramos, 2011). Another reason that has accelerated this increase has been the birth of new public and private universities which have Communication degrees (Marta-Lazo & Segura-Anaya, 2014). Since then, these stations have served to complete the practical training of students and to promote the participation of the university community (Ortiz Sobrino, Salgado, & Cavadas, 2015).

The researcher Durán Mañez (2011) has highlighted the difficulties to implement this type of stations in Spanish territory, since there is no legislation that contemplates the possibility of broadcasting these radios through Hertzian waves. In Spain, the current General Law of Audiovisual Communication (Ley General de la Comunicación Audiovisual, 2010) only recognizes the existence of so-called cultural and community radio stations, of short reach and with a low budget.

Organizational diversity as a hallmark of university radio stations

The structure of university radio in Spain currently has twenty-eight stations distributed throughout twelve Autonomous Communities (regions), which shows its wide implementation throughout the country, as can be seen in table 1.

It is a media framework that has been consolidated, fundamentally, from the first decade of this century. Previously, the presence of university programming on the dial had been a minority and always in precarious technical conditions, apart from the radio of the Universidad de Educación a Distancia (UNED), whose broadcasting system has unique characteristics regarding the rest of the stations (Ortiz Sobrino, 2018; Martín-Pena & Contreras-Pulido, 2014; Marta-Lazo & Martín-Pena, 2014; Marta-Lazo & Segura Anaya, 2014; Fidalgo, 2009).

The first broadcasts of Radio UNED, in the academic year 1973-1974, cannot actually be considered a university radio, but rather a few hours of programming that included academic content, which were broadcast through one of the State public radio channels, broadcasts that continue nowadays (Ortiz Sobrino, 2018).

Martín-Pena and Aguaded (2016) state that, in Spain, these radio experiences began to consolidate at the end of the eighties and even in the first years of the nineties. However, some researchers place the takeoff of university radio when the different stations constituted the Association of University Radios (ARU, by its Spanish acronym), in a meeting held in 2011 at the Universidad Complutense de Madrid (González Conde & Zamarra, 2018; Marta Lazo & Segura- Anaya, 2014).

University	Radio
Universidad Católica de Murcia	iRadio UCAM
Universidad Complutense de Madrid	InfoRadio
Universidad de Alcalá de Henares	RUAH Alcalá
Universidad de Almería	Radio Universidad
Universidad de Extremadura	Onda Campus
Universidad de Huelva	UniRadio Huelva
Universidad de Jaén	UniRadio Jaén
Universidad de La Laguna	Radio Campus
Universidad de León	Radio Universidad
Universidad de Navarra	98.3 Radio
Universidad de Salamanca	Radio Universidad
Universidad de Sevilla	RadioUS
Universidad de Valencia	Radio Universitat
Universidad de Vigo	Radio Universidad
Universidad de Zaragoza	Radio.UniZar.es
Universidad Europea de Madrid	Europea Radio
Universidad Europea del Atlántico de Cantabria	UNEAtlánticoRadio
Universidad Francisco de Vitoria de Madrid	Onda Universitaria
Universidad Jaime I de Castellón	Vox Uji Ràdio
Universidad Miguel Hernández de Elche	Radio UMH
Universidad Nacional Educación a Distancia	Radio UNED
Universidad Politécnica de Valencia	UPV Ràdio
Universidad Pompeu Fabra Barcelona	UPF Ràdio
Universidad San Jorge de Zaragoza	Radio USJ
Universidad San Pablo-CEU de Madrid	Onda CEU
Universidad San Pablo-CEU Valencia	Radio CEU

Table 1. Spanish university radios

Source: Own elaboration.

In 2016, ARU already had a total of twenty-four associated stations and, a year later, there was a small media network of twenty-six stations that regularly broadcasted thanks to the Internet, with some of them simultaneously broadcasting their signal in Modulated Frequency (MF), in an unregulated situation (Ponce, 2018; Ortiz Sobrino, 2018).

Currently, almost all university stations are integrated into the Association of University Radios. However, there are at least two stations that broadcast with some regularity, such as the Universidad Francisco de Vitoria station or the broadcasts promoted by the Universidad de Vigo (Pontevedra), which are not yet integrated into this Association, as can be seen in the previous map.

