Writing Skills Needed for the Communication Industry

Melyssa Savoia
Universita Cattolica del Sacro Cuore, Italy, m3lyza.savoia@gmail.com

Abstract

This descriptive study aims to determine what competencies are most needed by employers of undergraduate fields of study in Communication Science to meet the profession's needs. The method used in this research is a descriptive method, with a collection of data that originates from the ads required by employers, then analysis to present the data in various categories. The results obtained are maps of professions and competencies most needed by employers. By knowing the required professional competence and employers, students can prepare themselves to develop competence and professionalism that is being developed in realizing the ideals and hopes. Likewise, for educational institutions, Communication Science can significantly adapt the curriculum to meet employers' needs.

Keywords: competence, professional, communication science, employers

I. Introduction

1.1 Background

The quality of higher education here at home is still low, to various studies and international level conducted by the independent institution [1]. The Capacity Building in Higher Education (CBHE) action supports international cooperation projects based on multilateral partnerships between organizations active in higher education. It supports the relevance, quality, modernization, and responsiveness of higher education in third countries for socio-economic recovery, growth, and prosperity and reacting to recent trends, in particular, economic globalization but also the recent decline in human development, fragility, and rising social, economic and environmental inequalities exacerbated by the COVID-19 pandemic. [2] Fresh graduates should be ready and able to enter the world of work. The field of study chosen to develop a profession that has long been prepared, because before graduating student must know the jobs that will be entered, as well as the university should be in collaboration with the business to determine the competence of its graduates [3]. Many attempts in Higher Education are seen from a vision to be a World-Class University, Accreditation, and the implementation of ISO Quality standards. Still, the results and the reality are the opposite. The primary measure of quality institutions of higher learning is the quality of the marks or graduates who are ready to work according to professional and competence. [4]

Conclusion of the discussions conducted with the students, who choose courses Strategic Communication, they do not know the professions and jobs available in the future for the program of study and some even entered the Communication Science follow parental choice

Rooted in reality as well as the issues above, in this study, then we focus on the following:

- There are many students in Communication Science who do not know the intended profession, competence and skills required by the institutions of the employer, so it does not prepare competency and skills as required while still learning.
- Communication science education curriculum design tends to be static and does not grow to follow the needs of the competence and skills required in workplaces or industries that provide employment.

- Graduates who are not ready to work for low quality.
- Gap views on quality indicators in the competence and skills between educational institutions and industry employers.
- The tendency of parents to guide their children into prestigious Higher Education, not choose a field of study that prepare the profession to be in the field.

1.2 Objectives

The general objective of this study is to collect data needs of employers for graduates of undergraduate communication science field of study and map it in some perspective to reveal the phenomenon or the fact of competence and skill requirements from the employer's perspective. In detail, the purpose of this study, which is associated with the primary objective, namely to find out the following:

- There is a significant difference in the need for competencies and skills of the two periods in a row
- There is a significant difference between the needs of the competence and skills of communication and the non-communication industry.
- Profession and competence of graduates in Communication Science, the most widely required by industry or employer.
- What skills were most needed by employes?

1.3 Benefit of research

Mapping professions and competencies desired or needed industry as an employer can help the parties related to Communication Science education, including students, prospective students, parents, and education providers, be aware of and make adjustments to competencies being developed.

Firstly, the students preparing to compete for the job armed with a diploma Bachelor of Communication understand the profession to be developed and the competencies and skills that must be possessed before entering the workforce. Second, for prospective students and parents who wish to enter higher education in the field of computer science, knowing professions and competencies to be prepared, so do not let the wrong subject or field of study. Third, one for the provider of higher education in Communica-

tion Science, to develop curriculum and learning methods and techniques to prepare students so that after graduating ready to enter the world of work and develop certain professions aspired.

II. METHOD

The feasibility study was conducted to present the realities or facts needs of industry employers for labor to fill the shortage of staff or professional background in Communication Science undergraduate of the new graduate or a fresh graduate or less than two years of experience. Implementation of data collection study with descriptive methods is grouped in the design stage of research variables and determination of sample, data collection, and data analysis and presentation phases. Data were collected in two periods, the end of 2019 and the end of 2020.