Contreras-Pulido and Aguaded (2018) argue that there is no single organizational model that can define these types of stations, since they have been appearing according to the idiosyncrasies of the higher education institutions that have promoted them. Ortiz Sobrino, Salgado, and Cavadas (2014) coincide with this, differentiating four management models in university radio stations. The first is represented by the stations managed by students, professors or research groups in whose university Communication studies are not offered: radios characterized by a clear dissemination and participatory vocation, but which have their own management autonomy, since their promoters are responsible for their economic sustainability. The second model includes the stations managed by students from the Faculties of Communication that have financial support from the university, although under the supervision of a professor who coordinates the programming contents. There are two more models that have clearly differentiated characteristics with respect to the previous two: on the one hand, the one of the Universidad Nacional de Educación a Distancia (UNED) radio which is actually a production company funded by the rector's office of said university, with a professional staff in charge of producing the programs that are later broadcast on Radio Nacional de España and on the Internet; on the other, the less professional model represented by stations promoted by university student associations, totally independent from the university and based on the collaboration of volunteers and collaborative work. Diversity, therefore, has become one of the hallmarks of this type of station.

University radio stations as training centers for professional skills

Some authors have defined competences as a set of knowledge, skills, and competences combined, coordinated, and integrated with each other, that people use to face a specific task. Being competent implies that the person is capable or skilled to conduct a task (Dios, Calmaestra, & Rodríguez-Hidalgo, 2018). If, as Alarcón García and Guirao Mirón (2013) have shown, the expression *ability* refers to the human being's potentialities and substantive freedoms, which allow individuals to develop functions that enable them to perform and achieve well-being, it can be concluded –as these authors do– that the skills make it possible for the person who develops them to carry out an activity or profession. When addressing the concept of competence in the European Higher Education Area (EHEA), these researchers start from the difference between transversal competences, common to any professional profile, and specific competences, typical of a professional profile.

These competences, along with social skills, are essential tools to configure job profiles and labor capabilities in the productive market of the 21st century. In the case of the media, the sum of all of them is an essential requirement for the performance of management positions.

Nowadays, university radio is a testing laboratory for Communication students to acquire the specific professional skills they need for their job placement (Ortiz Sobrino et al., 2016b). This practical scenario goes much further, according to some researchers:

The pedagogical value of radio as a training tool for future communicators is unquestionable. A laboratory for experimentation, speaker for campus experiences, and a means of communication between the university community are just some of the functions that radio performs as a medium that is already used in many of the higher education centers, especially in those who have communication studies (Marta-Lazo, Segura-Anaya, & Martín, 2013, p. 173).

However, it is not just about students who participate in a university radio station acquiring specific technical skills aimed at broadcasting the programming contents. They also need to learn the transversal competences related to the management of technical and financial human resources, as well as to manage the contents of their programming.

From the research point of view, university radio has been a widely studied topic in the last ten years, despite being a relatively young means of communication. This can be seen in the literature review analysis recently conducted by authors such as Martín Pena, Gómez-Crisóstomo, and Romo-Fernández (2019) or Marta-Lazo, Ortiz Sobrino, Peñalva-Tobías, and Gómez-López (2020). Thus, and without the intention of delve into them, those compilations or publications that have given rise to the proliferation of studies in this field are indicated below. In this regard, we must cite some collective books promoted by the Association of University Radios of Spain: Aguaded Gómez and Contreras-Pulido (2011), Espino and Martín-Pena (2012), Contreras-Pulido and Parejo-Cuéllar (2013), and Martín-Pena and Ortiz Sobrino (2014). In the same vein, Vázquez (2018) highlights the contributions that, from doctoral studies, have allowed a better understanding of the reality of this type of radio stations through doctoral dissertations defended in Spain and Latin America by different authors, like Ponce, Casajús, and Ventín. Other researchers (Ortiz Sobrino, Marta-Lazo, & Martín-Pena, 2016a; Ortiz Sobrino et al., 2016b) have also conducted an exhaustive compilation of scientific texts that allow contextualizing this type of radio station in Spain. Finally, two monographs of scientific journals are worth highlighting: *Edmetic*, from the Universidad de

Córdoba (2014), and the *Revista Mediterránea de Comunicación*, from the Universidad de Alicante and Universidad de Zaragoza (2018), both dedicated to university radios (2018), coordinated by Marta-Lazo and Martín-Pena (2014), and Ortiz Sobrino (2018), respectively.