2.1 Teoritical Review

Philip Kotler argued that one of the mission and functions is to perform the tasks of information that is to convey the message to the audience or the public about job advertisements, which can be said to deliver the news about the job opening at an institution [5]. Media used to provide the message assortment, ranging from print to sophisticated communication media. Job advertisements, usually in addition to a profession or occupation required, are generally accompanied by required requirements, such as competence, education, age, experience, and others.

The profession is a field of work that requires training or education and specialized competence. A career usually has certifications and licenses specific to the area of the job. Mentions profession in the field of Information Technology is very varied and is usually determined by the scope of duties and responsibilities. Works that generally required for the organization of Tier One Communication Science graduates are: Strategic Communication, Media Designer, Script Writing, Public Speaking, and other designations. [6]

Competence is the ability/capability that comes from the knowledge and skills to perform a particular job consistently and provide adequate performance levels or higher. Competence is a needed source of education, training, and experience that have been undertaken. [7]

2.2 Object of Research

Job advertisements can be seen in various general trend, then that becomes the object of research or study in public as a categorical variable [8], are:

a. Types of institutions or businesses that need workers to distinguish Communication Division and vice versa Non-Communication

b. The period of data collection, namely one month between late 2019 and early 2020

c. Major or Field of study Communication Science, which required contain Strategic Communication, Media Designer, Script Writing, and Public Speaking, and did not specify the majors

d. The type of job or profession that requires the employer may contain: Strategic Communication, Media Designer, Script Writing, and Public Speaking.

e. GPA required

Competencies required in advertising, including competence in the field:
• Strategic communication is required
• Marketing communication
• Public speaking
• Scriptwriting

2.3 Data collection

The data collected is sourced from job advertisements taken from job advertisements, of attributes are there, then the samples taken are:
• Online daily newspaper that has been circulated, may represent all Daily
• From an existing ad taken at random, within a period of two-time lapse of 2 years.
• Only ads that require work experience of fewer than two years.

III. Discussion

Discussion the result of research falls into describing the plan, input, classify, code, and query.

3.1 Plan

Activities of this stage are:
Planning the codes for the literature review: Reviewers decided to create parent and child codes, as shown in Table I.

.

Table 1. Planning codes

Num	Code		
	Code Name	*Type*	*Description*
1	Skills	Parent	Skills needed in communication industry
2	Communication	Child	Communication is the one you will use every day when working in this field
3	Writing Ability	Child	The ability to write captivating content.
4	Social media	Child	Social media has redefined communication between public relations specialists and their audiences.
5	Multimedia	Child	Having at least a basic knowledge of how to manipulate various types of media.
6	Creativity	Child	Creativity is for specialists whether by writing, coming up with a new approach to an old idea, or finding a way to attract new customers, public relations
7	Attention to detail	Child	Attention to detail is among the most important public relations skills need to develop.
8	Honesty	Child	Individuals working in communication need to have stellar reputations.
9	Definition	Parent	Definitions of some topics
10	What is known	Parent	The well-known information about skills
11	What is not known	Parent	The unwell-known information about skills

We have collected sources: The source of references from online advertisements and media

3.2 Input

The first stage of the qualitative data processing method is input the online data from the website into NVivo. The pdf documents, reports, and websites.

3.3 Coding

After entering the data into NVivo, the next thing to do was coding. Code in qualitative research is a word or phrase that summarizes or captures the essence of a piece of data. Coding is an analytical process for categorizing data. In NVivo, coding is gathering related material into containers called nodes. If a node is open, all the references in the project are coded to that node. With coding, the researchers collected all sources related to the topic. For example, researchers created code on the node when the respondent explained the material he wrote.

Fig.1 Creating nodes

Then, NVivo gathered all attributes related to the code. The focus of the research was based on "Writing Skills Needed for the Communication Industry." Therefore, the nodes planned are based on topics, namely Skills, Communication, Writing ability, Social media, Multimedia, Creativity, Attention to detail, Honesty, Definition, What is known, and What is not known, as shown in Fig. 1.

3.4 Query

A query is retrieving data from database and providing it for use. Another understanding is a particular set of instructions to retrieve specific data repeatedly [9]. NVivo can complete various queries that can be used to answer questions about data, find patterns, and find ideas. For example, researchers used Word Frequency Query and Text Search Query.

Word Frequency Query

Word Frequency Query allowed researchers to determine the number of times the selected item appears. Seeing how many words appear could help identify themes and concepts, as shown in Fig. 2.

Fig.2 Word Frequeny Query

Text search query

Text search query allowed researchers to determine the number of times the selected item appears. Seeing how many words appear can help you identify themes and concepts, as shown in Fig. 3.

Reading the relation of the words shows that listening is half of the communication process - just like it takes two to tango, it takes a clear speaker and an active listener for effective communication. However, listening takes way more patience than talking, while listening instead of pretending to hear is something very few people do. This puts a strain on communication, as shown in Fig. 4.

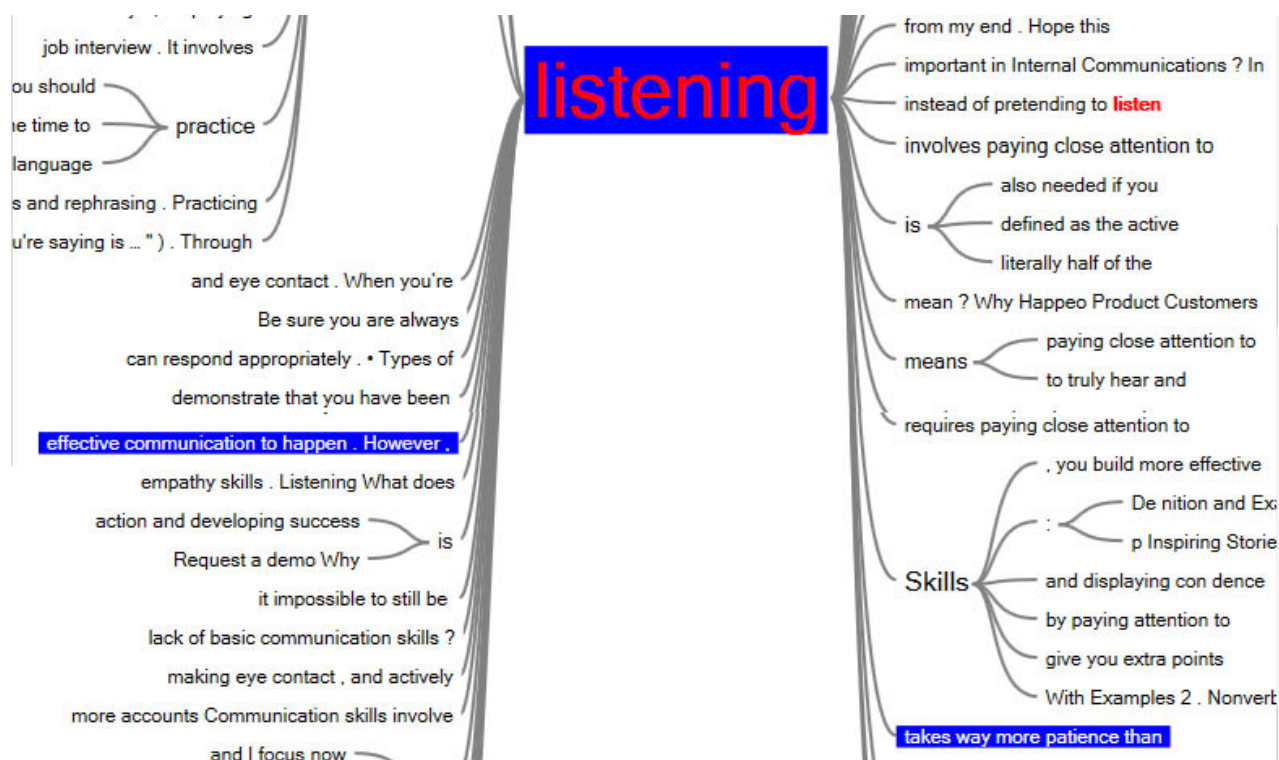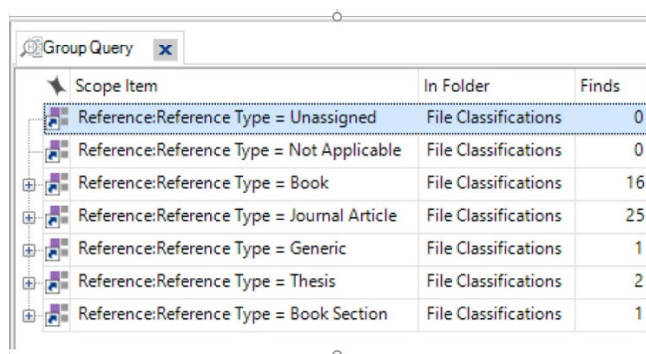*Fig. 3. Word tree of Search Text Query*