Something similar has happened with studies and research on the profiles of radio professionals and their professional skills. A monograph in the *ICONO14* journal, coordinated by Marta-Lazo (2009), addressed the acquisition of competences in the European Higher Education Area, in the field of Communication studies. To contribute to the scientific literature addressing the radio professional profiles and competences, we must highlight the works of Ortiz Sobrino and Cuesta (2002), Pérez Tornero and Giraldo (2010), López Vidales and Ortiz Sobrino (2011), Agustín Lacruz, Marta-Lazo, and Ubieto-Artur (2013), and of Ortiz Sobrino et al. (2016b).

RESEARCH OBJECTIVES AND METHODOLOGY

The main objective of the research was to know the professional competences that the directors of the Spanish university radio stations identify as crucial to manage the different areas and departments of this type of radio station. Thus, the question (PI) that guided this work was: *What are the necessary competencies for the following positions?*

- *Station director*: professional who has the general responsibility for the programming management and content, as well as for establishing the station's mission and objectives.
- *Programming coordinator*: professional who plans and coordinates the station's program schedule.
- *Technical coordinator*: person who coordinates and supervises the technical resources necessary for the broadcast.
- *Production manager*: the one in charge of making the human and technical resources available to develop the programs. He/she also takes care of the management of relevant guests who participate in the different radio programs.
- *Program director*: responsible for coordinating the program's team, choosing the broadcast content and their presentation.

Although not all radios use the same nomenclature for these positions, we opted for positions comparable to these functions, regardless of how the responsibility of each of them was designated.

In parallel, a second objective of this research was to know if, in their opinion, the current courses of the Communication degrees were adequate to prepare future managers of university radio stations.

METHODOLOGY AND TOOLS

In this work, we conducted a multi-choice questionnaire survey with thirty-five questions related to the competences perceived as fundamental to manage this type of station. Regarding the structure, the questionnaire was organized into five sections: technical data (questions 1-6); type of station and skills required (7-10); management training applied to radio (11-15); external experience in other stations and acquisition of professional skills (16-21), and values, skills, and academic profile of the different radio management positions (22-35). Regarding the main indicators that will be developed in the results, management skills, academic profiles and management models of university radio stations stand out.

The sample of respondents was taken from a total of twenty-eight directors of the stations that produce and broadcast content from the different Spanish universities, either through Modulated Frequency broadcasts or using the streaming format on the Internet and the podcast repository of the station's web. The first field work was conducted between June and September 2018. Since this is a work that requires some updating because the object of study is subject, among others, to the technological impact and structural changes of the stations, the questionnaire was repeated in a new field work carried out between May and July 2019. The latter does not reflect substantial changes in the results of this perception study, something predictable if we consider that the dynamics of work and organization of this type of radios hardly change in such a short period. The fieldwork was to be repeated in the spring of 2020, but the COVID-19 pandemic postponed it to the last quarter of the year.

We have reflected above on the context of university radio in Spain, concerning its organizational and management diversity. However, the questionnaire was unique for all the stations in the sample, since we intended to identify the management competencies that the professional profiles with some type of responsibility in the broadcast and organization of the radio's production and content require, regardless of its organizational model. The questionnaire proposed a multi-response system in which the interviewee was given the option of scoring the importance of a series of competencies related to the station's management. There was only one open question, precisely so that the respondent could include an answer that was not in the questionnaire.

Firstly, there was a set of questions that directly alluded to aspects related to human resource management concerning leadership, teamwork, or initiative/creativity. Similarly, the respondent could also give his/her opinion on competencies related to resource management and knowledge of programming techniques and content management. Finally, the respondent could include others that he/she considered of special importance for management from the different posts: director, broadcast coordinator, programming coordinator, production manager or program director. Although university radio uses different digital platforms, the questionnaire does not expressly address this aspect because we considered that the knowledge and abilities to use these platforms are already inherent in the skills for broadcasting through the radio. In another section of the questionnaire, respondents were asked about their opinion regarding the most appropriate type of specific training that these profiles should have to perform their role optimally.

Following Melgarejo (2017), the questionnaire was validated by two professors from the area of knowledge related to Audiovisual Communication: one from the Universidad de Santiago de Compostela and the other from the Universidad Complutense de Madrid¹. The questionnaire was also validated by four tenured professors²: one from the Universidad de Cantabria, a specialist in Media Education, and another three from the universities of Valladolid, Alicante and Salamanca, all specialists in Audiovisual Communication. With the help of these academics, the questionnaire became reliable, and some of its aspects, as well as the formulation of some questions were corrected. The validation of the tool allowed the investigation to be approached appropriately, in terms of applied research used by authors such as Grande and Abascal (2014). All the academics consulted provided suggestions for improvement that were incorporated into the final questionnaire.

Los resultados extraídos de las respuestas al cuestionario fueron completados con una entrevista en profundidad a las dos directoras de las emisoras Radio Unizar, de la Universidad de Zaragoza, y UniRadio, de la Universidad de Huelva. La elección de la entrevista en profundidad a dichas directoras se debió a que — en ambos casos— se trata de emisoras de universidades de tamaño medio y de titularidad pública. El hecho de que la gestión fuera llevada a cabo, en el caso de

1. Xosé Soengas, professor at the Universidad de Santiago de Compostela and Ubaldo Cuesta, professor at the University Complutense de Madrid.

2. Victoria Tur, professor at the Universidad de Alicante; María Rosa García Ruiz, tenured professor at the Universidad de Cantabria; Begoña Gutiérrez, tenured professor at the Universidad de Salamanca; Nereida López Vidales, tenured professor at the Universidad de Valladolid.

Radio.Unizar, por un profesor y por una persona designada por la asociación de estudiantes en el caso de UniRadio fue uno de los argumentos de peso para llevar a cabo la comparación. Aunque se trata de emisoras universitarias en los dos casos, la entrevista tenía como finalidad observar si el modelo de gestión repercutía en el modelo organizativo y si, en este caso, se confirmaban las líneas generales de los resultados de la investigación.

Although the work sample was focused on the twenty-eight directors of Spanish university radio stations, only twenty-four of the questionnaires received were validated: the rest were rejected due to an error in their completion or lack of response. The sample composition of the respondents is shown in table 2. The questionnaires confirm that more than 96% (N=23) of the radio station directors that respond are responsible for stations linked to faculties that teach degrees in Communication³. Finally, it is necessary to state that this is a research which intended to obtain a perception from those responsible for university radio stations in Spain regarding the level of competence that the different positions of responsibility analyzed must have. Whether or not these competencies should be acquired in the different degrees of Communication, who should teach them and to which first job profiles they correspond should be the subject of another investigation.

RESULTS

Competences and training for professional profiles related to management in Spanish university radio stations

The main professional competencies (specific and transversal) that those responsible for managing any of the areas related to the production and broadcasting of content on this type of radio must have, according to the stations' directors, are shown on the next table.

3. Before showing the research results, it must be made clear that they exclusively reflect the contents and orientation of the respondents' answers, without entering into specific casuistry of each station, which transcends the objective of the research and would be, certainly, object of study for another research. In this same vein, although the questionnaire was validated by the mentioned experts, the same was not done with the answers because the results of the research only seek to reflect the vision of the respondents, regardless of the perception they have of them. Finally, we must say that this research seeks to obtain a perception about the level of competence that the different positions of responsibility of those in charge of university radio stations in Spain must have. If these competencies should be acquired or not in the different Communication degrees, who should teach them and to which first job profiles they correspond should be the subject of another investigation.

		N	%
Gender	Male	11	46
	Women	13	54
Age (years)	20-21	7	28.5
	22-23	4	14.9
	24-25	10	42.8
	26 years or +	3	12.5
Degree they have completed	Journalism	18	76
	Audiovisual Communication	4	16
	Advertising	1	4
	Other studies	4	16

Table 2. Research sample*Source: Own elaboration.*

Competences for the management of university radio stations

In question twenty-two of the questionnaire, the stations' directors were intended to transmit their vision of the competencies needed to exercise their role and to choose between different options on professional competencies for management. Their answers show that mastery of business management techniques and social skills are essential to be a director of one of these stations, above the skills related to knowledge of this communication medium and the management the programming contents.