Fig. 4. Relation ot the word "listen".

Group query

Group query allowed researchers to determine the number of proper resources in the research since they had academic, psychological, and social benefits, as shown in Fig. 5. They were two thesis, 25 journal articles, one generic, one book section, and 16 books.

Fig. 5. Group query.

IV. Conclusion

The literature review using NVivo was considerably shorter than a traditional manual method. The manual process requires more time to locate and prepare documents and produce and edit references [10].

According to the literature review findings from books, journals, and other online sources published between 2004 and 2020, researchers found the relations of words or themes. After the Word Frequency Query, the most appeared word was game. And also, there was a relation between the word innovation and profitable. There are gaps in previous research, but the skills needed in the communication industry are writing and listening to clients.

Professional writing competence is still a profession and the competency of graduates in Communication Science, the most widely required by industry or employer. It needs to be realized by the students and faculty who want to develop professionalism in the learning process in the classroom. In the absence of specific writing that gives a signal that the writing competence is not limited to a particular field, is following the dynamics of science, culture, and environment so quickly requires the strengthening of the basic concepts and theories in addition to the technical skills of writing.

References

[1] D. Sikirit, "The Challenges of Home Learning during the COVID-19 Pandemic," Unicef, 2022. https://www.unicef.org/indonesia/education-and-adolescents/coronavirus/stories/learning-home-during-covid-19-pandemic.

[2] L. Mitchell, L. Jacobs, and C. Hagenmeier, "Adapting a Capacity- Development-In-Higher- Education Project : Doing , ADAPTING A CAPACITY- EDUCATION PROJECT : DOING , BEING AND BECOMING," Perspect. Educ., no. March, 2021, doi: 10.18820/2519593X/pie.v39.i1.22.

[3] E. Pang, M. Wong, C. H. Leung, and J. Coombes, "Competencies for fresh graduates' success at work: Perspectives of employers," Sage J., vol. 33, no. 1, 2018.

[4] Suyitno, "The implementation of quality management system using ISO 9001 : 2008 based Total Quality Management Concept (Case Study at the First State Public Vocational Secondary School at Singosari , Malang Regency , East Java , Indonesia)," J. Soc. Sci., vol. 7, no. 1, pp. 15–27, 2018.

[5] G. A. Philip Kotler, Principles of Marketing, 18th ed. New York: Pearson, 2020.

[6] H. Keiling, "16 Top Jobs For Graduates With Communications Degrees," Indeed, 2022. https://www.indeed.com/career-advice/finding-a-job/top-communications-degree-jobs.

[7] P. Benevene and M. Cortini, "Human resource strategic management in NPOs: An explorative study on managers' psychosocial training," J. Work. Learn., 2010, doi: 10.1108/13665621011082873.

[8] D. C. Feldman, W. O. Bearden, and D. M. Hardesty, "Varying the content of job advertisements - The effects of message specificity VARYING THE CONTENT OF JOB ADVERTISEMENTS The Effects of Message Specificity," no. August, 2014, doi: 10.2753/JOA0091-3367350108.

[9] A. Silbeschatz, Database System Concepts. New York: McGraw Hill, 1998.

[10] M. Warnes, "Conducting a Literature Review using NVivo," Cambridge, 2018. doi: DOI: 10.13140/RG.2.2.31849.75360.