Two notable aspects of the responses to this question stand out. In the first place, that the most valued competences are associated with social and organizational skills, compared to others more related to a radio station content production and broadcasting. Thus, respondents mention that a director must have, above all, sufficient skills for planning and organize work, leadership skills, and ability to work in a team. The first three are essential skills for 23 out of 24 of those surveyed, while skills for teamwork are in third position, according to the opinion of 22 of those surveyed. Immediately afterwards are two other competencies related to business management in general: management capacity (21 of those surveyed) and initiative capacity (22).

Secondly, the fact that the three competencies related to content management and knowledge of the environment are in last place stands out. Thus, skills related to programming content management, as well as mastery of creative strategies,

are essential for 19 of the respondents and, finally, knowledge of programming techniques is essential for 18 of those surveyed. Although they were offered an open question in which they could incorporate other types of competences, none of the respondents made any suggestions.

Competences for programming coordinators

The competences pointed out by the station directors for this professional profile combine, at the same level, the skills/abilities related to business management with social skills and others related to knowledge of the radio medium.

As in the case of the competencies needed to manage these types of stations, respondents chose from a series of competency options to carry out the position of coordinating the station's programming. In this case, the respondents highlighted the importance of management skills, although they considered the skills and abilities related to knowledge of the radio medium and the management of its contents to be more necessary. The competences related to the organization and work planning (24 of the 24 respondents) are almost at the same level than the knowledge of the environment (23 respondents). The initiative capacity is considered an essential professional competence, placing it in a third position, according to the opinion of 21 respondents, something logical if we consider that the programming contents are dynamic and subject to internal imperatives –current affairs, unforeseen in broadcasting, etc.–, which require adopting solutions quickly and, often, imaginatively.

Nevertheless, considering that the question referred to the profile of the programming coordinator, it is worth highlighting that knowledge and mastery of programming techniques is an essential competence only for three-quarters of the respondents.

Competences for the production manager

When station managers were asked about the main competencies that production managers should have, the responses were clearly inclined towards skills related to work organization (22 respondents out of 24), teamwork (21), decision-making and initiative (20), and management competencies (17), skills that were positioned among the first four in the ranking. These are professional skills whose choice is logical, since the production manager has a series of tasks related to the organization of human resources, as well as technical and financial means, which often requires improvising decisions quickly due to unforeseen contingencies in the schedule.

In this case, it is evident that, although those responsible for the stations consider that the production manager must know the medium, mastery of programming

techniques and content management are competencies that are given relative importance for this professional profile, placing them in the penultimate position (content management) and in the last (programming).

Competences for the technical coordinator

The directors surveyed considered the technical coordinator a multitasking profile, with extensive knowledge of the environment, possessing a great capacity for organization and having sufficient technical and social skills to work in a team.

For a technical coordinator, knowledge of the radio medium is considered the most important competence, according to 22 of the 24 respondents. The four competencies indicated in the responses as essential for technical coordinators are very balanced: knowledge of the medium (23 respondents), teamwork (23), and organization and planning (19). These professional skills are followed by another group related to the station's production and programming, according to the respondents: programming knowledge (14), creative and innovation strategies (14), and content management (11).

If, in the previous profiles, the fact that some specific competencies for radio appeared in a second level of importance stood out, in this the results do not show that. According to the respondents, the professional profile of the station's technical coordinator is a person who must have a general knowledge of the production processes (medium knowledge) and must be specially qualified to plan the technical resources necessary for the broadcast. Likewise, it is necessary for him/her to have mastery of techniques and social skills that allow him/her to work as a team with those responsible and people who participate in programming: technicians, programmers, etc. The results of the research show that this professional profile needs to have knowledge of programming and of the content development process, even if it is not his/her direct responsibility.

The skills chart for this position indicates a certain balance between managerial skills and other more technical ones related to the radio medium.

Competences for the program director

The directors of each of the programs that constitute the programming can be considered as the professional profiles who have the first stage of responsibility. The stations directors believe that the main professional skills that a program director must have are related to teamwork (24 responses) and leadership (21 respondents), planning and work organization (24 respondents), and initiative (22). Behind, there are other types of specific skills related to the radio medium: knowledge of the medium (21), knowledge of programming (14), etc.

Apparently, the specific competences of the radio medium are in the background, but it is really a mirage. A program director is a professional who already knows and has skills in content development. If at one point he/she assumes responsibility for a program, it is because of his/her capacity for initiative, his/her competence to lead teams, and because of his/her ability to organize work within the program.

Academic profiles of university radio managers

The research sought to extract the opinion of those responsible for the stations regarding their appreciation of whether Communication training was crucial to occupy management positions in university stations. In this regard, we asked about the training needs for the station director, the programming coordinator, the production manager, the technical coordinator, and the program director.

The degree in Journalism as the best reference for radio management

The Journalism degree is referred to as the one that best suits the profile of the director and programming coordinator. All respondents, except one, consider that, for both professional profiles, the Journalism degree is the training that best suits their needs, while half of the respondents state that the degree in Audiovisual Communication is also an adequate training for this professional profile. The rest of the degrees, including the degree in Advertising, are at a great distance. The results indicate the primacy of the Journalism degree over the rest of the degrees when considering the position of station director.

Concerning the programming coordinator post, the results are similar: the first two positions relate to the degree in Journalism and in Audiovisual Communication. The degree in Advertising is considered adequate for this professional profile only by two of the respondents.

Station's technical coordinator

The results of the research show that the degree in Audiovisual Communication (for 21 respondents, 80% of the sample) and other technical qualifications (for 50%) are the appropriate training to exercise the function of technical coordinator of the station. The Journalism degree is relegated to third position, very far from the two previous options. The results are logical, since the technical coordinator is a person who must have certain skills and technological knowledge that can be obtained in degrees such as Computer Science, Image and Sound Engineering, or in the official courses of higher professional trainings in the audiovisual area.

Production manager

For this professional profile, 20 respondents, except one, state that the Audiovisual Communication degree, which explicitly includes production training, is the most appropriate, more than the Journalism degree (17 respondents).

Program directors with training in Journalism

In this case, the opinion is very similar to that of the programming coordinator and the station director. All but one of the respondents consider that the most appropriate training for this professional profile is a degree in Journalism.

The reference trainers in university radio stations

Practicing professionals and university professors are the ideal trainers for university radios. Nevertheless, given that in many of the stations it is the students who sometimes perform management tasks, 10 of the respondents chose the option of student trainers as one of the alternatives for learning skills to other students who participate in the programs.

Unizar and UniRadio management model

The main results obtained from the in-depth interview with the directors of the radio stations Radio.Unizar, from the Universidad de Zaragoza (Spain), and UniRadio, from the Universidad de Huelva (Spain), are presented below, to check to what extent their opinions reinforced the answers obtained during the research.

Radio.Unizar's case

The history of Radio.Unizar dates back to May 2011, when it began its broadcasts as a result of a pilot project of a radio program conducted by Genres and Production of News in Radio Journalism students. The idea was to respond to the training needs of the students. The station was hosted on the university website. The broadcasts host a weekly podcast programming specialized in the university different thematic areas: culture, science, sports, student mobility, etc.

Radio.Unizar's management

The management model of this station is hybrid because, although the station director is appointed directly by the rector of the Universidad de Zaragoza, its academic objective and practical training of Journalism students also involves some students and teachers in the daily management of the programming.

In addition to the director of the station, its organizational structure is based on the coordination of two students who supervise the different programs: each of them has a chief editor and a team of writers. Students perform different roles: editors, producers, and writers, including initial selection of topics and supervision of production.

Three teachers serve as director, head of programming and head of content. They oversee students in whatever they need during the program production process. These three teachers are also responsible for validating the content and its technical quality, in order to be broadcast. Throughout the entire process, they advise the students in the selection and treatment of the contents, although they

have the final responsibility regarding the choice of topics. In the opinion of the station's director, the competencies of those responsible for some of the areas are linked to teamwork, content management, editing and conducting programs, technical coordination, and web management and social networks.

The students, in addition to learning from the teachers, give each other feedback, since third-year students are the ones who take over the ownership of the most outstanding functions and then pass the baton to the second-year students, to make it a shared learning space. For all these reasons, Radio.Unizar is considered a testing laboratory for students to learn to organize work, promote initiative and manage the environment (MartínGracia, Marta-Lazo, & González-Aldea, 2018; Marta- Lazo et al., 2013).

UniRadio's case

The characteristic of UniRadio, of the Universidad de Huelva, is very particular since that educational institution does not have studies related to the Communication degrees existing in Spain. Therefore, the station's function is focused on other premises, based on the participation of the university community and, at the same time, on serving social groups in the region that, in general, have little place in the mainstream media. This determines that all collaborators are students and professors who come from the various degrees and research groups of the different faculties of their university campus.

Creating and developing a program at UniRadio does not require a specialized degree in Communication. In this case, rather than creating a high-impact professional product, the intention is to involve students and teachers who disseminate knowledge on a subject on which they are specialists.

UniRadio's management

Not having Communication students who can collaborate in the coordination of the programming schedule and in the management of its contents has resulted in the management of UniRadio by a professional journalist specialized in the educational field, who is also in charge of institutional relations. The technical coordination of the station is done by another professional who coordinates the maintenance of equipment and broadcasting. This has given UniRadio a rigorous character from a technical and content production point of view.

The radio director and the technical director are in charge of previously training collaborators to acquire these skills. The training is also accompanied by other collaborators, who continuously make possible the maintenance of the web and the podcast repository, as well as the dynamization of the station's profile on social networks. All of them are the ones that accompany and offer the guidelines to the

different programs. This training is designed by the director of the station, who has extensive experience in the medium.

On the other hand, the collaborators who participate in the programs enhance and develop their capacity for teamwork, their management skills, and their coordination skills. In the same way, they put into practice their skills in handling sound equipment for the program's production and broadcast, as well as in the use of social networks applied to radio programming. These are skills acquired before starting the broadcast of the program since, as mentioned, in practically all cases the collaborators are teachers or students who do not come from Communication degrees.

In short, despite the organizational peculiarities of Radio.Unizar and UniRadio, the in-depth interview with the two directors confirms that performing functions that combine social skills with management tasks and technical skills for content production reflect a reality that confirms the general lines of the results of this research.

CONCLUSIONS

The results of this research have made it possible to detect the profiles and professional competencies for positions of responsibility that are demanded today by Spanish university broadcasters. The general conclusion reflects the great importance of transversal competences related to organizational and management capacities, which must be combined with social skills and other specific competences for work in this communication medium. The station's directors demand multitasking professional profiles, professional skills to produce content, and people capable of exercise leadership, with transversal skills, such as teamwork and management. These contributions from the directors are important since they can be used to adapt and renew the contents of the study plans of the Communication degrees, to adapt them to the radio's real needs. Above all, because neither social skills nor competences for radio management have been considered as basic subjects in the *White Paper on Communication Degrees in Spain*, as Marta-Lazo (2009) has stated. They are not yet part of the compulsory curriculum in most of the Communication schools in Spain, although some of them –such as the Universidad Complutense de Madrid– offer optional transversal subjects related to general social skills.

Another conclusion of this research is that, for the most technological professional profiles, it will be increasingly common to mix workers who come from the Communication faculties with others who have been trained by other degrees related to technology applied to the broadcast of radiophonic content:

computer technicians, experts in app programming and podcasting, among others. Specifically, in those professional profiles related to the broadcast: technical coordinator, equipment operators, etc.

Finally, the responses obtained in the field work yield conclusions that point to job profiles with a certain versatility and ability to adapt to change, since radio is a means of communication subject to permanent technological impacts in its content distribution and production system, which means that the productive and organizational processes are in constant transformation.

Undoubtedly, there are still aspects that can be addressed in subsequent research, especially those related to possible training plans, their incorporation into the study plans of degrees in Communication and, even, training actions for teachers who are already developing their activity in this type of stations.

If, as mentioned before, in the network of Spanish university radio stations there is no common organizational model, since its structure and operation are conditioned by the resources and the main mission of the universities that promote them, it is advisable to deepen this line of research and, in light of the results, address a new analysis variable to determine what type of competences are the most appropriate to each of the different organizational typologies and models that exist in the heterogeneous structure of Spanish university radio stations.

Likewise, it is advisable to open another line of research in which it is possible to study to what extent the management skills required in this type of radio correspond to the needs of the professional radio sector given that, as stated, in these types of stations the environment of learning and performance is conditioned by a certain degree of amateurism, both professional and structural. In this regard, this second line of work should expand the sample to the large regional channels or radio stations in the radio market. This aspect is crucial to study this type of radio since, as mentioned at the beginning, nowadays university stations are, above all, training centers for future professionals in radio communication. The choice of these two areas of work –university radio and professional radio stations in the sector– is justified because it will make it possible to determine the correspondence and adequacy of the Communication degrees student's professional competences regarding the labor market's demands.

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